

Pupil premium strategy statement (primary)

1. Summary information					
School	Ellingham VC Primary School				
Academic Year	2016/17	Total PP budget	£18480	Date of most recent PP Review	16/9/14
Total number of pupils	99	Number of pupils eligible for PP	13	Date for next internal review of this strategy	November 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected or better in reading, writing and maths	50%	56%
% making progress in reading (0 expected)	+1.93	-0.50
% making progress in writing (0 expected)	+1.95	+6.66
% making progress in maths (0 expected)	-3.74	-0.49

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.	69% of our Pupil Premium children are also on the SEN register.	
B.	Progress and achievement in maths is weaker than reading and writing for our Pupil Premium children, especially in Year 6.	
C.	A small group of Pupil Premium children make less progress due to aspirations and perseverance, which stops them reaching their full potential, especially in Year 3.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	46% of our Pupil Premium pupils have joined the school at different points from the expected entry.	
E.	46% of our Pupil Premium pupils have additional family needs outside of school.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve the progress of the pupils who are both Pupil Premium and on the SEN register.	Impact of intervention programmes being run demonstrates good progress being made.

B.	Progress and attainment in maths will increase to ensure all PP pupils achieve the same or better as their reading and writing.	PP pupils to achieve equal or better progress as 'other' pupils, especially Year 6 pupils.
C.	Improved aspirations and perseverance for PP pupils, especially Year 3 PP pupils.	PP pupils able to complete tasks in the given time without giving up, refusing to join in, and so making expected progress compared to 'others' in class.
D.	In year transferred PP pupils to settle quickly and achieve expected or better progress.	PP pupils needs identified and gaps in learning assessed on entry. Interventions put in place and closely monitored to ensure progress is at expected or better than 'others'.
E.	Increase progress and attainment of PP pupils with additional family needs.	PP pupils identified with additional family needs to have Nurture support and know which adult to go to share worries.
F.	Improve the progress of the pupils who are both Pupil Premium and on the G&T register.	Impact of intervention programmes being run demonstrates good progress being made.

5. Planned expenditure

Academic year

2016/17

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?
A.Improve the progress of the pupils who are both Pupil Premium and on the SEN register. C.Improve aspirations and perseverance for PP pupils, especially Year 3 PP pupils. F. Improve the progress of the pupils who are both Pupil Premium and on the G&T register.	Staff training on high quality feedback.	This is a long term project to help our children. Evidence source from Ofsted and EEF Toolkit.	DE to train teachers during staff meetings. - 13/10/16 - 10/1/17	DE	March 2017

A.Improve the progress of the pupils who are both Pupil Premium and on the SEN register. C. Improved aspirations and perseverance for PP pupils, especially Year 3 PP pupils. F. Improve the progress of the pupils who are both Pupil Premium and on the G&T register.	CPD on good questioning for support staff.	We will be linking the Questioning to the feedback. The questioning will challenge the pupils to think about their answers and how they could expand on them. EEF Toolkit. Although EEF Toolkit recognises the challenge of raising aspirations we want to link it with academic success and staying on task. We also recognise that very few G&T PP pupils go onto higher education and want to give our pupils the skills and aspirations to do so. We will include talks from former pupils who have gone on to succeed in a wide variety of careers.	Training given by NPDC on 2/12/16 for 2x TAs @ Woodton 3x TAs @ Ellingham £270 1x CT – DE £290 Action plan to be written and put in place by 16 th December 2016	DE	March 2017
A.Improve the progress of the pupils who are both Pupil Premium and on the SEN register. C. Improved aspirations and perseverance for PP pupils, especially Year 3 PP pupils.	ELS/ALS training for TAs.	Small group work is recognised as being effective EEF Toolkit. Many of our children identified for ELS and ALS support are also on the PP pupil register as well as the SEN register.	CW to support LS and SR to understand and run ELS and ALS. Ensuring resources are available/ monitoring progress at half termly tests/ observing the teaching of the programmes.	CW	December 2016 March 2017 June 2017
A.Improve the progress of the pupils who are both Pupil Premium and on the SEN register. C. Improved aspirations and perseverance for PP pupils, especially Year 3 PP pupils. D. In year transferred PP pupils to settle quickly and achieve expected or better progress.	Lego Therapy training to support oral language.	We have a number of PP pupils who need targeted support with oral language to gain the skills needed to be able to read and write successfully. These children need access to support which allows them to put into words what they are thinking in a secure and friendly way.	SQ identify group who would benefit from. LS and SP have completed training and will implement from January 2017. £100	SQ	March 2017 June 2017
Total budgeted cost to date					£660
ii. Targeted support					
Desired outcome	Chosen action/ap proach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

