

Pupil Premium Strategy Statement 2016-2017

1. Summary Information					
School	William Fletcher Primary School				
Academic Year	2016-2017	Total PP Budget	£54,000	Date of most recent PP Review	July 2016
Total number of pupils	253	Number of pupils eligible for PP	42	Date for next internal review of this strategy	July 2017

2. Barriers to Future Attainment (for pupils eligible for PP)	
In-school Barriers (issues to be addressed in school)	
A	Attendance of some pupil groups
B	Behaviour for learning – ability to maintain focus, resilience, confidence
C	Poor phonic skills
D	Poor spoken grammar
E	Basic skills of children joining the school in FS low
External Barriers (issues which also require action outside school, such as low attendance)	
F	Attendance of some pupil groups
G	Parental engagement and aspirations

3. Desired Outcomes (Desired outcomes and how they will be measured)		Success Criteria
A	All pupils will have at least 95% attendance	Have all PP pupils got at least 95% attendance?
B	All pupils who achieved expected at the end of KS1 achieve expected at the end of KS2	100% of pupils achieve the expected standard at the end of the year who achieved expected at the end of KS1
C	Increase parental engagement	All parents attend parents evenings or take part in a phone conversation
D	All year 2 pupils who did not pass the year 1 test pass the test in year 2	All eligible year 2 pupils pass the phonics test.

E	Early years identification (early identification)	All families eligible for PP are identified during EYFS
F	All pupils make expected progress in reading	100% of pupils make at least expected progress
G	All pupils make expected progress in maths	100% of pupils make at least expected progress

4. Planned Expenditure 2016-2017

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
All pupils make expected progress in reading and maths	<p>Effective use of assessment for learning to close the gaps in pupil's learning.</p> <p>INSET in providing effective feedback to learners and opportunities to respond to marking</p> <p>Spelling and maths programme introduced to all children</p> <p>Guided reading sessions are structured to support all children in their reading development</p> <p>More able children are targeted in class with tasks enabling for learning at greater depth.</p>	<p>The use of AfL impacts positively on children's progress. Effective feedback can have an impact of +9 months (EEF toolkit)</p> <p>IT programmes can have an impact of +4 months (EEF toolkit). Spelling is a key area for development in all year groups.</p> <p>Mastery approach has been linked with a positive impact upon pupil progress.</p>	<p>Learning walks, book scrutinies by SLT. Evidence is reviewed with class teachers every 6 weeks.</p> <p>Tracking of pupil progress at 3 assessment points in the year</p>	DN / SLT/ SENCo

	<p>Curriculum workshops for parents and carers.</p> <p>Additional phonics sessions.</p> <p>1:1 tuition for specific children in reading and maths</p> <p>Group maths tuition (yr6)</p> <p>Maths interventions for specific children)</p>	<p>Phonics has been identified as a barrier in improving pupil reading and writing.</p> <p>Small group and 1:1 tuition can have an impact of +5 months and +3 months (EEF toolkit)</p>		
Total budgeted cost: £21 000				

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
Improve the speech and communication of PP children in FS	Talkboost	Early intervention can have an impact of up to +6 months (EEF toolkit)	SENCo will monitor implementation, tracked using progress grids	SENCo
Pupils make expected progress in reading	Code X reading intervention programme combining synthetic phonics and	Early intervention can have an impact of up to +6 months		

	<p>comprehension (yr 2, 3 &5)</p> <p>Reading recovery intervention programme (yr2) which aims to accelerate the progress of low attainers</p> <p>Reading comprehension project (yr 4, 5)</p>	(EEF toolkit)		
Pupils make expected progress in mathematics	<p>Success@arithmetic programme to develop fluency, understanding and confidence in written calculation.</p> <p>Maths project (yr3)</p> <p>Maths booster (yr2) to provide revision and over learning of key maths concepts.</p>	<p>Early intervention can have an impact of up to +6 months (EEF toolkit)</p>		
Total budgeted cost: £19 000				

ii. 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
Children engaged positively in their learning with high aspirations and personal goals	SLT mentor named children 1:1 years 3-6	Social and emotional learning can have an impact of up to +4 months (EEF toolkit)	SLT monitor termly	SLT

All children have a successful transition to secondary school	Transition programmes at The Marlborough and Gosford Schools	Social and emotional learning can have an impact of up to +4 months (EEF toolkit)	Meeting with head of year 7 at both schools, agree programme times	SENCo
Children engaged positively in their learning with high aspirations and personal goals	PP champion mentor named children 1:1 Years 3-6	Social and emotional learning can have an impact of up to +4 months (EEF toolkit)	SENCo monitor implementation	
Provide nurturing programmes in KS2	PACs and Play therapy	Enable children to understand how to use assertive behaviour and develop social skills. To raise confidence and boost self-esteem	SENCo monitor implementation. Tracked using QCA behaviour grids and progression framework	SENCo
Enable children to access the wider curriculum	Support parental payment for residentials, visits and after school curricular clubs	Social and emotional learning can have an impact of up to +4 months (EEF toolkit)	HT review expenditure and take up of this resource	HT
Children begin the school day calmly and having eaten breakfast	Support attendance at School Breakfast club	Social and emotional learning can have an impact of up to +4 months (EEF toolkit)	HT review attendance	HT
Total budgeted cost: £14 000				