**Caslon Primary Community School**

**Pupil Premium Strategy Statement: 2016/2017**

**Pupil Premium** is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. This funding is called Pupil Premium, and is allocated on the basis of the

number of children who are entitled to **free school meals (FSM),** those **looked after** by the local authority and children of **armed service personnel**.

The intended effect of this funding is to accelerate progress and raise attainment. It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

All schools are required to report on the amount of funding received, how this is being used, and the impact of any work done.

**Pupil Premium Grant Expenditure:**

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| **Number of pupils and Pupil Premium Grant (PPG) received 2016-17**   |
|  Number of pupils on roll R-Y6  | 194  | Amount of PPG received per pupil   | Deprivation Pupil Premium £1,320  | Adopted from Care premium  £1,900  |
| Total number of pupils eligible for PPG  | 88  |   | Service Child Premium £300  | Looked after Premium (LAC) £1,900  |
| Total number of pupils eligible for PPG who meet a criterion/criteria e.g. LAC  | 2  | Total amount of PPG received  | £116,160  |
|   | Date of mid point review Date of next review  | Jan 2017 Oct 2017  |

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| **Barriers to future attainment (for pupils eligible for PP including higher ability)** All PP pupils data and contextual information is analysed at the start of an academic year to enable individual barriers to learning to be identified  |
| In-school barriers (issues to be addressed in school)  |
| A  | Pupils achieving the expected standard in English in KS1 & 2  |
| C  | Pupils achieving combined Reading/writing/Maths at KS1 and KS2  |
| D  | More able pupils achieving the expected standard in writing (Greater depth) at the end of KS1 and KS2  |

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| In school barriers to future attainment  | Desired outcome How they will be measured  | Success Criteria  |
| Low self esteem, expectations and aspirations are more prevalent among pupil’s eligible for pupil premium.  | Establish higher levels of wellbeing, self-esteem and confidence for pupil premium children.   | Tracking will show that all children are ‘emotionally ready’ to learn and demonstrate positive learning behaviours. Pupil voice will evidence, confidence and pride in their learning along with high aspirations for their futures.  |
| Access to educational experiences such as visits, music lessons and participation in physical activities is limited.  | Increased opportunities for disadvantaged children to pursue wide-ranging interests.   | PP children’s tracking system will show an increase in attendance at ‘out of hours’ clubs and activities.  |
| Parent/Carers of children eligible for pupil premium tell us that they are unsure how best to support their children at home, particularly the more able children.   | Parents and Carers are able to provide effective support with homework. Increased completion of homework tasks for disadvantaged children.  | Parent/Carer voice evidencing greater confidence in their own skills and understanding of the work covered in school. And how to support their child.  |
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|  | **Measuring the impact of PPG S 2016-2017 spending**  |
|   | Desired outcomes and impact measures  | Success Criteria  |
| A  | Pupil premium provision targeted to meet individual needs of each pupil in KS1 and KS2  | * All pupil premium pupils make at least expected progress and achieve targets set by SLT
* Most PP pupils make rapid progress to achieve expected progress
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| B  | Pupil premium provision for more able identified and enriched  |  All pupil premium pupils that achieved Greater Depth at KS1 to remain on track and achieve Greater Depth at KS2 in combined **Reading/writing/Maths**  |
| C  | Pupil premium provision for more able pupils targeted support for writing  | * All pupil premium pupils who achieved greater depth in writing at KS1 remain on track to achieve Greater depth at KS2:
* Y6 pupils to achieve 6.6 / GDS or HIGH SS in SATs / end of KS2 assessments
* Y2 Pupils to achieve 2.6 / GDS or High SS in SATs / end of KS1

