

Pupil Premium Strategy Statement 2017-18

Madresfield CE Primary School's Pupil Premium Profile 2016-17	
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Chair of Governors	Sarah Titmuss
Date:	27th September 2017

Madresfield CE Primary School's Pupil Premium Profile 2016-17					
Total PP budget	£41.500	Date of most recent PP Review	Sept 2017	Date for next PP Strategy Review	Sept 2018
Academic Year 2016/17					
Total number of pupils		Number of pupils eligible for PP		% of pupils eligible for PP	
Year 6	15	5	33%		
Year 5	12	3	25%		
Year 4	14	7	50%		
Year 3	15	5	33%		
Year 2	15	4	27%		
Year 1	15	3	20%		
Year R	15	4	27%		

Key Stage 2 Current attainment		
Year 6 cohort (2016-7) (15)	<i>Pupils eligible for PP (5)</i>	<i>Pupils not eligible for PP (10)</i>
% achieving the Expected Standard in reading, writing & maths	20% (1)	60% (6)
% achieving the Expected Standard in reading	60% (3)	70% (7)
% achieving the Expected Standard in writing	60% (3)	70% (7)
% achieving the Expected Standard in maths	40% (2)	60% (6)

Key Stage 2 Current Progress			
Year 6 cohort (2016-7) (15)	<i>Pupils eligible for PP (5)</i>	<i>Pupils not eligible for PP (10)</i>	Gap
Average tracking points in reading	3.0	3.3	-0.3
Average tracking points in writing	3.2	3.5	-0.3
Average tracking points in maths	3.2	3.5	-0.3

Key Stage 1 Current attainment		
Year 2 cohort (2016-7) (15)	<i>Pupils eligible for PP</i> (4)	<i>Pupils not eligible for PP</i> (11)
% achieving the Expected Standard in reading, writing & maths	50% (2)	82% (9)
% achieving the Expected Standard in reading	50% (2)	82% (9)
% achieving the Expected Standard in writing	75% (3)	91% (10)
% achieving the Expected Standard in maths	75% (3)	73% (8)

Key Stage 1 Current Progress			
Year 2 cohort (2016-7)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Gap</i>
Average tracking points in reading	3.5	3.0	+0.5
Average tracking points in writing	3.3	3.0	+0.3
Average tracking points in maths	2.8	3.6	-0.8

1. Review of 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 this be monitored?	Staff Lead	When will you review implementation?	Actions and Evaluation (September 2017)
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	<p>Attainment and progress data for vulnerable pupils: Oct, Dec, March, May, July</p> <p>Thrive progress measures half termly</p> <p>Ongoing observations and pupil discussions.</p>	<ul style="list-style-type: none"> • Every pupil in school bench marked for their social and emotional wellbeing against age appropriate criteria • All PP (and Non- PP) pupils provided with individual/small group activities to bridge identified gaps in development • 21% of PP pupils have received 1 to 1 support using the 'Thrive' approach to target clearly identified social and emotional needs • 24% of PP pupils have received small group (1 to 3) support using the 'Thrive' and a range of other approaches, e.g. 'Time to Talk' to target clearly identified social and emotional needs • All PP children have access to 'Toast Time', 'Homework Club' and 'Lunch Club' • All PP children attend small group alternative curriculum sessions to enable school to monitor wellbeing and provide opportunities for building relationships with Pastoral Team <p>Impact</p> <ul style="list-style-type: none"> • Progress for PP pupils at KS1 and KS 2 significantly improved from 2015 to 2016. Gap closed even further by 2017

