

# Village Primary School - Pupil Premium Statement of Impact 16/17

## Action Plan for Spending 17/18

<b>Executive Head</b>	Jane Green	Chair of Governors	Karlana Diedrich
<b>Head of School</b>	Debbie Beeston		

### Pupil Premium Profile [2016-17]

<b>% of eligible pupils:</b>	36%		
<b>Total pupil premium budget:</b>	£319,440	[260,540 allocated 9.17]	(April 17-March 18)

#### **In 2016/17 the school used the PPG funding in the following ways-**

CPD for teaching staff to improve the quality of teaching in all 3 keys stages	CPD for support staff to improve the quality of support given to pupils	Office staffing to facilitate initiatives to improve the rates of attendance and reduce persistent absenteeism
Provision of safeguarding staff to support pupils and families with safeguarding issues	Pastoral staff to support pupils with social and emotional issues	Provision of intervention teachers to provide 1:1 and small group sessions for pupils
Provision of intervention teaching assistants to provide 1:1 and small group sessions for pupils	Contributions towards trips, visits, club attendance and residential	Provision of clothing and resources for school

#### **Impact of spending** in 2016/17 on

- quality of teaching which is good or better remains 100% good+ with 42% outstanding
- vulnerable children/families supported
- attendance improved and persistent absenteeism reduced [see figures below]
- See data outcomes below

#### **KS2 Attainment 2017**

KEY STAGE 2	Pupils eligible for PP	Pupils not eligible for PP (national 2017)
<b>% achieving EXPECTED in reading, writing and maths</b>	39%	67%
<b>% achieving EXPECTED in reading</b>	58%	77%

% achieving EXPECTED in writing	65%	81%	
% achieving EXPECTED in maths	55%	80%	
% achieving AT GREATER DEPTH in reading	16%	29%	
% achieving AT GREATER DEPTH in writing	13%	21%	
% achieving AT GREATER DEPTH in maths	13%	27%	
Progress score in reading		0	
Progress score in writing		0	
Progress score in maths		0	
<b>KS1 Attainment 2017</b>			
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national 2017)</i>	
% achieving EXPECTED in reading	72%	79%	
% achieving EXPECTED in writing	72%	72%	
% achieving EXPECTED in maths	79%	78%	
% achieving AT GREATER DEPTH in reading	%	%	
% achieving AT GREATER DEPTH in writing	%	%	
% achieving AT GREATER DEPTH in maths	%	%	
<b>Phonics Attainment 2017</b>			
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
% achieving EXPECTED in Y1 phonics	76%	81 national all	
% achieving EXPECTED in Y2 phonics (cumulative)	93%	%	
<b>EYFS Attainment July 2017</b>			
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national)</i>	
% achieving EXPECTED GLD	50%	54% 2016	

<b>% achieving EXPECTED in reading</b>	%	80%	
<b>% achieving EXPECTED in writing</b>	%	75%	
<b>% achieving EXPECTED in maths</b>	%	80%	
<b>Attendance for 2016/17</b>	school	All pupils [nationally 2016]	
<b>Absence % for PP pupils</b>	%	3.9%	
<b>Persistent absence % for PP pupils</b>	8.1%	8.8%	

## Pupil Premium Action Plan 2017-18

### Barriers to future attainment for PPG eligible pupils at our school

A	Slow progress rates made by pupil premium children particularly in key stage 2
B	Low levels of vocabulary <b>and</b> low levels of verbal communication skills on admission to school in all year groups
C	Pupils and their families have a lack of aspirations for their futures reducing their motivation and commitment to learning
D	Pupils' and their families have social & emotional difficulties, including medical and mental health issues
E	Pupils' have limited experiences beyond their home life and immediate community
F	Low attendance and persistent absenteeism

### ADDITIONAL PRIORITIES/INITIATIVE

School leaders are committed to ensuring our disadvantaged pupils receive teaching which is at least good in every lesson and intervention every day in every classroom. As a result, a significant proportion of funding is used to improve the quality of teaching by all staff in our school.

### Desired outcomes in relation to each priority/barrier

Desired outcome	Approach chosen to achieve and reason for selection
Every child receives teaching which is good and frequently outstanding in every classroom every day.	CPD for Quality First Teaching / mentoring and coaching support - see research finding of John Dunford 'using the pupil premium effectively: an evidence based approach to closing the gap'. Successful strategy from 16/17 action plan.
A Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of year 2; those	Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to