A.Improve the progress of the pupils who are both Pupil Premium and on the SEN register. B. Progress and attainment in maths will increase to ensure all PP pupils achieve the same or better as their reading and writing. C.Improve aspirations and perseverance for PP pupils, especially Year 3 PP pupils.	Springboard for maths interventions for Year 3	Springboard has been a recognised programme to support maths for years. Along with the additional use of practical resources in the Maths Trugs. These programmes have been independently evaluated.	Springboard taught to Year 3 PP pupils by CW once a week using Maths Trugs to support learning. £250	CW	To review progress of half termly test results and termly at Pupil Progress meetings.
A.Improve the progress of the pupils who are both Pupil Premium and on the SEN register. C. Improve aspirations and perseverance for PP pupils, especially Year 3 PP pupils	ALS for writing intervention for Year 3	ALS is a recognised programme to support Literacy.	ALS taught to Year 3 PP by SR supported by CW. CW will monitor progress and observe sessions.	SR and CW	To review progress of half termly test results and termly at Pupil Progress meetings.
A.Improve the progress of the pupils who are both Pupil Premium and on the SEN register. C. Improved aspirations and perseverance for PP pupils, especially Year 3 PP pupils	1:1 and Clicker 7 training Small group work	Clicker 7	1:1 Specific pupil TA support. Clicker 7 training 14/11/16 and to DE 13/1/17 £100 Small group support to ensure all children able to access curriculum.	JM and SQ CW / SQ and Class teachers	To review progress of half termly test results and termly at Pupil Progress meetings.
A.Improve the progress of the pupils who are both Pupil Premium and on the SEN register. C. Improve aspirations and perseverance for PP pupils, especially Year 3 PP pupils	Reading comprehension intervention	Small group work is recognised as being effective EEF Toolkit.	Additional Reading Comprehension taught by CW to Year 3 PP pupils once a week to support learning / moving to The Code when SR ready. £125	CW	To review progress of half termly test results and termly at Pupil Progress meetings.
C.Improve aspirations and perseverance for PP pupils, especially Year 3 PP pupils F. Improve the progress of the pupils who are both Pupil Premium and on the G&T register.	Extending More Able PP	We want to provide extra support to maintain high attainment. We have found that giving these pupils access to the materials and resources allows these pupils to have equal opportunities.	Additional Maths Whizz timetabled for HAPs PP pupils. HAPs guided reading additional support in Yr 3 provided by NL.	Class Teachers NL	Monitoring of Maths Whizz progress every half term. To review progress of half termly test results and termly at Pupil
Total budgeted cost to date					£475
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?

C.Improve aspirations and perseverance for PP pupils, especially Year 3 PP pupils D.In year transferred PP pupils to settle quickly and achieve expected or better progress.	Nurture group with SP	A number of PP pupils also have additional emotional needs. Staff have been trained to give very focused support from a recognised Nurture Training Source.	SP fully trained.	SP and SQ	December 2016 March 2017 June 2017
A.Improve the progress of the pupils who are both Pupil Premium and on the SEN register. B. Progress and attainment in maths will increase to ensure all PP pupils achieve the same or better as their reading and writing. C.Improve aspirations and perseverance for PP pupils, especially Year 3 PP pupils. F. Improve the progress of the pupils who are both Pupil Premium and on the G&T register.	Maths Whizz additional access time.	Norfolk County Council originally recommended this program to the school. Staff have found the program extremely successful and having monitored the impact of individual pupils, of all ability groups, show that it works extremely well.	Timetabled for Swifts and Skylarks. After school club for Swallows. £8026	Class teachers.	To review progress of half termly test results and termly at Pupil Progress meetings.
D.In year transferred PP pupils to settle quickly and achieve expected or better progress.	Assessing and supporting in year transfer PP pupils to ensure support given accurately and quickly.	Class teachers assess pupils on entry to the school to ensure that we can tailor their learning and put in additional support if needed as soon as possible. Children need to know their targets and what they need to do to improve.	Assessments carried out by class teachers.	Class teachers	To review progress of half termly test results and termly at Pupil Progress meetings.
C.Improve aspirations and perseverance for PP pupils, especially Year 3 PP pupils.	To ensure PP pupils are given opportunities to experience a full range of activities.		Paying for all PP pupils to go on school trips and for the UKS2 residential trip. 5x Residential £930 Norwich castle £6.30 Gressingham £37		
C.Improve aspirations and perseverance for PP pupils, especially Year 3 PP pupils.	To ensure PP pupils are given opportunities to experience a full range of activities.	Sports participation is recognised as being very important, EEF Toolkit, and we ensure that PP pupils have every opportunity to partake in clubs and competitions.	Paying for PP pupils to attend afterschool and holiday clubs. £748.57 Buying specific resources, food for Nurture group baking etc.		
Total budgeted cost to date					£10882.87

