

# Trowse Primary School - Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Trowse Primary School				
<b>Academic Year</b>	2016-17	<b>PP budget (April 2016)</b>	£8,500	<b>Date of most recent PP Review</b>	October 2017
<b>Total number of pupils on roll</b>	107	<b>Number of pupils eligible PP/ LAC/ adopted/ forces</b>	6	<b>Date for next PP Strategy Review</b>	October 2018
2. Current attainment - July 2017 (& July 2016) data.					
<b>KS2- end of 2017</b> (July 2017- no pupils FSM or Ever 6) (July 2016 - one pupil FSM or Ever 6)		<b>Y6 pupils eligible for PP</b>		<b>All pupils- national average attainment</b>	
% achieving expected standard in reading, writing & maths		n/a (100% in 2016)		61% (53% in 2016)	
% Achieving the expected standard in reading		n/a (100% in 2016)		71% (66% in 2016)	
% Achieving the expected standard in writing		n/a (100% in 2016)		76% (74% in 2016)	
% Achieving the expected standard in maths		n/a (100% in 2016)		75% 70% in 2016)	
<b>KS1- end of 2017</b> (July 2017- one pupil FSM or Ever 6) (July 2016- no pupils FSM or Ever 6)		<b>Y2 pupils eligible for PP</b>		<b>All pupils- national average attainment</b>	
% achieving expected standard in reading, writing & maths		100% (n/a in 2016)		64% (60% in 2016)	

% Achieving the expected standard in reading	100% (n/a in 2016)	76% (74% in 2016)
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% Achieving the expected standard in writing	100% (n/a in 2016)	68% (65% in 2016)
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% Achieving the expected standard in maths	100% (n/a in 2016)	75% (73% in 2016)
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<b>EYFS- end of 2017 (July 2017- two pupils FSM or Ever 6) (July 2016- two pupils FSM or Ever 6)</b>	<b>EYFS eligible for PP</b>	<b>All pupils- national average attainment</b>
% of PP children with a GLD	100% (50% in 2016)	71% (69% in 2016)

### How we spent to money 2016-17

Intervention:

- Pupils are carefully tracked to identify vulnerable groups and are supported out of class through targeted interventions.
- Pupil premium helped support extended Teaching Assistant hours for the school to provide Sound Discovery, Catch-up, Rapid Maths and other focused interventions such as nurture.
- Pupil premium helps fund individual nurture support- advice, guidance and support for PP pupils (as well as others).
- Pupil premium helps fund one-to-one tuition costs (before or after school extra lessons) for those in need of further academic support. A tailored programme of support is put in place if a child needs it.

#### In Class Support:

- Pupil premium is used to help bolster TA hours in classrooms, therefore supporting all pupils, including those eligible for pupil premium, to achieve their potential. Teachers and TAs clearly know who their PP children are these children are identified photographically in teachers folders so all adults, including any supply staff, will know..

#### Out of School & Extra-Curricular:

- The school continued to subsidise to children of families to enable equal access. Music lessons, school trips, holiday learning activities are typical areas where children were supported.

#### Attendance:

- We look to support families' needs that may fall outside the direct 'attainment' bracket but may impact on a child's attendance- therefore having an indirect positive impact on their attainment and life chances. Collecting children to bring them to school and feeding children at our breakfast club have been recent examples that fall into this category.

#### **IMPACT**

In terms of **attainment and progress**, as you can see from the above tables, Pupil Premium children are well supported to do their best and are in line with national expectations, making good progress. PP children are supported to attain well through rigorous tracking and appropriate support is put in place for PP children (as well as non-PP children) so they can achieve the nationally expected standards. This tracking also looks at progress.

In terms of percentage **attendance**, the PP group for the academic year 2016-17 figure was 95.4%. The three year average for PP children is 95.3%. This is below the national average for all pupils of 96% and below the 'all pupils' school percentage of 97.1%.

3. Barriers to future attainment (for pupils eligible for PP for the academic year 2017/18)		
<b>In-school barriers</b> ( <i>issues to be addressed in school</i> )		
A	<u>Academic gaps.</u> Some PP children are below where we would like them to be academically.	
B.	<u>Social and emotional development.</u> Some PP children require social and emotional support.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
A	<u>Attendance</u> of the PP group for the academic year (95.4%) 2016-17 was below out whole school average (97.1%) and slightly below the national average (96.1%).	
B	<u>Parental engagement.</u> Ensuring children are well supported with home learning and academic aspiration.	
4. Desired Outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
A.	Relevant interventions will be targeted at relevant Pupil Premium children.	Targeted interventions are established to support academic areas, as well as provide social and emotional support, used effectively for the PP children.  Teachers/ SENDCO can evidence specific progress through children's work/books and assessment information (e.g. reading ages)