	who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards.	catch-up - see <a href="http://www.Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the funding-successfully</a>
B	Disadvantaged pupils develop an extensive vocabulary and use this vocabulary confidently to hold conversations and engage in learning	Delivery of direct teaching of vocabulary teaching in English lessons, use of 'Accelerated Reader' Scheme - see 'Evidence of Impact' evaluations on website.
C	Disadvantaged pupils have aspirations for and knowledge of career options; raised awareness of the qualifications and training needed to achieve them; the desire and motivation to achieve personal academic goals.	Provision of a range of activities to; extend pupils knowledge of career options; raise awareness of the qualifications and training needed to achieve them; develop the desire and motivation to achieve personal goals. See educational research and government publications: <a href="http://www.Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">the-pupil-premium-how-schools-are-spending-the funding-successfully</a> .
D	Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated - families are also supported	Provision of a range of support staff to remove or alleviate individual social, emotional and health barriers including provision of 'Time to Talk' sessions weekly see <a href="http://www.Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the funding-successfully</a> .
E	Pupils have a breadth of experiences that enable them to contextualize their learning	Provision of a range of initiatives to extend children's experiences see <a href="http://www.Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the funding-successfully</a> . Education Endowment Trust Toolkit
F	Absence & persistent absentee rates are at least in line with national	Deployment of administrative and pastoral staff to support families to improve attendance and eradicate persistent absenteeism see <a href="http://www.Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the funding-successfully</a> .

<b>Planned expenditure</b>						
<b>Academic year</b>	2017-18					
<b>Initiative to Achieve / Barrier to remove</b>	<b>Desired outcome</b>	<b>Actions needed to achieve</b>	<b>Monitoring steps</b>	<b>Staff lead</b>	<b>Cost</b>	<b>Review date</b>
100% good+ teaching everyday with teaching increasingly outstanding	Every child receives teaching which is good and frequently outstanding in every classroom every day.	Lesson observations focus on feedback to improve. CPD/ coaching provided in any areas where this is identified as useful. Learning from SSIF Project delivered by SLEs shared across school PPA provision to be given only by Cover Teachers in all 3 key stages	Lesson observations by SLT [with moderation by SSIO] show increasing %s of outstanding practices seen Triangulated standards show teaching good and over 50% O/S by year end.	SLT SSIO MP	£560 per day [x 3] 1680 3 days non contact for QA Manager £1800  £27,000 cover teachers	12.17 4.18 7.18
A - Slow progress rates made by pupil premium children particularly in key stage 2	Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of year 2; those who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards.	Continual raising of teachers' expectations of PP pupils and provision of challenge for these chd in all lessons [focus of all lesson observations] Provision of teacher led [wherever possible] interventions and small group sessions to ensure disadvantaged pupils keep-up and catch-up.	Half termly book trawls by QA manager and termly assessment data analysis shows disadvantaged pupils are either; at least maintaining their KS1 position; making accelerated progress to at least return to this standard or making	MP SLT	£ 82,000 for additional teacher x 2.2  £ 38,000 for TAs to release teachers for	20.10.17 15.12.17 16.2.18 22.3.18 24.5.18 13.7.18

		1.2 Additional teacher in KS2 to reduce pupil:teacher ratio for delivery of EFF strategies and interventions Delivery of 'Fresh-Start'; interventions for chd working slightly below A.R.E.	accelerated progress to improve on the KS1 position as this was low.		pm interventions	
B - Low levels of vocabulary and low levels of verbal communication skills on admission to school in all year groups	Disadvantaged pupils develop an extensive vocabulary and use this vocabulary confidently to hold conversations and engage in learning	Increase pupil to adult ratios to support language acquisition and development in F stage. Language intervention programmes for targeted pupils Dedicated 'story times' for all classes Use of Talk Boost strategies Use of 'Accelerated Reader Scheme' SLE to share SSIF - 1 training and initiatives across school	Comprehension quizzes in Acc. Reader show above expected progress made by PP chd.  F1 and F2 assessments show 10% improvement in 7.18  End of term assessments show 5% improvement each term for PP only group in speaking skills	SLT RC LB MP	£26,000 teaching staff  £12,000 support staff	12.17 4.18 7.18
C- Pupils and their families have a lack of aspirations for their futures reducing their motivation and	Disadvantaged pupils have aspirations for and knowledge of career options; raised awareness of the qualifications and training needed to	Year 6 graduation ceremony introduced inc. dignitary to present and gowns Careers workshops and visits to increase knowledge of career options and training/qualifications needed	End of year questionnaires by year 5 and 6 chd. show good awareness of future options, chd can verbalise their plans for	DB MP JG	£6,000	12.17 7.18

commitment to learning	achieve them; the desire and motivation to achieve personal academic goals.	Introduction of personal development lessons in upper KS2 to develop motivation	their future inc. FE options High attendance by Y6 parents at graduation ceremony.			
D - Pupils' and their families social & emotional difficulties, including medical issues	Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated	Provision of safeguarding manager in school to address specific needs for pupils and work with social care as needed. Delivery of specific programmes for vulnerable pupils. Partnership working with health, ed. psych, social care for targeted pupils. Provision of Time to Talk support staff/sessions. Provision of behavior support manager for chd where behavior impacts on learning.	Families confidentially feedback that they feel well supported during social care issues. Families on support plan are reduced to CIN stage Families actively seek support from school to reduce need for social care agency involvement. Standards of attainment improve by at least 20% in KS2 SATS in all 3 subjects for PP pupils in 2018 tests Time to Talk sessions termly tracking show continual high levels of engagement. Behavior logs show 5% reduction per term in PP	CB HB RD	£46,000	12.17 4.18 7.18



