

## Slimbridge Primary School Pupil premium strategy statement 2017-2018

1. Summary information					
<b>School</b>	Slimbridge Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£28,500 tbc	<b>Date of most recent PP Review</b>	Disadvantaged Lead KM: Sept 2017
					Governors: T1 FGB 2017
<b>Total number of pupils</b>	118	<b>Number of pupils eligible for PP</b>	23 (Sept 17)	<b>Date for next PP Strategy Review</b>	???? (T&L to report to FGB)

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% reached the expected standard in reading, writing &amp; maths at end of KS2</b>	2017 – 0% (2 pupils) 2016 - 0% (4 pupils) 2015 – 0% (2 pupils) Level 4	65% (10/14) 44% (4/9) 88% (8/9)
<b>KS1-2 expected progress in reading (Exp – Exp)</b>	2017 – 0% 2016 – 0% 2015 – 50%	2017 – 85% 2016 – 66% 2015 – 100%
<b>KS1-2 expected progress in writing</b>	2017 – 0% 2016 – 25% 2015 – 50%	2017 – 78% 2016 – 100% 2015 – 88%

<b>KS1-2 expected progress in maths</b>		2017 – 0% 2016 – 25% 2015 – 50%	2017 – 78% 2016 – 77% 2015 – 88%
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>			
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )			
<b>A.</b>	39% of PP children are also SEND ( All PP + SEN Support/EHCP are working below ARE in at least 2 areas)		
<b>B.</b>	86% of PP children also identified as Vulnerable (Bereavement, DV, CP, Mental health)		
<b>C.</b>	Low starting points. 2016/17 47% of PP were below Expected at the end of Reception, 54% of PP in KS1 were not ARE at the start of Year 1, & 46% of KS2 were not at ARE (2b) at KS1		
<b>D.</b>	69 % of PP children have behaviour, social & emotional barriers		
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )			
<b>E.</b>	Emotional security. 56% of PP children have experience of DV, abuse, substance abuse, social care involvement or bereavement		
<b>F.</b>	Low parental engagement – 65% of all PP in 2016-17 did not have active support from home e.g. regular help with reading or homework		
<b>G.</b>	65% of PP children are below 95% attendance		

4. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• 93% of pupil premium children (Not SEN) are at ARE for reading, as measured by TA and testing (SIP) by July 18.</li> <li>• 14% PP + SEN are at ARE. All this group are reading regularly to an adult (5 x a week).</li> <li>• All PP children have received a minimum of 10 weeks 1.1 tuition to close the gap on their peers and have made accelerated progress (+5 in the year).</li> </ul>	<ul style="list-style-type: none"> <li>• 60% of Yr6 PP children are at ARE by July 2018.</li> <li>• 80% of Yr2 children are at ARE by July 2018.</li> <li>• All PP children have made accelerated progress since the start of the year.</li> <li>• 72% of all PP children are at ARE according to TA</li> <li>• PP children are more persistent &amp; resilient, completing reading books, not giving up and changing books.</li> <li>• PP children are being heard read a minimum of 5 times as week by an adult.</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• 93% of pupil premium children (Not SEN) are at ARE for writing, as measured by TA and testing (SIP) by July 18.</li> <li>• 14% PP + SEN are at ARE. All this group are identified on plans and high priority within the class.</li> <li>• All PP children have received a minimum of 10 weeks 1.1 tuition to close the gap on their peers and have made accelerated progress (+5 in the year).</li> </ul>	<ul style="list-style-type: none"> <li>• 60% of Yr6 PP children are at ARE by July 2018.</li> <li>• 80% of Yr2 children are at ARE by July 2018.</li> <li>• 72% of all PP children are at ARE according to TA by July 2018.</li> <li>• All PP children have made accelerated progress since the start of the year using T4W.</li> <li>• PP fully engaged in T4W.</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• 93% of pupil premium children (Not SEN) are at ARE for maths, as measured by TA and testing (SIP) by July 18.</li> <li>• 14% PP + SEN are at ARE. All this group are receiving additional maths sessions.</li> <li>• All PP children have received a minimum of 10 weeks 1.1 tuition to close the gap on their peers and have made accelerated progress (+5 in the year).</li> </ul>	<ul style="list-style-type: none"> <li>• 60% of Yr6 PP children are at ARE by July 2018.</li> <li>• 80% of Yr2 children are at ARE by July 2018.</li> <li>• 72% of all PP children are at ARE according to TA by July 2018.</li> <li>• All PP children have made accelerated progress since the start of the year, through the use of 1.1 and catch up sessions.</li> <li>• PP has a greater confidence in basic number skills e.g. place value and 4 rules, high priority in 1.1 session.</li> </ul>

