

Pupil premium strategy statement

1. Summary information					
School	Windy Nook Primary				
Academic Year	2016-2017	Total PP budget	£76,360	Date of most recent PP Review	Sept 2016
Total number of pupils	332	Number of pupils eligible for PP	54	Date for next PP Strategy Review	Jan 2017

2. Current attainment		
Based on 2016 results for Year 6	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
%/ numbers achieving the expected standard or above in reading, writing & maths	30%	53%
%/ numbers making at least average progress in reading	30%	92%
%/ numbers making at least average progress in writing	60%	95%
%/ numbers making at least average progress in maths	20%	91%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Gap already exists between PP and non PP by entry into Reception. School not always aware children entitled to PP in EYFS and KS1.
B.	72% of PP pupils have additional needs
C.	Varying amounts of pupils entitled to PP in school cohorts, ranging between 10% and 43%
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Low attendance rates of Pupils entitled to PP funding – 5.9% sessions missed compare to 2.2% for non PP pupils, 7.45% persistent absence rate compared to 0.5% for non PP

4. Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved provision to develop language, basic number and English skills in EYFS so more PP reach GLD by end of Rec – see Early Years Action plan	Greater % of all pupils reach GLD Greater % of PP reach GLD
B.	Those children with additional needs receive the extra support and intervention they need to make at least expected progress – see SEN Action plan	Greater % of PP pupils making better than expected progress
C.	Diminishing difference in achievement between PP and non PP pupils in all areas of the curriculum, including more able pupils – see PP action plan	Greater % of PP pupils reach ARE by the end of the year
D.	Improve attendance and punctuality of pupils entitled to PP funding so that it is more in line with the rest of school – see PP Action plan	% attendance and punctuality of targeted pupils improves Reduce the number of persistent absentees amongst pupils eligible to PP to be in line with National Average

5. Planned expenditure					
Academic year		2016-2017			
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. Quality of teaching for all					
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?
To diminish the differences in attainment between PP and Non PP Pupils by the end of the academic year	*Reduced class sizes for English and maths teaching in KS1, LKS2 and UKS2 using highly effective teachers *Extra support in LKS2 classes through the use of TA in class support for English and Maths teaching	We want to invest some of the PP in longer term change so that the pupils throughout KS1 and KS2 get taught for part of the year in single aged classes See Ofsted PP 2013 report –targeted support for specific year groups	Systematic tracking of results on a termly basis Monitoring books and planning on a half termly basis Review provision through overall effectiveness meetings Staff returning from maternity leave employed to cover classes	LF	Year 5/6 at end of Autumn Term Year 1/ 2 at end of Summer Term Year 3 / 4 at end of Summer term
For all staff to be confident in delivering high quality maths and English lessons	*High quality external CPD for all staff * Internal CPD by staff who have attended training	See Ofsted 2013 report – highly trained staff to deliver quality first teach Reading training, English training – Reasoning in maths training – Maths training for TAS EYFS training – All EYFS Staff	Courses selected using evidence of effectiveness Staff feedback to all staff from training at staff meetings Ideas implemented in planning and in classroom – monitored by middle leaders Training evident through improved provision	LF Maths Lead English Lead	Nov 2016 maths observations – LF and middle leaders Feb 2017 English observations to include C. Ingle Jun 2017 cross curricular maths observations – LF, KH and RH

For all EYFS staff to be confident in delivering high quality maths and English provision including specific interventions	*High quality external CPD for all staff *Specific intervention delivered by highly trained staff e.g Early Talk Boost L. Bulch, English and maths interventions S. Calam	See Ofsted 2013 report – highly trained staff to deliver quality first teach EYFS training delivered by J. Mancini for all staff	Training evident through improved provision in Reception and Nursery Planning identifies specific interventions Systematic tracking of results on a termly basis – ½ termly for Y6	KHo	Governor Learning Walk Dec 2016 Classroom observations and drop ins
Total budgeted cost					TOTAL = £49,570
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?
To diminish the differences in attainment between PP and Non pp Pupils by end of academic year	Lunchtime / after school interventions – delivered by teachers for targeted PP pupils	See Ofsted 2013 report – highly trained staff to deliver quality interventions- has been shown to be effective e.g. Visible Learning by John Hattie and the EEF Toolkit Some of the students need targeted support to catch up	Systematic tracking of results on a termly basis – ½ termly year 6 Organise timetables so that staff deliver 1 intervention per term	LF	End of Autumn Term 2016 – new intervention groups identified

To diminish the differences in attainment between PP and Non pp Pupils by end of academic year	Weekly small group interventions for higher attaining pupils with experienced teacher	See Ofsted 2013 report – highly trained support staff to deliver quality interventions The eef Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective	Systematic tracking of results on a termly basis Interventions changed on a termly basis linked to need	LF	End of Autumn Term 2016 – new intervention groups identified
Total budgeted cost					Total = £19,875
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?
Attendance of PP pupils more in line with all pupils in school	Targeted monitoring and support for specific families Part time support worker employed to work with families to ensure more regular attendance	We can't approve attainment for children if they aren't actually attending school. See Ofsted 2013 report – Good attendance staff, teachers, parents, carers and pupils understand the causal link between attendance and achievement. Extra rewards, support from outside agencies, targeted families	Attendance Governor to meet LF on a half termly basis to review progress Thorough briefing of support worker about existing attendance issues	LF, MG Governor	Termly review by governors

