

Slimbridge Primary School Pupil premium strategy statement 2016-2017

1. Summary information					
School	Slimbridge Primary School				
Academic Year	2016/17	Total PP budget	£33,640	Date of most recent PP Review	Head: Sept 2016 Governors: T1 FGB 2016 (skeleton)
Total number of pupils	114	Number of pupils eligible for PP	26	Date for next PP Strategy Review	March 2017 (T&L to report to FGB)

2. Current attainment		
	<i>Pupils eligible for PP (Slimbridge)</i>	<i>Pupils not eligible for PP (national average)</i>
% reached the expected standard in reading, writing & maths at end of KS2	2016 - 0% (4 pupils) 2015 – 0% (2 pupils) Level 4 2014 – 66% (2/3) Level 4	44% (4/9) 88% (8/9) 90% (9/10)
KS1-2 progress score in reading	2016 – 0% 2015 – 50% 2014 – 66%	2016 – 66% 2015 – 100% 2014 – 100%
KS1-2 progress score in writing	2016 – 25% 2015 – 50% 2014 – 66%	2016 – 100% 2015 – 88% 2014 – 100%
KS1-2 progress score in maths	2016 – 25% 2015 – 50% 2014 – 66%	2016 – 77% 2015 – 88% 2014 – 90%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	High proportion with SEND: 38% of PP children are also SEND (83% of PP + SEN support are working below ARE)
B.	High proportion identified as vulnerable: 54% of PP children have experienced bereavement, DV, CP and/or mental health issues
C.	Low starting points: 2015/16, 40% of PP were below expected at end of Reception, 28% of PP in KS1 were not ARE at the start of Year 1, and 46% of KS2 were not at ARE at KS1
D.	High proportion have behaviour, social and/or emotional barriers to learning: 28% of PP children
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Emotional security: 54% of PP children have experience of DV, abuse, substance abuse and/or bereavement.
F.	Low parental engagement: 66% of all PP in 2015/16 did not have active support from home, such as regular help with reading or homework
G.	Attendance: 65% of PP children have an attendance below 95%

4. Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	<ul style="list-style-type: none"> 80% of all PP children (not SEN) are at ARE for reading, as measured by TA and testing (SIP target) PP (not SEN) are making accelerated progress in reading (+4) and have a higher engagement in reading 	<ul style="list-style-type: none"> TA & test data show children are working at ARE (70-100% of learning) by July 2017 PP children have made accelerated progress since the start of the year. PP children are more persistent and resilient, completing reading books, not giving up and changing books PP children are being heard read a minimum of 3 times/week by an adult

B.	<ul style="list-style-type: none"> • 66% of PP children are at ARE in writing by July 2017 i.e. 70–100% of learning targets • 74% of PP children (not SEN) are at ARE by July 2017 	<ul style="list-style-type: none"> • TA data show children are working at ARE (70-100% of learning) by July 2017 • PP children have made accelerated progress since the start of the year. • PP fully engaged in T4W
C.	<ul style="list-style-type: none"> • 59% of PP children are at ARE in maths by July 2017 (i.e. 70-100% of learning targets) • 74% of PP (not SEN) children at ARE in maths by July 2017 	<ul style="list-style-type: none"> • TA & test data show children are working at ARE (70-100% of learning) by July 2017 • PP children have made accelerated progress since the start of the year. • PP children have increased their confidence in basic number skills e.g. times tables

