

Pupil Premium Strategy Statement

Madresfield CE Primary School's Pupil Premium Profile 2016-17

Headteacher:	Julie Greenwood
Chair of Governors	Sarah Titmuss
Date:	7th September 2016

1.

Total PP budget	£38,500	Date of most recent PP Review	N/A	Date for next PP Strategy Review	N/A
Academic Year 2015/16					
Total number of pupils		Number of pupils eligible for PP		% of pupils eligible for PP	
Year 6	15	6		40%	
Year 5	15	4		26%	
Year 4	15	4		26%	
Year 3	15	6		40%	
Year 2	15	5		33%	
Year 1	15	3		20%	
Year R	15	3		20%	

Key Stage 2 Current attainment			
Year 6 cohort (2015-6)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Pupils not eligible for PP (Worcs)</i>
% achieving the Expected Standard in reading, writing & maths	60%	70%	73%
% achieving the Expected Standard in reading	60%	80%	71%
% achieving the Expected Standard in writing	40%	60%	75%
% achieving the Expected Standard in maths	60%	80%	70%

Key Stage 2 Current Progress			
Year 6 cohort (2015-6)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Gap</i>
Average tracking points in reading	3.4	3.4	0
Average tracking points in writing	2.8	3.8	1
Average tracking points in maths	4.8	4.2	+0.6

Key Stage 1 Current attainment			
Year 2 cohort (2015-6)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Pupils not eligible for PP (Worcs)</i>
% achieving the Expected Standard in reading, writing & maths	67%	100%	62%
% achieving the Expected Standard in reading	67%	100%	78%
% achieving the Expected Standard in writing	67%	100%	67%
% achieving the Expected Standard in maths	67%	100%	75%

Key Stage 1 Current Progress			
Year 2 cohort (2015-6)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Gap</i>
Average tracking points in reading	3.3	4.1	0.8
Average tracking points in writing	3.2	3.4	0.2
Average tracking points in maths	2.7	4.1	1.4

Review of 2015 – 2016															
Pupil Premium used for	Brief summary of intervention or action	Outcomes	Cost of intervention												
To evaluate attainment and progress of PP children against ARE and identify barriers	<ul style="list-style-type: none"> Staff CPD on SPTO and FFT – external provider SLT CPD – external provider Pupil progress meetings 	<ul style="list-style-type: none"> Effective analysis of Raise on line, FFT data More effective use of SPTO PP Governor involved in analysis of pupil evidence. Staff have a greater awareness of the potential barriers to learning of PP children which is evidenced in their progress and attainment in each class, year group and key stage. 	<table> <tr> <td>WCC SIA</td> <td>£450</td> </tr> <tr> <td>Worcs Diocese</td> <td>£400</td> </tr> <tr> <td>SPTO Trainer</td> <td>£400</td> </tr> <tr> <td>PP meeting cover</td> <td>£700</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total: £1950</td> </tr> </table>	WCC SIA	£450	Worcs Diocese	£400	SPTO Trainer	£400	PP meeting cover	£700	Total: £1950			
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Barriers preventing accelerated progress for PP children addressed.	<ul style="list-style-type: none"> Teachers identified and focus on PP children. IPMs In place and regularly reviewed and updated. Interventions for PP children are the responsibility of the class teacher. All children receive QFT from a qualified teacher High ratio of adults to children in Year R, 1, 2 and 3. 	<p>Year R PP 20%.</p> <ul style="list-style-type: none"> 100% GLD <p>Year 1 PP 20%</p> <ul style="list-style-type: none"> Phonics attainment 67% PP Progress in writing and maths above non PP <p>Year 2 PP 33%</p> <ul style="list-style-type: none"> PP children made accelerated progress in reading and writing <p>Year 3 PP 40% (50% of these SEN)</p> <ul style="list-style-type: none"> PP children made accelerated progress in reading <p>Year 4 PP 26%</p> <ul style="list-style-type: none"> PP children made accelerated progress in reading, writing and maths. <p>Year 5 PP 26%</p> <ul style="list-style-type: none"> PP children made accelerated progress in reading, writing and maths. <p>Year 6 PP 40% (50% of these SEN)</p> <ul style="list-style-type: none"> PP children made accelerated progress in maths. 	<table> <tr> <td>Speech and Language</td> <td>£1000</td> </tr> <tr> <td>Phonics intervention</td> <td>£500</td> </tr> <tr> <td>Maths intervention</td> <td>£2600</td> </tr> <tr> <td>Social & Emotional/pastoral</td> <td>£29,066</td> </tr> <tr> <td>1-1/small group maths tuition</td> <td>£1000</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total: £34,166</td> </tr> </table>	Speech and Language	£1000	Phonics intervention	£500	Maths intervention	£2600	Social & Emotional/pastoral	£29,066	1-1/small group maths tuition	£1000	Total: £34,166	
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**Closing the Gap 2014-15 to 2015-16
Tracking Data taken from SPTO**