assessments * Years 1,3,4 & 5 to achieve .6 GDS
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| **Planned expenditure 2016-17**  |
| **1. Quality First Teaching for all**  |
| **Desired** **Outcome** **Action**  | **Action**  | **Rationale**  | **Monitoring**  | **Staff**  | **Review Date**  |
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| **A, B &C**  | English CPD /training in elements of English teaching focusing on outstanding provision for all pupils including PP pupils.  Improve the teaching and learning of writing across whole school.  Staff INSET training and bespoke CPD opportunities to develop: * Handwriting
* Use of Kinetic

letters * Application of Grammar
 | To enable staff to deliver quality first teaching their expertise is crucial. Bespoke CPD training is essential.  EEF +5 months gain.    There is also some evidence that reducing class sizes is more likely to be effective when supported with professional development to learn and develop teaching skills and approaches.   | Appraisal observations  Pupil progress meetings reviews  Coaching   Assessment discussions  SIP Reviews  | HT/DHT & Lit Subject Leader to work with all staff     | Jan 2017  |

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|  |  Writing at Greater Depth  |  |  |  |  |
| A,B &C  | Improve feedback across the curriculum with a focus on it being more effective and timely. * Ensure it is specific, accurate and clear
* Modelling correct work
* Improve the

quality of self and peer assessment * Provide opportunities for pupils to make improvements following feedback.
 | Effective feedback is information given to the learner/and or the teacher about the learner’s performance relative to the learning goals. It should aim to produce improvements in the pupils’ learning***.*** *Evidence from EEF* *indicates that effective* *feedback has high* *effects on learning with* *an +8 month plus gain*  | Monitoring of books as part of Teaching and Learning Profile self monitoring  | KB/CW/SLT Link Governors  | Dec 2016  |
| A, B &C  | TLR subject Leaders English /Mathematics to have joint release management time.     | Joint management time will address in school variance ensuring consistent implementation of practice and expectations. It will enable robust  | KB (HT) CW (DH)  | All staff  | Jan 2017 Ongoing half termly reviews  |

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|  |  | monitoring and support of the teaching and learning of core subjects to ensure quality first teaching. This collaboration of subject leaders will also enable tracking of targeted pupils to ensure they are on track to achieve combined R/W/M in KS1 and 2  |  |  |  |
| **A, B &C**  | Teaching assistant in all classes for Literacy and Numeracy during the morning lessons, increasing capacity for targeted support  Teaching Assistants to attend pupil progress meetings and assessment reviews | Evidence suggests that TA’s can have a positive impact on academic achievement particularly where TA support individual pupils or small groups.  This approach is most effective where teachers work together with TA’s effectively and support TA supplements ratherthan substitutes teaching from teachers.   | Pupil Progress Meetings  Intervention reviews  Appraisal observations and feedback  Coaching | All staff  | Dec 2016  |

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|  |  | Support and training for both teachers and TAs so that they understand how to work together effectively to maximize impact on learning.  E.g. Making time for pre discussions before lessons.  Involvement in pupil progress meetings and reviews.   *EE**F Research suggests* *a 3**-**5* *month impact on* *learning*  |  |  |  |
| **A,B &C**  | Additional staffing in years EYFS, Y2 and Y6 HT/DH/HLTA  DH and HT Target higher ability pupils (Small booster groups)  | Focused small group tuition to challenge and deepen the learning of targeted PP HA children in Eng. and Maths.  Provide high quality booster groups  | Pupil progress Meetings  Assessment reviews  Intervention reviews   | KB/CW  | Commencing Jan 2017 and to reviewed half termly  |
|  | Appraisal-objectives set with barriers for PP pupils in mind  | PP children are tracked/ discussed more frequently to ensure they are on  | PP Meetings Half termly KB/CW   | All staff  | Jan 2016  |