Other barriers to learning minimised through small group, specific interventions	Specific interventions e.g. to Improve self-esteem, Reduce stress-for specific children	See Ofsted 2013 report Targeted support – tailored individual support is provided across the curriculum and arrangements are made for resources to be available for each pupil as needed. Staff take responsibility for determining the additional resources that pupils need in order to achieve well. E.g. gardening club, healing hands, digismart, Lunchtime book club	Ensure identification of targeted pupils is transparent and fair Systematic tracking of results on a termly basis Monitoring of behaviour logs Interventions changed on a termly basis linked to need	AP	Review by LF after each intervention
For pupils entitled to PP funding to have equal access of opportunity to trips and clubs		See Ofsted 2013 report - The full range of educational experiences – support is given to ensure that all pupils have full access to broad educational experiences, such as residential courses, competing in sporting events	Governor Resources committee to monitor spending on a termly basis	LF, MG	Termly review by Governors
Total budgeted cost					Total = £6651 Final Total £76,096

6. Review of expenditure				
Previous Academic Year		2015-2016 received - £71,280		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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<p>For all staff to be confident in delivering high quality English lessons</p>	<p>For relevant CPD, which will enable staff to target eligible pupils for intervention groups to provide high-impact learning</p>	<p>Digital Literacy training disseminated to all staff and evidenced in classroom observations Early Talk Boost training disseminated to EYFS staff and implemented in Reception and Nursery Outstanding Reading training disseminated to all staff and evidenced in classroom observations Reading observations show 83% lessons good or better</p> <p>67% of pupils entitled to PP funding had progress scores of +4 or more for writing at the end of KS2. Despite a gap existing in attainment between those pupils entitled to PP funding and those not at the end of KSI and KS2, in school tracking indicates that within school there are cohorts of children where no gap exists between those pupils entitled to PP funding and those not.</p>	<p>High quality training having a positive impact on staff confidence and development .This is having a positive impact on classroom practice. Continue to offer high quality CPD opportunities and also continue to share good practice amongst colleagues in school.</p>	<p>£3,000</p>
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ii. Targeted support : To continue to provide intervention opportunities to develop the whole child through teacher and TA support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To diminish the differences in attainment in Year 6 between PP and Non PP Pupils by end of academic year	Interventions delivered by ex teachers	Gap remains in all areas at end of Year 6 (2016 SAT results). Biggest gaps in SPAG and Maths. (SEE case studies for maths) These will continue to be focus for interventions in 2016 -17. Writing also to be a focus for Year 6 as in school tracking shows that in current year 6 gap already exists in writing and Grammar.	Not continue for Autumn term – deliver smaller class sizes via our own highly trained staff Spring term maths and SPAG intervention to be delivered x 2 per week pm by experienced teacher	£22,000
To diminish the differences in attainment in Reading through Lexia Provision / Digismart/ lunchtime book club between PP and Non PP Pupils by end of academic year	Lexia intervention bought and delivered by TAs on an afternoon	KS2 Reading results above national average. 50% of pupils entitled to PP reached expected standard whereas 73% non PP did. KS1 Reading results slightly below national average. 56% of PP reached expected standard whereas 81% of Non PP In school tracking gaps still exist between PP and Non PP in reading. Lunchtime book club delivered Digismart provision – x 3 staff	Stop Lexia intervention for KS1 after Christmas 2015 – BRP intervention delivered instead. Do not use Lexi in future for KS1. Use Lexia for first term of intervention in LKS2 but spring term more focused guided reading intervention. UKS2 reading intervention to be by L. Hope more specific Guided Reading teaching. Reading teaching delivery to be changed in KS2.	£7,900 £7,900 £1,935 £474 Lexia £4,620
To diminish the differences in attainment in maths in Year 2 between PP and Non PP Pupils by end of academic year	Maths intervention delivered by A. Preece Spring and summer term	In school tracking shows that those pupils in KS1 who received maths intervention made progress with their learning, however the progress was not sufficient for them to reach expected standards in the KS1 tests. Progress tracking shows for Y2 greater proportion of PP children reached expected standards in all areas (except grammar)	Gap too wide when pupils reach Year 2 – more interventions needed in Year1 and Reception so that children are working at ARE when they reach Year 2.	£19,035

Early Talk Boost	Intervention for EYFS	AP and KHo trained – disseminated to LB. Delivered by LB to 4 children including PP pupils with additional needs. (Including Nursery and Reception)		£690
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Attendance of PP pupils more in line with all pupils in school	Targeted monitoring and support for specific families	Attendance statistics - Whole school attendance 2015- 2016 96.02% therefore in line with National. Gap between PP and Non PP attendance. Non PP 96.39% and PP attendance 92.95%. At the beginning of the academic year 28 pupils had attendance below 90% and 17 of these pupils were entitled to PP funding. (61%) 12 of these 28 pupils had attendance under 80% and 8 of them were entitled to PP. (66%) By July 2016 19 pupils have attendance below 90% and 15 of these are entitled to PP (79%) Now only 4 pupils have attendance under 80% , however all of these pupils are entitled to PP Funding. This is a reduction of 66% in pupils having attendance under 80%. There remains a gap between PP attendance and Non PP attendance however GAP and attendance monitoring are having a positive impact.	Continue with further targeted support and more rewards for good attendance	£2,000
				Total cost £66,554

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

See Cohort tracking folder for PP attainment results, PP tracking results