

Pupil Premium Strategy 2017 to 18

Number of eligible pupils	74
Amount funding received 2016 to 17	£95640

Identified barriers to educational achievement

Old Leake primary school has identified the following as barriers for some of the pupils in receipt of Pupil Premium

- Low expectations/low aspiration
- Lower attainment on average in Reading, Writing and Maths
- Lower attendance
- Lack of parental support and engagement
- A higher proportion of pupil premium students have Special Educational Needs
- Behaviour – social and emotional needs which affect learning

Rationale for expenditure

Our focus remains on narrowing the gap attainment gap that still exists between pupils from disadvantaged and more affluent backgrounds. We have evaluated the success of all interventions that ran in 2016 and 2017 and are only retaining those that proved to be effective. We are also maintaining higher staffing ratios in classes with high proportions of eligible pupils. We continue to provide extra-curricular opportunities to enrich the experiences of eligible pupils with keyboard and ukulele lessons available after school this year.

In order to meet the needs of some disadvantaged pupils we are continuing to employ a Solutions-focused therapist to improve behaviour and reduce anxiety and barriers to learning.

Each aspect of our strategy has a pupil level action that focuses on individual achievement. Our commitment to raising standards for pupil premium pupils is evidenced by the fact that it is our top priority on the School Development Plan in 2017 to 18

Strategies are evaluated termly and the next full review will be in July 2018.

Proposed provision 2017 to 2018

Proposed pupil premium expenditure 2016 to 2017	
Small group tuition by class teacher after school	2800
Pupil premium co-ordinator	20722
Intervention teacher	8483
Summer School	2000
Easter School	2000
Breakfast club	4114
Specialist teaching Team	2700
Curriculum Enrichment to ensure high level of engagement and enjoyment	2900
Targeted support (TA)	10056
Solutions focussed therapist	4500
Part funding for music specialist	8476
	97653

SDP Priority 1: To close the attainment gap between pupils who are in receipt of the Pupil Premium and those who are not					
Action/Task	Lead	Resources/costs	Time scale	Success criteria	Evaluation (prompt)
To ensure that 100% of teaching for PP children is quality first teaching by the class teacher. PP children are highlighted at all moderation meetings with aspirational targets set	SR, SLT and Senco	None	By April 2018	100% of teaching over time is good or better	Has the quality first teaching improved progression for PP children?
To ensure intervention and support is provided as early as possible in school. PPP to access – RALF, RALT, RAFT, Catch UP, TRUGS, Precision teaching etc. Termly PPMs to consider PPF children	SR, SLT and Senco	Senco Release, PP leader , TA 2 time, LSS cost (use PP funding)	July 2018	Children likely to fall behind the required standard in phonics are quickly identified and interventions put in place.	Does intervention make a difference? Are PPG making accelerated progress?

as a specific item. Phonics tracking to be closely monitored and assessed. Staff and SLT to carefully consider the type and nature of intervention				PP children are a high priority in PPMs.	
To closely monitor and evaluate the impact of interventions. Baseline data to be collected on entry to intervention and updated at the end. Progress of child/group to be examined and intervention assessed for impact. Provision map to be updated termly.	SR and Senco	Senco release	Commence Sept 2017 – completed by July 2018	Interventions are of a high quality PPG make rapid progress Interventions quickly raise standards and children accelerate to age related expectations	Have interventions been successful in raising standards?
Appraisal process to take account of PPG data. PPG to be highlighted in pupil progress meetings	SR	Release time for staff for appraisal meetings and PPMS	Commence October 2017	Staff are held to account over the performance of PPG.	Are PPG making accelerated progress?
To ensure that all PP children have the opportunity to take part in after school activities. Clubs run specifically for PP pupils.			September 2016	A majority of PP children are actively taking part in after school activities.	Does data analysis for the Single Equalities scheme show a higher number of PP children taking part in extracurricular activities?
Ensure governing body have full knowledge and awareness of allocation / spending / impact of actions HT to share with governors the annual PP overview which is published on the website. PP to become an agenda item at every FGB meeting	SR	none	Commence September 2017	Governors have a clear awareness of how PPG is spent and of its impact.	Can governors speak confidently about PP funding and impact?
Review the financial cost and impact of TA-led interventions compared to teacher-led ones.	SR	none	Commence Jan 2016	Governors are clear of the financial commitments to interventions in order to evaluate more effectively.	Are teacher-led interventions more effective than TA-led ones?
Develop a clear policy on spending the pupil premium agreed by Govs	SR	none	To be ratified by Jan 2018	A new PP policy is approved by governors and	Are governors more aware of PP policy details?

and published on the school website				on the website.	
Ensure Teaching Assistants are highly trained (through Mobilise project) and have a good understanding of AFL	SR, KR and JS	Mobilise project 3 days release for JS - £450	July 2018	TA's support children well and deliver effective interventions	Have interventions been successful in raising standards?
Monitor the attendance, punctuality and behaviour of PP pupils	AS	None (salary funded by PP)	July 2018	Attendance, punctuality and behaviour of PP funded pupils in-line with non-eligible pupils	Do pupil premium pupils have good attendance, punctuality and behaviour?
Analyse the Education Endowment Foundation's (EEF) Teaching and Learning toolkit with a view to trying some of the methods with PP funded pupils.	SR	Dissemination at staff meeting	July 2018	SR to research and establish the best methods of T+L which have the highest impact on pupils.	Have any new ideas/ teaching methods been introduced? What has the impact been on pupils' outcomes?

Measuring impact for Pupil Premium Pupils

Key Milestones		
Autumn Term	Spring Term	Summer Term
80% of pupils make good progress in Mathematics in each year group (1 point)	80% of pupils make good progress in Mathematics in each year group (2 points)	80% of pupils make good progress in Mathematics in each year group (3 points)
80% of pupils make good progress in Reading in each year group (1 point)	80% of pupils make good progress in Reading in each year group (2 points)	80% of pupils make good progress in Reading in each year group (3 points)
80% of pupils make good progress in Writing in each year group (1 point)	80% of pupils make good progress in Writing in each year group (2 points)	80% of pupils make good progress in Writing in each year group (3 points) More children at age related expectations in the prime areas than at baseline assessment in the Early Years