**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 |
| B | Pupil premium provisi  on 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  .    B  espoke 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 rather    than substitutes  teaching from te  achers. | 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.    M  aking time for pre  discussions before  lessons.    Involvement in pupi  l  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  pro  gress. 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  leadersh  ip 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 th  rough 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  intervent  ion support groups to  include;        P  upils not making expected  progress        Pupils with social  communication bar  riers        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 behavio  u  r  interventions for targeted  pupils,  matched to specific  pupils with particular  needs or behavioura  l  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 mont  h  s 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  pas  to  ral/Mini Best  Meetings to identify and  support, track vu  l  nerable  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 | |
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| Appendix of evidence | | | | |



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