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|  | informed by School Improvement Plan.   Training and CPD to ensure all leaders and classroom teachers understand how to use data and research effectively   Pupil progress meetings half termly and fortnightly where targeted pupils need swift intervention.   | track to meet targets and make swift progress. This ensures that provision starts in the classroom at quality first teaching.  This ensures that quality of teaching, assessment, feedback and communication with parents is effective.   | PP Governor Champ to track half termly  Fortnightly SLT subject leaders and  |  |  |
| **A & B**  | Non Class based SENCo and Learning Mentor to maintain whole school approach for supporting emotional health and well-being.  Mentor Link will support vulnerable and distressed  | Identified individual pupils (with high levels of learning, social, emotional or behavioural needs) make good progress against personal targets set. Improved confidence and general readiness are identified  | Pupil progress  Pastoral Mini best meetings Learning support reviews  Behaviour tracking  Attendance tracking   | CW/GH/TW/TH/LP  | Jan 2017  |

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|  | children by providing them with a volunteer mentor.   | and measured through Boxall profile. Mentoring will help children achieve positive changes and remain engaged with their families, learning and the community and achieve successful transition to adulthood.  | Parent meetings   |  |  |

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|  | **Planned expenditure Continued 2016-17**  |  |
| **2. Targeted Support** |  |  |
| **Desired Outcome** **Action**  | **Action**  | **Rationale**  | **Monitoring**  | **Staff**  | **Review Date**  |
| A & B       | Catch up Literacy/Numeracy Year 2 Year 4 Year 6   | Some of our pupils need targeted support to ‘catch up with their peers. This has been evaluated and shown to be effective in other schools.  *EEF research still evaluating the impact of this intervention.*  | SLT  Pupil Progress meetings half termly (Fortnightly where necessary)  | RH LV JW  | Dec 2016  |

 

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| A, B & C  | Gap Task Busters  | Individual pupil’s misconceptions and next steps are addressed by HLTA’s in their specific phases.  | SLT Pupil progress meetings half termly (Fortnightly where necessary)  | All staff  | Dec 2016  |
| A, B & C  | Peer to peer tutoring project with Learning Ambassadors ‘Study Buddies.’  | Peer to peer tutoring (learners working in small groups or pairs) provide each other with explicit teaching support.   Extending opportunities to build leadership skills and increase self esteem and confidence.   *EEF**research indicates that pupils* *from disadvantaged backgrounds* *and low attaining pupils make the* *biggest gains, with an average* *positive gain of +5 months.*  | Pupil Progress Meetings  Assessment reviews  Observations Monitoring (pupil voice)  | All staff Led by RH   | Dec 2016  |
| B  | G&T Higher level Math’s Project (Local Authority led)  | Improving subject knowledge higher level math’s teaching increasing pupil outcomes and % of Greater depth in Maths  | Pupil progress meetings  | DC (Maths Leader)  TW/JW  | Jan 2017  |
| A,B & C  | Targeted Writing Booster sessions before school linked to breakfast club  | Extending learning time using ICT/computing to focus on individual Reading and writing  | Pupil progress meetings   | AB Lead  SO/BH Breakfast club  | Half termly  |

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|  |  | skills and strategies enabling pupils to make progress at their own rate.  EEF + 4 months gain   | Appraisal reviews  |  |  |
| A, B & C  | SATS Booster sessions for year 2 and 6   Before/after school and holiday clubs.  | Maximising learning through before and after school provision. Developing knowledge, understanding and application of Lit and Maths skills through gap analysis addressing misconceptions and SATS revision.   Increased attainment and desired pupil outcomes.   | Pupil Progress  Assessment reviews    | JW/AB  RH/GC  TW  | Half termly  |
| A, B& C  | Learning Mentor /Nurture Group    | Nurture group and activities bespoke and personalized to individuals will offer a focused intervention, which addresses barriers to learning arising from social, emotional or behavioural difficulties in an inclusive and highly supportive manner. This will improve social and emotional functioning and academic achievement by attending nurture group provision.  | Pupil Progress  Mini Best Team Pastoral monitoring  Pass surveys  | GH/LP/TH  | Half termly  |
| A & C  | 1-1 tuition for targeted support  | EAL advocate to give support to targeted EYFS pupils to support  | Pupil Progress   | FA  | Dec 2016  |

