

Pennyhill Primary School

Pupil Premium Strategy Statement 2016- 2017

1. Summary information				
Academic Year	2016/2017	Total PP budget	£284,960	
Total number of pupils	736	Number of pupils eligible for PP	177	

2. Current attainment
See current pupil premium tracking

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Historical poor quality teaching has led to gaps in learning and misconceptions
B.	Poor attendance
C.	Children entering Nursery and Reception with poor oral language skills
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupil premium children are currently below the school target of 96%. Pupil premium children also arrive at school late when compared to arrival of non-pupil premium children
E.	Parental links/support

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved progress and attainment for pupil premium children	All teaching is at least consistently good. Children have daily quality first teaching Gaps in learning and misconceptions addressed
B.	Increased attendance rates for pupil premium children	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves to at least 96%.

C.	Improve oral language skills for children in EYFS	Children make rapid progress across EYFS and are able to meet age related expectations at the end of Reception
D.	Improve progress and outcomes for more able pupil premium children	Pupils eligible for pupil premium identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y3, Y4, 5 and 6 by teacher assessments and successful moderation practices.
E.	Equipping parents to effectively support children	Improved attendance at parents meetings Family learning opportunities support teaching and learning

5. Planned expenditure

Academic year

2016-2017

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?
Improved progress and attainment for pupil premium children	Staff training on high quality feedback Staff training on effective assessment for learning	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. Evidence shows that it can have an impact of +8 months.	Use PDMs to deliver training. Training by both internal and external colleagues. Support from Teaching School Peer observation of colleagues who implement training effectively to cascade good practice across the school. Lessons from training embedded in school feedback policy.	MiW	Termly reviews

Improved progress and attainment for pupil premium children	AHTs to support colleagues in delivering teaching and learning which is consistently good	Research by NFER has identified that high quality teaching for all with an emphasis on quality first teaching is a key building block in raising disadvantaged pupils' attainment.	Clear monitoring and evaluation of colleagues by AHTs leads to specific actions for improvement. AHTs plans are monitored by HT/DHT. AHTs provide regular support and expertise to colleagues Regular reviews to ensure that teaching is improving	EW	Termly reviews
Improved progress and attainment for pupil premium children	Qualified experienced teacher to teach key pupil premium children and work alongside the teacher accelerate the progress of children	Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. Impact for children can start at +4 months. This method will not only improve outcomes for children but will work as staff development for the teacher ensuring that long term sustainable gains are made.	All teachers to be managed and supported through effective performance management. Team leaders and Phase leaders work together for greater accountability.	EW/MW	Termly reviews
Improved progress and attainment for more able children	CPD on providing more challenge and stretch for more able pupils	We want to ensure that pupil premium pupils can achieve high attainment as well as simply 'meeting expected standards'. We want teachers to successfully provide stretch and encouragement for these pupils.	Use of PDMs to deliver staff training Planning to reflect training and needs of more able children met. Monitoring of staff use of directed time to impact on outcomes for more able pupil premium children	AHTs/DHT	June 2017
Total budgeted cost					155,000
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?

Improve oral language skills for children in the EYFS	Support staff to deliver Wellcomm intervention Support staff to deliver specific speech and language programmes	Some of the children need targeted support and additional intervention in order to catch up and fully prepare them to access the next stage in learning.	EYFS AHT to monitor and evaluate the intervention programme regularly ensuring the groups meet needs. SENCo to monitor and evaluate the speech and language provision delivered in school meets advice and guidelines from external agencies.	RM/LW DT	June 2017
Improved progress and attainment for more able children	Weekly small group sessions in English/ maths for high-attaining pupils with experienced teacher.	We want to provide extra support to promote and maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Impact to be overseen by DHT	AO	May 2017
Improved progress and attainment for pupil premium children	1:1 10 week programmes for targeted children with an experienced teacher.	EEF evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress, especially when this is with highly qualified staff.	Impact to be overseen by DHT. Plans to be delivered after consultation with classteacher to ensure gaps in learning are addressed.	SJB	May 2017
Total budgeted cost					£64,000
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?
Increased attendance rates	Admin staff with a specific responsibility for monitoring pupils and following up quickly on absences. First day response provision. Rewards and incentives for attendance and punctuality	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of SLT and Admin team about existing absence issues. Collaboration and strategic working to ensure new provision and standard school processes work smoothly together.	EW	May 2017

	<p>Toast club</p> <p>Support plans for parents who struggle to get their children to school</p> <p>Close working with attendance and prosecution services</p>				
Equipping parents to effectively support children	<p>Use of learning mentor to engage with parents and children who appear disaffected or have barriers to learning.</p> <p>Workshops and meetings to promote and support family learning</p>	The EEF Toolkit suggests that targeted interventions/support matched to specific children with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor attitudes to learning, progress and attainment.	<p>MIW</p> <p>MR/JG</p>	June 2017
<p>Increased attendance rates</p> <p>Improved progress and attainment for pupil premium children</p>	<p>Supplementing trips and extra-curricular activities to improve motivation and attendance.</p> <p>Provide children with a variety of different experiences to stimulate learning and further develop aspirations.</p> <p>Provide children with a range of experiences to develop language and learning.</p>	This will provide pupil premium children with additional new and exciting learning and social experiences which they might not have the opportunity to participate in due to cost.	Monitor confidence and attitudes to learning, progress and attainment.	EW	June 2017