						<ul style="list-style-type: none"> • Anecdotal evidence from all stake holders demonstrates that the introduction of a Pastoral Team and of the 'Thrive' principles is having an impact on children's behaviour, attitudes to learning, resilience and readiness to learn • Class teachers spend much less teaching time dealing with social and emotional issues • All social and emotional issues are dealt with promptly and an appropriate amount of time is spent to resolve the issues satisfactorily
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 LR	Ongoing	<ul style="list-style-type: none"> • Thrive is always on the agenda of both teaching staff and TA meetings • Teachers and TAs have worked with Thrive practitioner to assess all pupils each term • TAs have taken the opportunity to visit other Thrive schools to observe practice • Thrive principles supported by trained staff in EYFS and are embedded • All staff trained in de-escalation and more confident when employing those skills around school
Further develop dialogue with PP parents.	<ul style="list-style-type: none"> • Specific invitation to coffee/evening meeting 	<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	January 2017	<ul style="list-style-type: none"> • All PP parents now communicated with regularly regarding the range of support on offer for their children at Madresfield

	with PP parents, other parents aware of the meeting, all welcome to attend			LR		<ul style="list-style-type: none"> All parents of targeted pupils have the opportunity to discuss their child with our lead practitioner, face to face or if necessary via the phone or email Parents now approaching school to seek social and emotional support for their children and support with aspects of parenting Parental Questionnaire comments (July 2017) reflect individual parents appreciation for support they and their children have received from school
Total budgeted cost					£40,000	
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	<ul style="list-style-type: none"> All PP pupils, regardless of progress and attainment, participate in small group alternative provision e.g. cooking/ gardening/ creative art sessions to facilitate monitoring of well-being and provide opportunities for pupil / pastoral staff relationship building Children struggling to access learning in the classroom are supported by a learning mentor with a focus on building social and emotional resilience and readiness to learn when returning to the classroom
A daily opportunity to spend time each morning transitioning from home to	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	<ul style="list-style-type: none"> 55% of PP pupils have accessed 'Toast Time' to support their transition into school and support ongoing social and emotional needs

the start of the school day ensuring a readiness to learn.						
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	<ul style="list-style-type: none"> All children in school have accessed Lunch Club All PP pupils targeted for Lunch Club All PP pupils able to access Lunch Club on request or identified by staff All staff now identifying a range of situations in which emotional/social support during lunch time would best support their pupils and avoid possible conflict or anxiety with other pupils during unstructured times of the day Many PP (and Non-PP) pupils choose to attend Lunch Club
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	<ul style="list-style-type: none"> 62% of PP pupils have attended ‘Homework’ club Homework club to evolve in 2017-18 to become a ‘Catch up Club’ known as ‘Ketchup Club’. Going forward the focus of the club is to support the SIP focus on reading
Impact						<p>Pupils working one to one, in small groups and on a whole class curriculum have had a number of benefits</p> <ul style="list-style-type: none"> Greater resilience Developing positive attitudes towards learning Children more able to regulate their behaviour Disruptive incidents do not impact on learning
Total budgeted cost				Included above		

Closing the Gap 2014-15 to 2016-17			
Progress Tracking Data taken from SPTO			
Key Stage 2	Gap between PP and non PP 2014-15	Gap between PP and non PP 2015-16	Gap between PP and non PP 2016-17
Reading	-1.3	0	-0.3
Writing	-1.6	-1.0	-0.3
Maths	-2.3	+0.6	-0.3
Key Stage 1	Gap between PP and non PP 2014-15	Gap between PP and non PP 2015-16	
Reading	-4.2	-0.8	+0.5
Writing	-4.7	-0.2	+0.3
Maths	-4.0	-1.4	- 0.8

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. | Unable to fund or facilitate training in the 'Thrive' principals for staff all at the same time |
| C. | Quality of dialogue and engagement with parents/carers about emotional and social development and becoming partners in their children's learning |
| D. | Children's understanding of: the world around them, effective communication, receptive and expressive speech |

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

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| E. | Early Help/Social Services involvement required for some identified families |
| F. | Time delay between referral to health agencies before children are assessed and supported |

