

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	424
Total number of pupils eligible for PPG	165
Amount of PPG received per pupil	£1320-£1900
Total amount of PPG received	£231,947

Barrier to Learning

- Lower than average attendance and higher than average persistent absence
- For some children due to lack of experience starting points on entry are lower than average
- Below average communication and language skills on entry
- Underdeveloped parental understanding of the curriculum demands
- Parental ability to pay for extra curricular activities e.g. residential visits
- Pupils lack of understanding around the features of effective learning

Previous performance of KS2 disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least six months)		
Key Stage 2 - disadvantaged pupils outcomes (18 children)	Expected Standard	Higher Standard
% of pupils attaining expectations in reading	39%	11%
% of pupils attaining expectations in writing	50%	-
% of pupils attaining expectations in maths	39%	11%
% of pupils attaining expectations in reading, writing and maths	28%	-
% of pupils attaining expectations in spelling, punctuation & grammar	50%	-
<p>KS2 Progress Measures The new progress measures are a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment and come in the form of scaled scores and a school progress score. Scaled scores are reported between 80 and 120 with 100 as the national standard Progress scores are for the school only, not individual pupils. A score of 0 means that pupils in this school on average do as well at KS2 as those with similar prior</p>		

attainment nationally. A positive score means pupils do better. A negative score does not mean that pupils did not make any progress, rather it means they made less progress than other pupils nationally with similar starting points

KS2 Progress measure for disadvantaged pupils	Scaled Score	Progress Score
Reading	97.4	-1.9
Writing	100.6	-0.6
Maths	98.0	-1.9

Previous performance of KS1 disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least six months)

Key Stage 1- disadvantaged pupils outcomes (17 children)	Expected Standard	Greater Depth
% of pupils attaining expectations in reading	53%	18%
% of pupils attaining expectations in writing	53%	6%
% of pupils attaining expectations in maths	59%	12%
Year 1 outcomes (??? children)		
% of pupils achieving threshold Phonics screening	73%	

Previous performance of Early Years children (28 children)

Percentage of children achieving GLD	52%
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Summary of planned PPG spending 2016-2017

Objectives in spending PPG:
 To raise attainment in disadvantaged children's target areas
 To increase access to curriculum enrichment activities
 To continue to close the gap in attainment & progress between disadvantaged learners and their peers

Summary of spending and actions to be taken

To provide part payment for educational visits and funding for other events and activities which incur costs
 To use a level 3 Teaching Assistant for small group mentoring- supporting children with feedback, metacognition and peer tutoring
 To allocate TA time to intervention in reading
 To maintain subscriptions and licenses to programmes which support learning in-school and allow home access- chromebooks
 To provide CPD for staff supporting disadvantaged children and the school's pupil premium lead
 To maintain a favourable teacher pupil ratio in key year groups
 To support pupils with SEMH difficulties
 To provide intervention for pupils with Speech Language and Communication difficulties

Planned PPG spend by item/project 2016/2017

Item/Project	Cost	Objective	Expected Outcome
Maintaining favourable teacher pupil ratio	£102698	Improve progress and attainment for disadvantaged pupils in all year groups in order that pupils achieve at least ARE	The numbers of disadvantaged pupils reaching ARE will increase and the gap in performance will diminish Target 2017-
Provide pupils with timely intervention to support targeted feedback, metacognition and peer tutoring, reading	£54177	Ensure that disadvantaged pupils have a clear understanding of their strengths and weaknesses in relation to their own learning.	Pupils understand what they need to do to improve. Pupils books offer clear evidence of improvement over time as a result of targeted feedback
Provide targeted support for children with SEMH difficulties (PLace2be)	£15165	Support children in developing understanding of their own emotions and to develop strategies for self regulation	Remove SEMH barriers to learning. Incidents of inappropriate behaviour and outbursts are few. Evidenced through

			CPoms
Provide targeted SL support with an emphasis on early intervention	£5000	Provide opportunities for children to develop speech, language and communication skills through targeted work with professionals	Disadvantaged children's speech, language and communication skills improve rapidly.
Provide CPD opportunities for all staff around visible learning, metacognition, feedback and improving teaching and learning	£30000	Ensure that all staff have clear understanding of what makes for effective teaching and learning	Improved progress and attainment for disadvantaged pupils
Provide financial support for residential and day educational visits	£15786	Ensure that no child is disadvantaged through parents inability to support financially.	Remove barriers to learning. Disadvantaged pupils have opportunities to take part in residential and day visits to enhance learning
Provide new reading resources	£5662	Increase the range of reading materials to match need and interest	Improved attainment in reading for disadvantaged pupils
Provide access to Chromebooks for teaching staff	£3890	Ensure that all staff have access to tools for remote working and to pupils online learning	Improved attainment in reading for disadvantaged pupils
Ensure timely response to disadvantaged pupils absence through, first day phone call, home visits, attendance meetings and timely	Existing member of staff and associated costs.	Provide targeted support and intervention for disadvantaged pupils whose attendance is below average	Improved attendance and reduced persistent absence for disadvantaged pupils.

attendance procedures.			
Increase opportunities for parents to learn about curriculum and standards. E.g workshops, opportunities to share learning (structured conversations), parent focus groups	HT/T release time	Improve understanding of curriculum demands and improve aspirations	Improved attainment and progress for disadvantaged pupils

Review date- July 2017