

# Pupil Premium Strategy Statement - December 2016

1. Summary information					
School	Lower Park School				
Academic Year	2016/17	Total PP budget	£24760	Date of most recent PP Review	2 <sup>nd</sup> September 2016
Total number of pupils	286	Number of pupils eligible for PP	15	Date for next internal review of this strategy	September 2017

2. Current Assessment Data		
Key Stage 2	<i>Pupils eligible for PP Lower Park School 2016</i>	<i>Pupils Eligible for PP Nationally</i>
% PUPILS ACHIEVING THE EXPECTED STANDARD IN READING	100%	71%
% PUPILS ACHIEVING THE EXPECTED STANDARD IN WRITING	100%	79%
% PUPILS ACHIEVING THE EXPECTED STANDARD IN MATHS	100%	75%
% PUPILS KEY STAGE 1 COMBINED READING, WRITING, MATHS	0%(1 CHILD)	75%
% PUPILS PASSING PHONICS SCREENING TEST	100%	70%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> ( <i>issues to be addressed in school</i> )		
A.	To raise attainment in Reading, writing and maths combined for all pupil premium children, with a focus on end of key stage attainment or progress and phonics screening check.	
B.	To diminish the difference in attainment between Pupil premium attainment and other children	
C.	To support PP children with focused intervention to reach the national standards in phonic screening check	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
D.	Supporting social and emotional development of PP children	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To raise attainment in Reading, writing and maths combined for all pupil premium children, with a focus .on end of key stage attainment or progress from starting points	Year 6 PP children will make good progress from prior attainment or reach National expectation with intervention support. PP children will have made good progress based on prior attainment to reach National Expectation. PP children in year 2 receive intervention in reading, writing and maths PP children will achieve expected standard in the Key Stage 1 assessments or make good progress from prior attainment in EYFS
B.	To diminish the difference in attainment between pupil premium attainment and other children	PP children across the school will receive support to achieve maximum outcomes, including high attainers
C.	To support PP children with focused intervention to reach the national standards in phonic screening check	PP children will achieve expected standard in phonics screening check

D.	To support PP children with social and emotional barriers to learning	PP children across the school will receive support in PSHE PP children will have strategies to support them socially and emotionally
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4. Planned expenditure					
Academic year					
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?
<b>A. To raise attainment in Reading, writing and maths combined for all pupil premium children, with a focus .on end of key stage attainment or progress from starting points</b>	To embed a framework to maximise outcomes for all children in reading, writing and maths combined from their individual starting points resulting in an increase from 71% to 75% RWM combined.	Using the interim assessment framework as a starting point, develop a framework for each year group selecting objectives that are key indicators of good performance in reading, writing and maths	Staff training in whole staff meetings	Ian Coulson	Termly
<b>B. To diminish the difference in attainment between pupil premium attainment and other children</b>	Use known effective strategies in whole class quality first teaching to support PP children. -highly focused lesson design with sharp objectives -high demands of pupil involvement and engagement with their learning -high levels of interaction for all pupils -appropriate use of teacher questioning, modelling and explaining -an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups -an expectation that pupils will accept responsibility for their own learning and work independently -regular use of encouragement and authentic praise to engage and motivate pupils.	QFT strategies are known to be effective in enhancing progress of all learners in classroom settings	Staff training – recalling in staff meeting run by G Ripper, what strategies make QFT	E Cunha G Ripper	Autumn term

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?
<b>A. To raise attainment in Reading, writing and maths combined for all pupil premium children, with a focus on end of key stage attainment or progress from starting points</b>	Reading comprehension Key Stage 1 – small reading group, mixed year group children – supporting	Evidence from early assessments show that whilst our children are excellent readers, there comprehension needs supporting to meet expectations of the new assessments	Support and dialogue between teaching assistants and teachers.	Key Stage 1 Staff	Half termly
<b>A. To raise attainment in Reading, writing and maths combined for all pupil premium children, with a focus on end of key stage attainment or progress from starting points</b>	Key Stage 2 targeted intervention groups with teacher support	Evidence from previous years shows this approach to be successful.	Dialogue between all upper Key Stage 2 teachers with key stage coordinator	J Gallagher, J Jones, L King	Half termly
<b>C. To support PP children with focused intervention to reach the national standards in phonic screening check</b>	Small group phonics sessions to support PP children.  Small groups phonics sessions to continue to support children who did not reach phonics screening standard by the end of key stage 1.	Evidence from previous years shows this approach to be successful.  Pupil premium teaching assistant will continue to support those children who did not reach desired outcomes whilst also supporting those in key stage one who have not yet taken the screening check	Whole staff phonics training	Emma Cunha and Karen Hughes	Termly
<b>Total budgeted cost</b>					£23,250
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?
<b>D. To support PP children with social and emotional barriers to learning</b>	Restorative approach to behaviour	Evidence shows schools that work restoratively find that relationships are stronger and learning is more effective, and so there is less need to resort to sanctions and punishments to try to 'manage' behaviour.	Whole staff training Educating children in the restorative approach	Emma Cunha	Termly

<b>D. To support PP children with social and emotional barriers to learning</b>	Social stories	Social stories help children to understand situations they may find difficult or to help children understand what will happen in a new social situation or how they could have behaved differently in certain situations.	SEND co to support staff in understanding of Social Stories	Gayle Ripper	Half termly
<b>Total budgeted cost</b>					£2,000

## 5. Review of expenditure

<b>Previous Academic Year</b>	<b>£27,700</b>
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### 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
Overcome gaps in learning and accelerate learning to help them make improved progress and to raise their standards of achievement.	Providing small group work for pupils entitled to PP funding with an experienced teacher focussed on overcoming gaps in learning to help them make improved progress and to raise their standards of achievement.	PP children in Year 6 reached the expected standard in new, more challenging SATS assessments.  PP children achieved the expected standard in phonics after small group teaching.	Small focus group work is effective for all children in ensuring they reach full potential. Phonics small group work is effective in raising standards in phonics for all children.  We will continue to use this approach in the future.	£10,778

### 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
Overcome gaps in learning and accelerate learning to help them make improved progress and to raise their standards of achievement.	TA 1:1 support for pupils entitled to PP funding to help them make improved progress and to raise their standards of achievement	TA and teacher support in academic success as well as personal. Social and emotional support was effective and combined led to progress of PP children .	The approach by which we support children's PSHE alongside their academic achievements is effective , as often the emotional needs which need support can be a barrier to learning and must be a priority as well as academic achievements. This approach will continue to be a focus for all children.	£19,515

### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on	Lessons learned (and whether you will continue with this approach)	Cost
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		pupils not eligible for PP, if appropriate.		
Wider opportunities for PP Children	Funding for musical tuition, school trips and other extracurricular activities.	PP children were able to access extra-curricular activities and have music tuition through the use of pupil premium funding	This approach will continue due to enrichment opportunities provided for PP children.	£1510