



East Stanley School

Pupil Premium Strategy 2016-2017

Aims:

At East Stanley School, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. This strategy outlines how we will ensure pupil premium funding, along with allocations made from the school's own budget, is spent to maximum effect.

Background

The Pupil Premium is an allocation of additional funding provided to schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential. The government has included pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation and have provided a fixed amount of money per pupil based on the number of pupils registered for FSM over a six year rolling period. This fixed amount of money is expected to increase every year for the course of this current parliament. At East Stanley School we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'close the gap', or 'diminish differences' regarding attainment.

Context

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all" approach.

Key Principles

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

Building Belief

We will provide a culture where:

- staff believe in ALL children
- there are "no excuses" made for underperformance
- staff adopt a "solution-focused" approach to overcoming barriers
- staff support children to develop "growth" mindsets towards learning

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (such as the Education Endowment Foundation) to support us in determining the strategies that will be most effective

Identification of Pupils

We will ensure that:

- ALL teaching staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing even better

Day to Day Teaching

We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by:

- Setting high expectations
- Addressing any within-school variance
- Ensuring consistent implementation of the non-negotiables e.g. marking and feedback
- Sharing good practice within the school and drawing upon external expertise
- Providing high quality CPD
- Assessing accurately and making good use of joint levelling and moderation

Increasing learning time

We will maximise the time children have to "catch up" through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extended learning out of school hours - maths clubs

Individualising support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing support for parents to develop their own skills and support their child's learning within the curriculum
- Tailoring interventions to the needs of the child
- Recognising and building on children's strengths to further boost confidence

Going the extra mile

- In our determination to ensure that ALL children succeed, we recognise the need for and are committed to providing individualised interventions for set periods of time to support children.

Monitoring and evaluation

We will ensure that:

- A wide range of data is used - achievement and progress data, pupils' work, observations, learning walks, and staff, pupil and parent voice
- Assessment data is collected regularly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff attend pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- A governor is given the responsibility for pupil premium

Reporting

When reporting about pupil premium funding we will include:

- Information about the context of the school
- Objectives for the year; reasons for decision making, analysis of data, use of research
- Nature of support and allocation; learning in the curriculum, social, emotional and behavioural issues, enrichment beyond the curriculum, families and community
- An overview of spending; total grant received, total spent and total remaining
- A summary of the impact of pupil premium funding; performance of disadvantaged pupils and implications for pupil premium spending the following year

The governing body will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how pupil premium funding has been used to address the issue of closing the gap/diminishing differences for pupils eligible for pupil premium. This task will be carried out in line with the requirements published by the Department for Education.

Details of Funding 2016-2017

Overview	
Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	229
Total number of pupils eligible for PPG	63 pupil premium children
Total amount of PPG to be received	£83,160

Planned Expenditure Pupil Premium Grant 2016-2017

Support	Cost	Focus
<ul style="list-style-type: none"> Year 6 Booster Teacher - Part-Time 	£17,785	<p>Small group support for underachieving pupils - English/Maths in KS2. Predictions to reach age related expectations 2017:</p> <p>Reading - 71% (PP - 67%) Writing - 71% (PP - 67%) Maths - 74% (PP - 78%)</p> <p>This targeted support will improve outcomes from 2016:</p> <p>Reading - 41 % (PP - 13%) Writing - 70% (PP - 38%) Maths - 48% (PP - 25%)</p>
<ul style="list-style-type: none"> Year 2 Booster Teacher - Part-Time 	£17,785	<p>Small group support for underachieving pupils - English/Maths in KS1 so that differences continue to diminish between pupil premium and non-pupil premium children. Predictions for Year 2 children to reach age related expectations 2017:</p> <p>Reading - 79% (PP - 86%) Writing - 79% (PP - 86%) Maths - 82% (PP - 86%)</p>
<ul style="list-style-type: none"> 2 x Key Stage 2 Intervention Groups 	£36,215	<p>Daily small group support for underachieving children - English and Maths. The aim is to accelerate progress for these children - target of 4 points progress for each child (expected progress is 3 points) so that differences diminish.</p>
<ul style="list-style-type: none"> Full-Time Teaching Assistant KS1 	£20,456	<p>Individual/small group support for underachieving pupils - English/Maths (with a particular focus on reading) To run intervention programmes - e.g. Lexia for underachieving pupils.</p> <p>Predictions for KS1 reading 2017 are for 79% of the children to reach age related expectations and for 86% of pupil premium children to reach age related expectations.</p>
<ul style="list-style-type: none"> Part-Time Teaching Assistant KS2 	£6,606	<p>Individual/small group support for underachieving pupils - English/Maths - this will support targets set for 2017 To provide support for SEND children during afternoon sessions</p>
<ul style="list-style-type: none"> Purchase of Speech and Language Service Level Agreement 	£4,950	<p>To improve the speech, language and communication skills of identified children. This targeted support diminished differences between pupil premium and non-pupil premium children in 2016 and will be continued this academic year.</p>
<ul style="list-style-type: none"> Employment of Parent Support Advisor 	£8,000	<p>To provide family support to reduce barriers to learning: Attendance Behaviour</p>
<ul style="list-style-type: none"> Employment of Attendance Officer - to address the gap in attendance between pupil premium and non-pupil premium children 	£2,750	<p>Monitor attendance Home visits Issue letters/warnings as appropriate Provide support/guidance to families To improve attendance of 6 children to 95%</p>
<ul style="list-style-type: none"> Purchase of Crisis Response Early Intervention Package 	£1,250	<p>Tailored support to meet individual pupil needs re behaviour, anger management, self-esteem etc.</p>
<ul style="list-style-type: none"> Provide Pathways Counselling Service for vulnerable pupils: X2 counsellors providing x6 sessions per week 	£6,240	<p>One-to-one support for social/emotional issues to improve pupil access to learning</p>
Total expenditure:	£122,037	<p>Additional funding provided from school's unallocated budget.</p>