<b>B.</b>	Improve outcomes for Pupil Premium children.	End of year attainment and progress data shows that children who are eligible for Pupil Premium are attaining in line with Pupil Premium children nationally.
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**5. Planned expenditure**

<b>Academic year</b>	<b>2017-18 (11 pupil premium children) - £10,400</b>
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve **classroom pedagogy, provide targeted support** and support **whole school strategies**

**i. Classroom Pedagogy**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupils make at least 2.0 points progress per term (all children) in reading, writing and maths.	Guided group work – targeting the PP children specifically	<ol style="list-style-type: none"> <li>1. From analysis of the Education Endowment Foundation toolkit we can see that small group tuition has a rating of +4.</li> <li>2. Classes have 2 year groups and targeted small group tuition/teaching will enable us to specifically teach the group of children (including Pupil Premium children).</li> </ol>	<p>Ensure all classes have identified, photographically, for all adults in the room, who the PP pupils are.</p> <p>Lesson observations, learning walks.</p> <p>Termly pupil progress meetings.</p>	Head	<ol style="list-style-type: none"> <li>1. Termly at pupil progress meetings.</li> </ol>

All children to receive effective feedback on their work and know what to do to improve.	Response marking.	1. From analysis of the Education Endowment Foundation toolkit we can see that feedback has a high impact for low cost.	Book scrutinies to pay specific attention to PP pupils.	Head	1. Termly at pupil progress meetings.
<b>Budget notes:</b> <ul style="list-style-type: none"> <li>Having TAs in class in the morning will allow enough adult support to target specific groups, including groups with PP children in.</li> <li>The cost in brackets is the <u>total</u> cost of TA support in classes in the mornings across the school</li> </ul>				<b>Total budgeted cost</b> <b>£4,500</b> <b>(£27,213)</b>	

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ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All children eligible for Pupil Premium to have access to quality first teaching to address their specific curriculum difficulties.	Targeted small group and 1-1 intervention based on need, using the range of interventions available.	<p>1. From analysis of the Education Endowment Foundation toolkit we can see that:</p> <p>Oral language interventions (+5)  Reading comprehension strategies (+5)  Small group tuition (+4)  Social and emotional learning (+4)  Meta-cognition and self-regulation (+8)</p> <p>2. From in school analysis of test scores and teacher assessments, it is evident that Pupil Premium children have gaps in their learning and require additional support to address this.</p>	<p>Liaison with class teachers, SENDCO and staff delivering interventions.</p> <p>Analysis of improvements in the scores of our Pupil Premium children.</p>	SENDCO	1. Termly at pupil progress meetings.
<b>Budget notes</b> The cost is the <u>total</u>				<b>Budget</b>	<b>£3,500</b> <b>(£18,082)</b>
<ul style="list-style-type: none"> <li>The cost in brackets is the <u>total</u> teaching assistant time to deliver targeted interventions to all who need it, including PP pupils.</li> </ul>					

### iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupil Premium children have opportunities in line with all children.	To provide access to all school visits for Pupil Premium children.	1. From analysis of the Education Endowment Foundation toolkit we can see that: - <ul style="list-style-type: none"> <li>• Sports participation (+2)</li> <li>• Outdoor Education (+3)</li> </ul>	Letter to parents informing them of school trips details their entitlement regards access to clubs and school visits.	Head	Termly review.
Pupil Premium children have access to Breakfast Club in line with all children	To make available access to breakfast for Pupil Premium Children	From analysis of research undertaken in Chelsea and Kensington (2006) we can see that: Breakfast Clubs (+2)	Letter to parents informing them of their entitlement	SLT	Termly Review

<p>Improve ownership of own learning and resilience to tackle challenge in learning. To develop good characteristics of learning and the ability to self-regulate.</p>	<p>PATHS programme</p>	<p>From analysis of the Education Endowment Foundation toolkit we can see that: - Behaviour interventions and social and emotional learning interventions both have an impact of +4 Meta-cognition and self-regulation intervention has an impact of +8</p>	<p>School PATHS lead to oversee day to day implementation.</p>	<p>HT &amp; PATHS lead</p>	<p>Pupil Progress meetings termly.</p>
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<p><b>Budget notes:</b> Resources for PATHS = £1000 Clubs, educational visits, and Breakfast Club= £1400 max</p>	<p><b>£2,400</b></p>
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<p><b>7. Additional detail</b></p>
<p>No money is held as a contingency fund. Our funding is very much linked to teaching assistant hours, we need to be able to respond quickly to changing the way that we support children for less. Therefore we have put in the maximum amount of time we can use TAs for to support pupils. The nature of TA hours is split between Classes and Intervention. We also want to be able to ensure our children can take part in trips and visits, have opportunities for breakfast club, after school clubs and music tuition, so these are included in the calculations for the year.</p>