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|  | EAL advocate to give support to targeted EYFS and Year 1 pupils   | their speaking, reading and writing skills.  | Monitoring  | EAL Advocate and IK (Link Governor)  |  |
| A,B & C  | Inclusion Manager (DH) and Intervention Champ(HLTA) to lead and support our  Intervention support groups.  |  An in depth programme of intervention support groups to include;   Pupils not making expected progress  Pupils with social communication barriers   Pupils with low reading ages   Extra English for pupils new to the country (EAL)   Pupils experiencing reading and writing difficulties not only with comprehension but also with reading accuracy.   | Intervention reviews  Pupil Progress Meetings  Appraisal reviews  | Intervention Manager (CW) and SENCO  Pupil premium Champ Governor (MN)  | Half termly    |
| A,B & C  | After school programmes Offering a range of activities before/after school to target pupils. Academic programmes delivered by teachers and other  | EEF research indicates that Participating in after school programmes improves performance on measures of academic achievement. The quality and focus of the programme is important in order to achieve the maximum gain.   | Monitoring Observations Pupil voice and questionnaires (Parent & Pupil)  | TW PE and Sports Lead and Extra Curricular  RH Sports Coach  | Termly  |

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|  | activities delivered by other adults with a range of skills and qualifications. A selection of clubs ranging from…  Global Solution Seekers * Art Club
* Gardening Club
* Sporting clubs and competitions
* Choir
* Music
* Drama

  | Targeted extended school places to before and after school clubs and breakfast club will; * Improve attendance and punctuality.
* Improve social skills
* Promote healthy eating
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| **Planned expenditure Continued 2016-17**  |  |
| **2. Other Approaches**  |  |
| **Desired Outcome** **Action**  | **Action**  | **Rationale**  | **Monitoring**  | **Staff**  | **Review Date**  |
| **A, B & C**  | Dedicated staff to sustain improved attendance and punctuality.  | Whole school attendance will sustain % above National average. Rewards and incentives will promote good attitudes to attendance from pupils and parents.  | KB  | CW/TH Attendance team  | Weekly updates and half termly reviews  |

 

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| A, B & C  | Dedicated staff to sustain improved behaviour  | Evidence from EEF studies suggests that behaviour interventions for targeted pupils, matched to specific pupils with particular needs or behavioural issues can have a large impact.  *EEF* *+4* *months gain* *It is clear that reducing* *challenging behavio**u**r in* *schools can have a direct* *and lasting effect on pupils’* *learning.*   | Weekly tracking from Behaviour lead and Learning mentor  Half termly reviews  Governor reports and reviews based on monitoring visits  | TW/GH  |   |
| A  | Develop learning to learn strategies  ‘Building Learning Power’ Puppets purchased and launch assemblies with super hero Staff training  | Establish develops and sustains pupils portable learning habits Prepares young people for life time of learning. Enhances pupil progress and attainment  | Governor Visit days  SLT Monitoring Observations and Learning Walks  | KB SLT Governors  | Jan 2017  |
| A, B & C  | Improve and support homework systems by  | EEF studies show that the quality of the task set appears to be more important than the  | Parent /pupil questionnaire  Pupil Progress  | SLT All staff  | Jan 2017  |

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|  | increasing parental engagement   Help your child with their homework workshops  Inspire sessions where parents work alongside their children to up skill  Maths on line audit tool for parents  Homework club    | quantity of the work required from the pupil.  Effective homework is associated with greater parental involvement and support  Broader evidence base suggests that short focused tasks or activities which relate directly to what is being taught and which are built on in school are likely to be more effective.   EEF +2 months gain    | Meetings   Assessment reviews  |  |  |
| A, B & C  |  Learning Mentor / Mini Best Pastoral Team    | Monthly Mini Best (Pastoral) meetings result in excellent communication and swift intervention improving personal development, behaviour and welfare.  The team also liaise with parent and external  | Review meetings  Pupil Progress  Monitoring  | CW/GH/LP/TH/AC  | Dec 2016  |