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2017-18</b>				
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					
<b>i. Quality of teaching for all</b>					
<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>

Reading	Children with Speech and Language needs to be identified in EYFS using WellComm materials and WellComm interventions to be put into place. TA to deliver speech and reading interventions = £6,700	To ensure good progress in reading at KS1 children need to reach ELG for Communication and Language.	Evidence from EYFS progress data.	KM	May 18
	High focus on reading in EYs.	Early Years interventions have a moderate impact (EEF +5months). Also provides early evidence of progress to engage parents.	Monitoring by HT & Governors. Attendance at Reading events.	KM	May 18
	Targeted support through 1.1 interventions. TA support = £5786	Moderate impact (EEF +5months).	Baseline and follow up testing of reading ages for KS1 & 2. Evidence from reading and questioning.	KM/AC	Sept 17, Jan 18, May 18
	Rigorous Phonics strategy	All classes have a phonics/spelling session daily. (EEF +4 months)	Monitoring across the school by HT, English lead, Gvs. Phonics testing, spelling testing.	AC	Dec 17, April 18, July 18

Improve writing skills and use of vocabulary for all PP	Talk for writing training for new staff. Cluster training sessions, cost and time approximately £3,850.	Collaborative learning has a proven impact (EEF +5months)	Termly training with Cluster schools and Pie Corbett for Teachers and TAs.	KM	July assessment
Maths – Concrete, Pictorial & abstract approach embedded.	Maths from Rising Stars planning, purchase the intervention programme £600	Mastery learning has a proven impact (+ 5 months).	Maths lead to monitor.	CF	Term 2, 4, 6 moderation intervals
<b>Total budgeted cost</b>					£16,946
<b>ii. Targeted support</b>					
<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>
100% of PP (not SEN) children are ARE in reading by July 18.	Additional reading for meaning sessions. Additional support in EY & KS1 to pre teach and embed reading for meaning and phonics. 15hrs per week = From TA commitment above	Rigorous phonics teaching, interventions for phonics development. Additional reading 1.1 with PP children. <i>57% of the PP children are not receiving regular support with their learning at home and therefore not making sustained progress.</i>	Phonics assessments, phonics checks. Comprehension testing from Year 1 to support TA. Class teaching of reading skills (RIC approach) with PP children supported in the group. Questioning by adults based in RIC.	KM	Termly Weekly discussions in staff meetings



Pupil Premium Strategy

<p>1.1 tuition for all PP children, daily catch up sessions with TAs</p>	<p>1.1 tuition for up to 10 hours for each child. = £4,400 Daily catch up sessions</p>	<p>Supporting the children's confidence, developing skills and ownership of their work (Growth Mindset).</p>	<p>Pre testing and progress</p>	<p>AC &amp; KM</p>	<p>Monthly February and May</p>
<p>65% of PP have less than 95% attendance</p>	<p>Disadvantage Children Lead teacher will meet with parents of all PP children at start of year to discuss their goals for their children. TLR = £2,577 and additional release time = £735  Engage the learners by having adults engage them</p>	<p>This is a low cost intervention that improves parent and pupil well-being and feelings of worth and belonging.</p>	<p>Staff meeting standing agenda</p>	<p>KM/AC</p>	<p>Weekly reports on well-being of PP children</p>
<p>Targeted PP children to have increased emotional stability - Thrive</p>	<p>Provide Thrive interventions and opportunities to talk to trusted adults. TA to deliver Thrive = £3,910</p>	<p>EEF emotional learning has moderate impact on children's learning. Staff report that a reduction of emotional instability reduces low level disruption in class.</p>	<p>Reports and meetings with Thrive practitioners. Feedback from support staff.</p>	<p>AC/KM</p>	<p>Monthly discussions with Thrive practitioners.</p>