<p>Improved progress and attainment for pupil premium children</p> <p>Equipping parents to effectively support children</p>	<p>Use of digital technologies (Lexia, My maths, Bug Club) to support learning both at school and at home</p>	<p>Studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months). Evidence suggests that technology should be used to supplement other teaching.</p>	<p>Training for staff in using the relevant programmes. Support and training for parents and children in how to make the best use of technology at home. AHTs to monitor use and impact within their phase.</p>	<p>All CTs</p>	<p>April 2017</p>
Total budgeted cost					<p>£76,250</p>

6. Review of expenditure				
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
Improved progress and attainment for pupil premium children.	<p>Feedback and assessment for learning</p> <p>Good teaching</p> <p>Intervention teacher</p>	<p>Feedback has improved significantly across the school as evidenced in children's books. Children know and understand how to improve their work. Children now see themselves as part of the learning process and are engaging in the learning journey.</p> <p>The percentage of consistently good teaching has increased across the school and the figures of teaching that require improvement has reduced across the school.</p> <p>Y1 data has not yet closed due to the high percentage of PP children that also have SEND. Y3 data shows that the gap for PP children has reduced and these children are now ahead of their peers. Y4 data shows the gap is closing and PP children have made significant progress when compared to their peers. Y6 data shows the PP gap is reducing. Where strategies are working well PP children are making better progress and this accelerated progress is closing the gap in attainment between them and their peers.</p> <p>Feedback from staff indicates that this training has been valuable and they are able to utilise teaching and learning strategies around assessment for learning more effectively.</p>	<p>External training provided staff with resources and strategies that they were able to use to further develop afl practices within their classroom.</p> <p>Good progress has been made in securing good teaching across the school. Training and support must continue to ensure this continues across the school</p> <p>Additional targeted support will be needed for PP children with SEND needs in Y2.</p> <p>Strong leadership within Y3/4 and constant feedback to staff, concerning good teaching and the modelling of lessons has impacted positively on teaching and learning across the phase which in turn has improved the outcomes for these children. This method of leadership and support to be shared more effectively across the school.</p> <p>The intervention teacher was not secured until January despite several advertisements so this role needs more time to have the required impact on key children. An intervention teacher will be timetabled to work with key children from September 2017.</p>	£155.000
Improved progress and attainment for more able children	CPD on challenge and stretch for more able children	More able PP children have performed in line with their peers and made the required progress across the school. Pitch and challenge has increased across the school due to effective staff training and better use of assessment and tracking data to develop next steps in learning. Staff identification and accountability for these children has increased.	Training has been successfully implemented in this area and planning now meets the needs of the more able. This will need to continue to be embedded across the school to ensure that good progress is maintained. New staff need training on the school assessment and tracking system. All staff to use tracking system and venn diagrams (with support from phase leaders) to identify and plan effectively for those that need stretch and challenge.	

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
Improve oral language skills in EYFS	Wellcomm interventions Speech and language programmes	Wellcomm data improved from red 56%, amber 11% and green 33% to red 37%, amber 8%, green 55%. Children from Nursery are now entering Reception better prepared for learning.	Staff illness affected how regularly these interventions took place. As a result of this more staff will be trained to ensure that greater cover is able to be provided. Timetables to be adjusted to accommodate more speech and language provision.	£64,000
Improved progress and attainment for more able children	Weekly small group interventions with an experienced teacher	Focus was placed on Y2 more able PP children. Data shows that these children made progress broadly in line with their non PP more able peers with both groups making 5 steps progress across reading, writing and maths.	In order to accelerate learning and progress children need to have access to outstanding teaching on a regular basis. Good practice to be shared more consistently across the school.	
Improved progress and attainment for key pupil premium children	1:1 tuition (10 week programmes)	A qualified , dedicated 1:1 teacher has been in place and worked with class teachers to secure the following results at the end of Year 6 for PP children: In reading 11/16 met age expected. In maths 6/9 met age expected. In spag 5/7 met age expected In writing 4/7 met age expected	1:1 teacher needs to have a clear plan directed by the class teacher to accelerate the learning for key children. Teachers and phase leader to regularly evaluate the impact and make any changes needed immediately.	
iii. Other approaches				
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

Improved attendance rates	<p>Rewards and incentives</p> <p>Support plans for parents</p>	<p>End of year attendance was 95.8%. The number of children eligible for a reward increased each term, children want to receive these awards. Persistence absence reduced this year to below 10%.</p> <p>Clear attendance procedures has ensured that parents are clear about the expectations that the school have. Joint working with the attendance and prosecution team has supported this work. Phase leaders held parents meetings with low attenders, set up support and devised parent contracts for attendance.</p>	<p>This is beginning to have an impact and needs to continue.</p> <p>Parent contracts need to be more robust going forward so that these have greater effect and can be followed up more effectively by the attendance and prosecution team.</p> <p>Attendance rewards will be more high profile and a target group of low attenders has been identified for additional work and support around attendance.</p>	£76,250
Parental support	Learning mentor support	<p>Parents are enjoying the new links with the learning mentors.</p> <p>Parent views of the school have improved and this has been evidenced in the responses to recent parent questionnaires.</p> <p>There has been increased attendance at parents' evenings over the year.</p>	<p>Links with parents and the learning mentors needs to be developed further.</p> <p>Work will take place to find out exactly what support and advice the parents need/would welcome and this will be planned for.</p> <p>A phase leader will be responsible for this area and Early Help to give it a higher profile across the school.</p>	
Attendance and progress	Residential and extra-curricular trips	<p>Children have gained life and social experiences that would not have been available to them without this funding. Children have real experiences which they can write about.</p> <p>The experiences have enabled the children to be more resilient and develop greater team working skills in new environments. This prepares them well for the next stage in their education.</p>	<p>This approach will be continued so that children can participate in a full, broad range of experiences.</p>	