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|  |  | agencies which impacts on staff having the most up to date research and strategies to integrate children into the classroom  |  |  |  |
| A, B & C  | Designated Family Link Co-coordinator    | To develop and sustain parent partnerships and support families who may need additional services.  ‘Reaching ’ out to all PP parents. Regular involvement in pastoral/Mini Best Meetings to identify and support, track vulnerable children.   Increasing parental engagement in learning will impact on pupil outcomes and attendance.   | Pupil progress  Intervention reviews  Pastoral meeting reviews  | LP/CW/KB  | Jan 2017  |
|   | Funding for Curriculum enrichment and extra-curricular activities   | Access to G &T enrichment activities or visits including Maths and English events as well as sporting and arts events.  Woodfield House  | Monitoring Observations Pupil voice and questionnaires (Parent & Pupil)  | TW PE and Sports Lead and Extra Curricular  RH Sports Coach  | Jan 2017  |

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|  |  | Ski slope/climbing walls etc.  Trips to Secondary Schools/Universities/  Subscription to music lessons and for possibly purchasing the instrument to support this.    |  |  |  |

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| KS2 **Percentage of FSM Key Stage 2 pupils achieving expected standard in 2016 comparison with national FSM pupils**  |
| Maths, Reading Writing TA  | Mathematics  | Reading  | Writing  | English Grammar, Punctuation & Spelling  |
| Cohort  | School %  | National FSM %  | Cohort  | School %  | National FSM%  | Cohort  | School %  | National FSM%  | Cohort  | School %  | National %  | Cohort  | School  | National FSM%  |
| 18   | 50  | 60  | 18  | 83  | 75  | 18  | 67  | 71  | 18  | 56  | 79  | 18  | 78  | 78  |

KS2

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| **Percentage of FSM Key Stage 2 pupils achieving greater depth in 2016 comparison with national FSM pupils**  |
| Maths, Reading Writing TA  | Mathematics  | Reading  | Writing  | English Grammar, Punctuation & Spelling  |
| Cohort  | School %  | National FSM %  | Cohort  | School %  | National FSM%  | Cohort  | School %  | National FSM%  | Cohort  | School %  | National %  | Cohort  | School  | National FSM%  |
| 18   | 0  | 7  | 18  | 22  | 20  | 18  | 22  | 23  | 18  | 17  | 18  | 18  | 22  | 27  |

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| KS1 Percentage of FSM Key Stage 1 pupils achieving expected standard in 2016 comparison  **with National Non Pupil Premium pupils %**   |
| Mathematics  | Reading  | Writing  |
| Cohort  | School %  | National PP%  | Cohort  | School %  | National FSM%  | Cohort  | School %  | National %  |
| 15  | 67  | 73  | 15  | 60  | 74  | 15  | 60  | 65  |

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| KS1 Percentage of FSM Key Stage 1 pupils achieving greater depth in 2016comparison **with National Non Pupil Premium Pupils %**  |
| Mathematics  | Reading  | Writing  | English Grammar, Punctuation & Spelling  |



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| Cohort  | School %  | National %  | Cohort  | School %  | National %  | Cohort  | School %  | National %  | Cohort  | School  | National %  |
| 15  | 13  | 20  | 15  | 13  | 27  | 15  | 7  | 16  |   |   |   |

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| Progress and attainment for pupils eligible for pupil premium  |
| EYFS  | 71% of PP Pupils achieved GLD (52% National FSM) ( 69% National Non FSM )  |
| Phonics Year 1  | 89% attained expected standard (70% National)   |
| Phonics Year 2  | 100% (93% National)  |

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|  Review of Impact 2016-17  |
| Desired Outcome  | Impact of expenditure  | Implications for the future  |
| A  |   |   |   |   |
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| C  |   |   |   |   |
| D  |   |   |   |   |
| Appendix of evidence       |



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