Key Stage 2	Gap between PP and non PP 2014-15	Gap between PP and non PP 2015-16
Reading	-1.3	0
Writing	-1.6	-1.0
Maths	-2.3	+0.6
Key Stage 1		
Key Stage 1	Gap between PP and non PP 2014-15	Gap between PP and non PP 2015-16
Reading	-4.2	-0.8
Writing	-4.7	-0.2
Maths	-4.0	-1.4

2. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

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| A. | Emotional and social developmental needs |
| B. | Continuing professional development of staff – effective teaching and learning approaches |
| C. | Quality of dialogue and engagement with parents/carers |

External barriers (*issues which also require action outside school, such as low attendance rates*)

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| D. | Early Help/Social Services involvement required for some identified families |
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3. Planned expenditure					
Academic Year	2016-2017				
<i>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>					
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?
Higher academic progress for targeted pupils through supporting and developing their emotional well-being Pupils are able to clearly demonstrate key skills associated with THRIVE and emotional well-being	Staff CPD sessions focussed on: <ul style="list-style-type: none"> Focused planning, THRIVE, Facilitating opportunities for sharing effective practice. Implementation of Thrive principles across the whole school 	<ul style="list-style-type: none"> Increase in number of pupils from less affluent political wards. Increase in number of pupils from lower socio economic backgrounds. 	<ul style="list-style-type: none"> Analysis of scoring system within THRIVE programme School tracking data (SPTO) Pupil discussions Learning walks 	SLT LR	Attainment and progress data for vulnerable pupils: Oct, Dec, March, May, July. Thrive progress measures, half termly. Ongoing observations and pupil discussions.
Staff more confident and able to implement effective strategies to meet pupil's needs e.g. de-escalation, building resilience, 'ready to learn' attributes,	<ul style="list-style-type: none"> Continuous cascading of Thrive training to all staff. Adopting agreed Thrive principals across the whole school and checking compliance. Providing opportunities to observe provision and practice in other schools 	<ul style="list-style-type: none"> Research into schools using Thrive to support the social and emotional needs of their pupils in order to raise standards for all pupils. Improve the quality of welfare provision for all pupils. 	<ul style="list-style-type: none"> Analysis of scoring system within THRIVE programme School tracking data (SPTO) Pupil discussions Learning walks 	SLT	Ongoing
Further develop dialogue with PP parents.	<ul style="list-style-type: none"> Specific invitation to coffee/evening meeting with PP parents, other parents aware of the meeting, all welcome to attend. 	<ul style="list-style-type: none"> Parents not fully aware of PP funding. 	<ul style="list-style-type: none"> Parental discussions Parental Questionnaires 	DS (PP Gov) JGr LR	January 2017
Total budgeted cost					£40,000

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?
Access to an Alternative Curriculum to facilitate emotional and social development, resilience and a readiness to learn	Provide access to alternative curriculum for identified PP pupils	Some PP pupils unable to access learning at all times of the day.	Log pupil incidents. Track frequency and type of support provided.	JG	Termly
A daily opportunity to spend time each morning transitioning from home to the start of the school day ensuring a readiness to learn.	Toast time	Some PP pupils need support in transitioning from home to school in the mornings.	Thrive trained lead. Daily monitoring and record keeping.	LR	Termly
Whole school provision for small group shared lunchtime social and emotional development with a specific focus on PP children.	Lunchtime Club. A maximum of 10 children will spend their lunchtime together.	An identified need to support pupils emotionally and socially across the school and specifically PP children.	Thrive trained lead. Daily monitoring and record keeping	LR/CC	Termly
To support PP children to consolidate learning that is taking place in the classroom	Homework Club – weekly.	Data and pupil interviews indicate that some PP pupils would benefit from further focussed opportunities.	Thrive trained lead. Weekly monitoring and record keeping.	LR/CC	Termly
Total budgeted cost					Included above

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?
Support to provide School Uniform as required.	Support for pupils with uniform as and when needs arise.	Some pupils do not have suitable uniform/PE kit/equipment.	Raising staff awareness of need	All staff	On going
Good uptake of School Clubs by PP pupils.	<ul style="list-style-type: none"> • Fund PP children for after school club costs where there is a need. • Promote clubs and encourage attendance of PP pupils. 	Not all PP pupils attend all the available sessions of certain clubs.	Monitor uptake of PP attending after school clubs	JGr	Termly
PP pupils supported with funding School Trips	Support funding for PP pupils on trips where there is a need.	To ensure all pupils are able to participate.	Monitor trip budgets/ spending/ voluntary contributions	JGr	Termly
One to one support for PP children's Social and Emotional well being on school visits	Additional adult support to be provided as necessary.	Some pupils need additional support to access all areas of curriculum visits.	Staff to pupil ratios appropriate to specific needs of the cohorts.	JGr	On going.
Total budgeted cost					Included above