6. Review of expenditure				
Previous Academic Year				
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
<p>A.Improve the progress of the pupils who are both Pupil Premium and on the SEN register.</p> <p>C.Improve aspirations and perseverance for PP pupils, especially Year 3 PP pupils.</p> <p>D. In year transferred PP pupils to settle quickly and achieve expected or better progress.</p> <p>F. Improve the progress of the pupils who are both Pupil Premium and on the G&T register.</p>	<p>Staff training on high quality feedback.</p> <p>CPD on good questioning for support staff.</p> <p>ELS/ALS training for TAs.</p> <p>Lego Therapy training to support oral language.</p>	<p>Progress of the children has been measured and as a group they made an average progress of Yr 6 + 0.39 VA Yr5 + 0.83 VA Yr4 - 2 VA (one child) Yr3 - 0.2 VA Yr 1 + 0.75 VA</p> <p>Training has informed the approaches being used for marking/feedback and questioning. Children aware of next steps and challenged to think deeper.</p> <p>Nurture and Lego Therapy have been well received but due to the long term sickness of a member of staff, this has been stretched.</p> <p>Success criteria: Progress of pupils partially met. Aspirations partially met.</p>	<p>Staff more confident with marking and feedback to inform each pupil on their day's progress. We will continue with this.</p> <p>The use of question stems training was well received and this has helped the children to think about things deeper and to not give up so quickly. We will continue with this.</p> <p>ELS/ ALS in place where needed. This will continue.</p> <p>Nurture and Lego Therapy training completed. Staff have shared their learning and have put it into practice. Next year to develop this further when we have a full complement of staff.</p>	£660
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

<p>A.Improve the progress of the pupils who are both Pupil Premium and on the SEN register. B. Progress and attainment in maths will increase to ensure all PP pupils achieve the same or better as their reading and writing. C.Improve aspirations and perseverance for PP pupils, especially Year 3 PP pupils. F. Improve the progress of the pupils who are both Pupil Premium and on the G&T register.</p>	<p>Springboard for maths interventions for Year 3</p> <p>ALS for writing intervention for Year 3</p> <p>1:1 and Clicker 7 training</p> <p>Small group work</p> <p>Reading comprehension intervention</p> <p>Extending More Able PP</p>	<p>Springboard has been run with Year 3 pupils to support maths. Progress of the children measured and as a group they made an average of +0.1 VA</p> <p>ALS running with Year 3 pupils to support writing. Progress of the children has been measured and as a group they made an average progress of -0.7 (3 pupils at expected/2 just below expected)</p> <p>Clicker training undertaken and being used with PP pupils with specific learning difficulties throughout the school.</p> <p>The Code to support reading is running with Year 3, Progress of the children has been measured and as a group they made an average progress of Year 3 0 VA (1 pupil well below / 2 at expected and 2 at above expected progress)</p> <p>More Able Yr 3 PP measured progress +0.33VA</p> <p>Success Criteria: Met for Year 3 Maths, Reading and More Able PP. Partially met for Year 3 writing.</p>	<p>Small group work very focused for individuals. The liaison with the class teacher and the TA doing the individual support ensures that the work is closely matched to the need.</p> <p>Confidence has grown with the children doing the Springboard, ALS and The Code. Rather than giving up before they start they are now able to have a go and get really excited when they get it.</p>	<p>£475</p>
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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
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<p>A.Improve the progress of the pupils who are both Pupil Premium and on the SEN register. B. Progress and attainment in maths will increase to ensure all PP pupils achieve the same or better as their reading and writing. C.Improve aspirations and perseverance for PP pupils, especially Year 3 PP pupils. D. In year transferred PP pupils to settle quickly and achieve expected or better progress. F. Improve the progress of the pupils who are both Pupil Premium and on the G&T register.</p>	<p>Nurture group with SP</p> <p>Maths Whizz additional access time.</p> <p>Assessing and supporting in year transfer PP pupils to ensure support given accurately and quickly.</p> <p>To ensure PP pupils are given opportunities to experience a full range of activities.</p> <p>To ensure PP pupils are given opportunities to experience a full range of activities.</p>	<p>Nurture groups running to support individual needs as and when needed.</p> <p>Maths whizz supporting individual needs, within the classroom once a week, along with access at home. Progress of PP children monitored monthly.</p> <p>Expected Progress for all pupils in KS1 from last assessment is 0.5. PP children made an average 0.69. Expected progress for all pupils in KS2 from last assessment is 0.14. PP children made an average of 0.16.</p> <p>With the constant movement of children into the school, the teacher assesses the child on entry to ensure that they are supported correctly from the start and if any support group is needed.</p> <p>Parents are reminded regularly about the funding to ensure their children are able to partake in a wide range of activities. The uptake of after school clubs and holiday clubs has increased.</p> <p>Success criteria: Partially met.</p>	<p>Nurture and Maths Whizz continued. Will develop even further when we have a full complement of staff.</p>	<p>£12372.12</p>
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7. Additional detail

Pupil Premium

Budget carried forward £4972.88 (5/12th would have been £7700)