<b>Total budgeted cost</b>					£11,622
<b>iii. Other approaches</b>					
<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>
Promoting self-esteem and confidence	Music tuition	Promoting self-esteem has a moderated and cost effective improvement (EEF). Impact on 5 children at a cost of £1,050 per year	Quality music tuition weekly, involvement in musical events.	SC	Easter survey of music tuition
Removing financial barriers	Paying for trips, swimming and residential	Promotes children's wellbeing and reduces anxiety. At a cost of £1865 approximately.	Managed by admin staff.	NE	April to have actual costs per financial year
<b>Total budgeted cost</b>					<b>£2,915</b>
<b>To finance the plan</b>					<b>£31,483</b> <b>-£2,983</b>

<b>6. Review of expenditure</b>	
<b>Previous Academic Year</b>	<b>2016 -2017</b>
<b>i. Quality of teaching for all</b>	

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improve writing skills and use of vocabulary for all PP	Talk for writing small group cluster. 10 sessions per ann. Teachers and TA to attend. Supply 19 supply days a year = £3,850	43% of PP children were assessed as being on track in writing, with a further 17% one step below expected. An improvement from 30% on entry. 74% had made expected+ progress, 35% had made accelerated progress.	T4W is embedded across the school, with teachers and TAs attending the training. Children on the whole enjoy writing (pupil voice) and getting a pen license is highly celebrated.  PP boys is a focus area for next year	£3,850 on supply
Maths – Concrete, Pictorial & abstract approach	Mastery approach. Training cost £1,200	52% of PP children were assessed as being on track in maths, with a further 9% one step below ARE. This is an improvement of 18% from entry data. 82% had made expected+ progress, 39% had made accelerated progress.	Maths Lead has worked with all staff to develop their confidence with the new approach. The children have developing strategies to demonstrate understanding with equipment and pictorially.  Progress data for both girls and boys are similar, with a greater % of PP girls achieving ARE.	£1,200 + expenses

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>69% of PP children are ARE in maths by July 17</p>	<p>Additional maths skills sessions. Targeted additional 1.1 sessions to over learn. 10 hours x 5 classes = £24,975</p>	<p>52% of PP children were assessed as being on track in maths, with a further 9% one step below ARE. This is an improvement of 18% from entry data. 82% had made expected+ progress, 39% had made accelerated progress.</p>	<p>Maths Lead has worked with all staff to develop their confidence with the new approach. The children have developing strategies to demonstrate understanding with equipment and pictorially.</p> <p>Progress data for both girls and boys are similar, with a greater % of PP girls achieving ARE. Some intervention groups were girls only to help with confidence building.</p>	<p>£7, 492</p>
<p>69% of PP children are ARE in reading by July 17</p>	<p>Additional reading for meaning sessions. Additional support in EY &amp; KS1 to pre test</p>	<p>57% of PP children were assessed as being on track in reading, with a further 9% one step below ARE. This is an improvement of 34% from entry data. 73% had made expected+ progress, 39% had made accelerated progress.</p>	<p>The whole class reading approach appears to support PP children to access books they wouldn't normally choose.</p> <p>A programme of regular reading to the same adult, development of questioning and access to quality books would benefit the PP children.</p>	<p>N/A</p>
<p>Year 6 PP Booster support in reading and maths</p>	<p>Weekly Booster groups for 8 weeks prior to the SATs = £1,280</p>	<p>The Yr 6 PP group took the SATs, and worked confidently. 0% achieved ARE but SS were 89 – 94.</p>	<p>The interventions enabled the PP children to access the tests confidently and make accelerated progress during the year.</p> <p>17-18 the booster intervention will be extended and start for some children in Sept. Target for ARE is 60%</p>	<p>£1,280</p>
<p><b>iii. Other approaches</b></p>				

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Promoting self-esteem and confidence	Music tuition	Promoting self-esteem has a moderated and cost effective improvement (EEF).	This was an effective way of engaging pupils in extra-curricular activities and events. Performing within a supportive environment helps build confidence and inclusion; it also encourages parents into school. We will extend this provision next year.	£540
Removing financial barriers	Paying for trips, swimming and residential	Promotes children's wellbeing and reduces anxiety.	This is particularly important for the Year 6 residential and ensures we have all children involved. The emotional and social benefit of a residential prior to secondary school is not measurable but very evident. The children grow in independence and form supportive relationship with peers that they previously didn't have a friendship.	£2,046