3. Planned expenditure

Academic Year **2017-2018**

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

Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will this be monitored?	Staff Lead	When will you review implementation?
Maintain improved progress leading to higher academic attainment for PP pupils through supporting and developing their emotional well-being and continued focus on learning in the classroom 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"> Cascading of THRIVE training for 2X staff in KS2 Facilitating opportunities for sharing effective practice. Embedding of Thrive principles across the whole school 	<ul style="list-style-type: none"> 1/3 of the pupils in school from lower socio-economic backgrounds The Closing of the gap between PP and Non-PP pupils that has already occurred 	<ul style="list-style-type: none"> Whole class bench-marking of pupils against age related criteria Analysis pupil data in the THRIVE programme School tracking data (SPTO) Pupil discussions Learning walks 	SLT LR	<ul style="list-style-type: none"> Attainment and progress data for vulnerable pupils: Oct, Dec, March, May, July PPM Whole class Thrive assessments termly. Sept, Jan and May Daily Pastoral team meetings to informally review pupils, identify needs
Staff more confident and able to implement effective strategies to meet pupil's needs e.g. de-escalation, building resilience,	<ul style="list-style-type: none"> Continuous cascading of Thrive training to all staff. Adopting agreed Thrive principals 	<ul style="list-style-type: none"> Research into schools using Thrive to support the social and emotional needs of their pupils in order 	<ul style="list-style-type: none"> Analysis of scoring system within THRIVE programme School tracking data (SPTO) 	SLT LR	Ongoing

<p>'ready to learn' attributes,</p>	<p>across the whole school and checking compliance.</p> <ul style="list-style-type: none"> • Providing opportunities to observe provision and practice in other schools for newly Thrive trained staff 	<p>to raise standards for all pupils.</p> <ul style="list-style-type: none"> • Improve the quality of welfare provision for all pupils • Impact observed from 2016 - 2017 	<ul style="list-style-type: none"> • Pupil discussions • Learning walks • Fewer behavioural issues recorded at all times of the school day 		
<p>Further develop dialogue with PP parents.</p>	<ul style="list-style-type: none"> • Continue meeting with PP parents to discuss social emotional issues on an individual basis • Continue to communicate, in a range of ways, all provision for PP children at Madresfield • Work with external agencies to provide parenting classes / support e.g Early Intervention / School Nurse 	<ul style="list-style-type: none"> • Improved relationships between parents and school to lead to better learning support for children at home • Health data places school community as a high risk area in a number of categories 	<ul style="list-style-type: none"> • Parental discussions • Parental Questionnaires • Feedback from external agencies 	<p>DS (PP Gov) JGr LR</p>	<p>Termly</p>
<p>Total budgeted cost</p>					<p>£38,280</p>

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/ Learning Mentor to facilitate emotional and social development, resilience and a readiness to learn	<ul style="list-style-type: none"> Provide access to an alternative curriculum for identified PP pupils Learning mentor to support children unable to access learning and return to learning environment when ready 	<ul style="list-style-type: none"> Some PP pupils unable to access learning at unpredictable points during the day Opportunity to monitor wellbeing of all PP pupils Build relationships between Pupils and Pastoral Team 	<ul style="list-style-type: none"> Log pupil incidents. Track frequency and type of support provided Monitor progress and attainment of PP pupils 	JG JGr	<ul style="list-style-type: none"> Pupil Progress Meetings (progress and attainment), Oct, Dec, March, May Progress against Thrive age related criteria, termly. Whole class One to one basis following a specific intervention
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 from 8:40am	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.	<ul style="list-style-type: none"> Lunchtime Club. A maximum of 10 children to spend their lunchtime together Focus on social skills and emotional well being 	A growing need identified to support pupils emotionally and socially across the school, 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 (Ketchup Club)– weekly.	Data and pupil interviews indicate that some PP pupils would benefit from further focussed learning opportunities.	Thrive trained lead. Weekly monitoring and record keeping.	LR/CC	Termly

Total budgeted cost	Included above
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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 Provision of clothing/PE kit	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 wellbeing 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	Ongoing.
Total budgeted cost					Included above