			chd involved in significant behavior issues.			
E-Pupils' limited experiences and their lack of ability to make their learning real and contextualised	Pupils have a breadth of experiences that enable them to contextualize their learning	<ul style="list-style-type: none"> <li>• A range of curriculum enrichment activities provided beyond the classroom</li> <li>• Visits to or out of school to enhance/support topic learning</li> <li>• School residential subsidies</li> <li>• Focus on ensuring our delivered curriculum is done through real-life, engaging activities and strategies</li> </ul>	<p>Database of participation in activities beyond the classroom e.g. after school clubs, competitive sports activities, shows PP participation at least equal to school %</p> <p>PP chd take part in all trips and residential with subsidies as required</p> <p>Lesson observations show high levels of engagement with learning by PP chd which results in embedded learning seen in summative assessments.</p>	SLT  SP	£20 per PP chd - £4760	12.17 4.18 7.18
F - Low attendance and persistent absenteeism	Absence & persistent absentee rates are at least in line with national	Provision of attendance officer to visit families with <90% before school and when absent.	Targets: 2016-17 PP PA - 13% in 2017-18 each half term a reduction of	JS  DB	£15,300 JS 0.7	20.10.17 15.12.17 16.2.18 22.3.18

		Provision of family support to provide help with attendance issues. Parents made aware of expected attendance levels. Partnership working with EWO re pupils <90%. Increased rewards for improving and good attendance.	1.5% so it reduces to be much closer 8.7% Half termly tracking by attendance officer reported to PP Champion governor Termly attendance (incl persistent absentee of PP pupils) report to governors with year group totals.			24.5.18 13.7.18
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This plan will be reviewed and refocused following end of term data collection in December 17, March 18 and July 18.

### Review of impact of 2017/18 plan.

#### IMPACT ON BARRIERS to complete in 2018

Barrier identified	Desired outcome identified	Outcomes achieved - lessons learnt
Slow progress rates made by pupil premium children particularly in key stage 2	Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of year 2; those who have 'fallen behind' make accelerated progress and	

	'catchup' or exceed prior attainment standards.	
Low levels of vocabulary <b>and</b> low levels of verbal communication skills on admission to school in all year groups	Disadvantaged pupils develop an extensive vocabulary and use this vocabulary confidently to hold conversations and engage in learning	
Pupils and their families have a lack of aspirations for their futures reducing their motivation and commitment to learning	Disadvantaged pupils have aspirations for and knowledge of career options; raised awareness of the qualifications and training needed to achieve them; the desire and motivation to achieve personal academic goals.	
Pupils' and their families have social & emotional difficulties, including medical and mental health issues	Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated - families are also supported	
Pupils' have limited experiences beyond their home life and immediate community	Pupils have a breadth of experiences that enable them to contextualize their learning	
Low attendance and persistent absenteeism	Absence & persistent absentee rates are at least in line with national	

### Impact on Attainment in 2018

Number of Y6 PP pupils in 207-18 cohort =	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EXPECTED in reading, writing and maths		
% achieving EXPECTED in reading		
% achieving EXPECTED in writing		
% achieving EXPECTED in maths		
% achieving AT GREATER DEPTH in reading		
% achieving AT GREATER DEPTH in writing		
% achieving AT GREATER DEPTH in maths		
Progress score in reading		0
Progress score in writing		0
Progress score in maths		0
<b>KS1 Attainment 2016</b>		
Number of Y2 PP pupils in 2015-16 cohort =21/59 36%	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EXPECTED in reading		
% achieving EXPECTED in writing		
% achieving EXPECTED in maths		
% achieving AT GREATER DEPTH in reading		
% achieving AT GREATER DEPTH in writing		
% achieving AT GREATER DEPTH in maths		
<b>Phonics Attainment 2016</b>		
Y1 PP pupils in 2015-16 = 22/58 38% Y2 PP pupils in 2015/16 = 20/57 35%	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EXPECTED in Y1 phonics		

% achieving EXPECTED in Y2 phonics (cumulative)		
<b>EYFS Attainment July 2016</b>		
Number of FS2 PP pupils in 2015-16 cohort = 10/39 26%	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EXPECTED GLD		
% achieving EXPECTED in reading		
% achieving EXPECTED in writing		
% achieving EXPECTED in maths		
<b>Attendance for 2017/18</b>	<b>School</b>	<b>All pupils nationally</b>
Absence % for PP pupils		
Persistent absence % for PP pupils		