

Pupil Premium Report Sept 2017

Pupil Premium aims

- To ensure children are ready to learn in school by ensuring their emotional state is enabling engagement
- To support children during transition – especially service children
- To ensure that pupils English skill, especially reading and maths skills are at an ARE by Y2
- To ensure attendance is 95%
- To ensure all children to have a 'growth mindset' that ensures background is not limiting pupil or staff aspiration

Pupil Premium Details

There are pupils – 13 pupils (8.6%) Eligible for PP funding of these 6 are classed a service children. 4 of the children are receiving SEN support.

We received £15300 PP funding for the 2016/17 academic year

School interventions and actions to support PP children

- High quality teaching for all children – class teachers and teaching assistants. An INSET day used to explore the nature and features of growth and closed mindset. Monitoring of the quality of teaching shows that all teaching is at least good
- All staff are aware of the children eligible for PP funding in their class. The children are carefully tracked and are a key point of discussion in termly progress review meetings
- Each class has a TA every morning. In the afternoons the KS1 TAs provide interventions planned by the classteacher
- 2 Teaching Assistants implement Every Child Counts and FFT Wave 3 Reading 4 afternoons a week for targeted children. This is an established format within the school that has supported the acquisition of the key literacy and numeracy skills
- Nurture group supports identified pupils. This work is delivered by 2 trained Teaching Assistants every week. This includes 1 member of staff who works as an ELSA one extra afternoon per week.
- Assistance for music tuition, school visits and clothing allocated as needs arise
- SENNS support
- Support from the Dorset Behaviour Service
- Support is given to access the wrap around care provision to support parents and children through reduced or waived costs. The afterschool club is also used to provide 'playdate' opportunities for children.

Effectiveness of provision

2015/16 data showed that;

- **EYFS** – All the children eligible for PP funding achieved the ELG for maths and English and achieved a GLD overall. Both children were on a S&L support programme.
- **KS1** – In reading all children achieved an age related expectation at the end of the academic year.
In writing 5/7 achieved an age related expectation at the end of the academic year.

In maths 5/7 achieved an age related expectation at the end of the academic year.

6/7 of the children made at least expected progress in English and maths. In Y2 the PP children performed higher than their peers overall.

- KS2

In reading – 3/8 of the children eligible for PP funding achieved an ARE in reading with 7/8 making at least expected progress over the academic year.

In writing - 2/8 of the children eligible for PP funding achieved an ARE in with 4/8 making at least expected progress over the academic year.

In maths - 2/8 of the children eligible for PP funding achieved an ARE with 6/8 making at least expected progress over the academic year.

The gap in KS2 between attainment of PP compared to non PP was partly a consequence of 4/8 of the children being eligible for PP funding also being SA+ for SEND. All PP who were SA+ received specific English and maths interventions, this enabled progress to be made. However the raised expectations of the NC, particularly in Writing made the attainment of an ARE challenging.

2016/17 Attainment on progress

Overall PP Performance	Progress - expected	Attainment - ARE	PP – non Service (7 ch'n)		Non PP, Non Service Attainment
			Prog	Att	
Maths	12/13 – 92%	11/13 – 85%	6/7 86%	5/7 71%	80/105 78%
Reading	13/13 –100%	12/13 – 92%	6/7 86%	6/7 86%	88/105 84%
Writing	12/13 - 92%	9/13 – 70%	6/7 86%	3/7 43%	76/105 73%

- Overall there is little achievement gap between PP and non PP children except in writing. Progress of non PP and PP children shows little gap
- Whilst the additional 'formal interventions' such as Every Child Counts are important in narrowing the attainment gap the most significant factor is the maintenance of the teacher/TA partnership. The quality and experience of both classteachers and TAs ensure that all pupils are well catered for. Classteachers are able to quickly identify learning needs for all pupils and are able to then effectively deploy the available resources to meet those needs. This may be by establishing TA led booster groups or by deploying the TA in such a way that the classteacher can intervene directly with a programme of support. School pastoral care is strong, this supports the children's emotional well being ensuring that pupils are ready to learn
Parent links are also strong
During the progress meeting all children who aren't making expected progress are discussed and their provision is considered.
- The SENDCO is effective in accessing specialist support as required
- The school has in the past employed a trained teacher to run 1:1 tuition for pupils. This was not sustainable alongside TA provision and for the reasons explained above was not continued

School's process for identification of appropriate intervention/support programmes to address pupils' barriers to learning

What is the process by which the school identifies the most appropriate intervention to meet PP pupils' needs?

- The classteacher discusses provision both with the HT and if appropriate the SENDCO, the SENDCO leads the formal intervention programmes; Every Child Counts and Reading Recovery and discusses with the classteacher whether the child would gain from the programme. During progress review meetings the provision is shared, discussed and agreed.

How are pastoral intervention programmes selected?

- These are discussed and agreed with the SENDCO and when needed the HT. Parents are always informed. Discussion with parents made lead to a placement on a particular intervention

Is this intervention programme linked to current class learning and do pupils miss English or maths to participate?

- Where possible all interventions for maths and English are done in addition to regular lessons. Sometimes they may be within a maths or English lesson where a key concept is being developed for example the children may do the initial input of a phonics lesson at phase 4 but then go to an intervention group to practice phase 3 phonics.
- A lot of intervention groups happen in the afternoons. Where class TAs are leading an intervention they are usually linked to current learning, either reinforcement or pre teaching. The formal interventions follow a set programme.

Teachers' accountability for PP pupils' progress

How do senior leaders hold teachers to account for PP outcomes?

- Termly progress review meetings take into account the progress of all children. The meetings also look at specific groups of children PP, SEND, higher achievers etc. The outcomes for each cohort are shared with all teachers including subject leaders. PP and SEND children are analysed as separate groups.

Attendance

- Pupil attendance is monitored over 6 week, termly and annual blocks, PP children are identified within this monitoring. The school attendance policy is followed.