5. Planned expenditure					
Academic year	2016/17				
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?

Reading	High focus on reading in EYs	Early Years interventions have a moderate impact (EEF +5 months). Also provides early evidence of progress to engage parents.	Monitoring by HT & Governors. Attendance at Reading events	KM	April 17
	Targeted support through 1.1 interventions	Moderate impact (EEF +5 months)	Baseline and follow up testing of reading ages. Evidence in reading and questioning.	KM/A C	May 17
	Rigorous Phonics strategy	All classes have a phonics/spelling session daily. (EEF +4 months)	Monitoring across the school by HT, English lead, Gobs. Phonics testing, spelling testing	AC	Sept 16, Jan 17, May 17
	Whole class Reading comprehension lessons from Year 3. Small groups in Year 2	Classes 3, 4, 5 to have planned reading lessons to include deduction and reasoning. (EEF +5 months)	Collecting test data. Lesson observations, shared sessions. Monitoring by KM & Gobs	KM	Dec 16, April 17, July 17
Improve writing skills and use of vocabulary for all PP	Talk for writing small group cluster. 10 sessions/year. Teachers and TA to attend. Supply 19 supply days a year = £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	Mastery approach. Training cost £1,200	Mastery learning has a proven impact (+ 5 months)	Maths lead to monitor. Mike Askew INSET in June. Test data assessed.	CF	Term 2, 4, 6 test intervals
Total budgeted cost					£5,050
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?
80% of PP (not SEN) children are ARE in reading by July 17	Additional reading for meaning sessions. Additional support in EY & KS1 to pre test and embed. 15hrs per week = £7,492	Rigorous phonics teaching, interventions for phonics development. Additional reading 1.1 with PP children. <i>72% of the PP children are not receiving regular support with their learning at home and therefore not making sustained</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	KM	Termly Weekly discussions in staff meetings

65% of PP have less than 95% attendance	Engage the learners by having adults engage them each morning Meet with parents of pupils who fall below 90% Incentives for attendance	This is a low cost intervention that improves pupil well-being and feelings of worth and belonging.	Staff meeting standing agenda	AC	Weekly reports on well-being of PP children
Targeted PP children to have increased emotional stability	Provide therapy and opportunities to talk to trusted adults	EEFemotional learning has moderate impact on children's learning. Staff report that a reduction of emotional instability reduces low level disruption in class	Reports and meetings with therapists Feedback from support staff	AC/KM	Monthly discussions with play therapist
Total budgeted cost					£33,747
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?

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
Total budgeted cost					£2,915

6. Review of expenditure				
Previous Academic Year		2015 -2016		
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
Improve maths teaching across the school	Engage a maths improvement partner to work with Staff & TA on the use of concrete, pictorial & Abstract	46% of PP children were assessed as being on track in maths (12% at entry) 47% had made expected+ progress, 35% had made accelerated progress.	This practical approach improved the children's learning in maths and will be embedded into our teaching approach. Classes needed to be resourced to facilitate the learning approach and all classes need visualizers. Planned training with Mike Askew in 2017.	£1,050 + supply at £750 approximately

Improve early intervention for all pupils. Through verbal feedback and reducing misconceptions	Changes to the feedback policy to increase immediate verbal feedback. Increase adult numbers in classes to facilitate. Targeted interventions to support learning	Children have a clear idea of the feedback and marking scheme. Early identification of misconceptions and areas that need further embedding. Teacher or TA to embed key learning in the pm	Using verbal feedback and quick interventions has a positive on the majority of children. Where children have a lack of confidence a longer term intervention works more effectively. Having TA staff in all classes in the mornings to feedback alongside the teacher would be beneficial, with a small group of experienced TA to take 1.1 and interventions in the pms	£18,288
--	---	--	---	---------

ii. Targeted 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

Early identification of needs for the children in Reception, Year 1 & 2	Additional TA support for Class 1 & 2 - 2 hours every morning	50% of the group maintained ARE with the support given. 20% made expected or accelerated progress to close the gap on ARE.	They pre teaching and embedding learning for the EY & KS1 children proved to be successful at keeping this group on track and maintaining their progress. They built good relationships with the staff involved and alongside the early help with emotional difficulties the children became more confident and able to tackle challenges. This group have little support with learning at home and the school would have expected this to be a barrier to their learning.	£7, 492
Early identification of emotional needs and support put in place.	Play therapy, or emotional support from other agencies	40% of our EY & KS1 PP children received some form of additional emotional support. 75% of that group were either on target or made accelerated progress by the end of the year	The children in this group had a number of emotional difficulties resulting in low self-esteem, behaviour issues and inability to face challenge.	N/A
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

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