

## Pupil premium strategy statement

| 1. Summary information |                               |                                  |        |  |            |
|------------------------|-------------------------------|----------------------------------|--------|--|------------|
| School                 | Pyrford C of E Primary School |                                  |        |  |            |
| Academic Year          | 2017-2018                     | Estimated Total PP budget        | £42000 | Date of most recent PP Review                  | March 2015 |
|                        |                               | Estimated Early Years Budget     | £200   |  |            |
| Total number of pupils | 480                           | Number of pupils eligible for PP | 36     | Date for next internal review of this strategy | Sep 2018   |

| 2. Current attainment   |   |                               |                                   |
|---|---|-------------------------------|-----------------------------------|
| Y2 PP<br>7 pupils of which:<br>4 SEN (3 high need SEN)<br>5 EAL | Y1 PP<br>3 pupils of which:<br>1 SEN (high need)<br>2 EAL                         | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> |
| Y6 PP<br>4 pupils of which:<br>4 previously SEN<br>4 EAL        | YR PP( 1 PLAC/1 LAC)<br>4 pupils of which:<br>2 SEN (1 EHCP, 1 Pre EHCP)<br>1 EAL |                               |                                   |
| % achieving the expected standard in reading Y2                 |   | 57%                           | 86% (Sch)<br>75.6% (NA)           |
| % achieving the expected standard in writing Y2                 |   | 30%                           | 80% (Sch)<br>68% (NA)             |
| % achieving the expected standard in maths Y2                   |   | 30%                           | 90% (Sch)<br>75.1% (NA)           |
| % achieving the expected standard in reading Y6                 |   | 50%                           | 83% (Sch)<br>71% (NA)             |
| % achieving the expected standard in writing Y6                 |   | 75%                           | 87% (Sch)<br>76% (NA)             |
| % achieving the expected standard in maths Y6                   |   | 100%                          | 88% (Sch)<br>75% (NA)             |
| % achieving GLD YR  |   | 50%                           |                                   |
| % achieving phonics Y1  |   | 67%                           |                                   |

| <b>1. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>                      |  |  |
|---|--|--|
| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )          |  |  |
| <b>A.</b>   | PP pupils who have EHCPs or who are pre EHCP with moderate or severe learning difficulties – measuring progress is challenging as pupils work significantly below ARE. |  |
| <b>B.</b>   | Pupils with layered vulnerabilities e.g. SEN and PP, PP and SEN and EAL, PP and EAL. Clear identification of needs.  |  |
| <b>C.</b>   | Emotional or behavioural needs impacting on learning in school.  |  |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |  |  |
| <b>D.</b>   | Challenges in accessing support from external agencies such as EP, CAMHS, SALT etc.  |  |
| <b>E.</b>   |  |  |
| <b>F.</b>   |  |  |
| <b>2. Desired outcomes</b>  |  |  |
|   | <i>Desired outcomes and how they will be measured</i>  | <i>Success criteria</i>  |
| <b>A.</b>   | PP pupils will make at least expected progress and some will make accelerated progress to diminish the difference between PP and all other children.                   | PP children making expected progress.  |
| <b>B.</b>   | Clear systems in place to identify primary needs of children with multiple vulnerabilities and correct support is put into place.                                      | Where appropriate, PP children participate in intervention programmes run within school.<br>Support is effectively utilised to support the learning of PP children.  |
| <b>C.</b>   | For children to feel confident in dealing with challenging feelings and situations they may face.  | 100% of children who work with TA supporting emotional and behavioural needs to report that they feel more confident and supported in managing their emotional needs.<br>Teachers of identified children to report that access to learning in the classroom has improved following intervention. |

### 3. Planned expenditure

Academic year

2017/2018

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? |
|---|--|---|---|------------|--------------------------------------|
| All staff have a clear understanding of the needs of the children in their class, particularly those with layered vulnerabilities, and consistently deliver quality first teaching to support these needs in the classroom. | <p>Class teachers to meet with Inclusion leader/SENCO on a termly basis to discuss strategies for supporting identified children.</p> <p>Teaching assistants available to deliver support under the direction of the class teachers.</p> <p>Planning demonstrates work is pitched correctly to meet the needs of all learners.</p> | <p>All children should receive quality first teaching from a teacher in the classroom alongside targeted interventions to accelerate progress.</p> <p>Teaching assistants should work alongside class teachers to deliver targeted support in order to accelerate progress.</p> | <p>Monitoring of planning, teaching and books.</p> <p>INSET training delivered on specific needs.</p> <p>Inclusion leader/SENCO available to discuss strategies for specific children.</p> <p>Staff meeting time utilised to keep all staff informed about best practice.</p> <p>Pupil progress is monitored and PP children discussed.</p> | SLT        | Termly                               |

| <p>PP will make at least expected progress and some will make accelerated progress to diminish the difference between PP and all other children.</p>                            | <p>Class teachers aware of PP children.</p> <p>Planning demonstrates work is pitched correctly to meet the needs of all learners.</p> <p>Class teachers will ensure Pp children have access to high quality intervention and opportunities to enrich learning.</p>                                     | <p>Profile of PP children is raised within school.</p> <p>Teachers are aware of PP children and ensure that they make expected or better progress.</p>          | <p>PP register kept up to date and shared with relevant staff.</p> <p>Pupil progress is monitored and PP children discussed.</p> <p>Monitoring of planning, teaching and books.</p> | <p>All staff</p>         | <p>Termly</p>                                      |
|---|--|---|---|--------------------------|--|
| <b>Total budgeted cost</b>  |  |   |   |                          | <p>£1200</p>                                       |
| <p><b>ii. Targeted support</b></p>  |  |   |   |                          |  |
| <p><b>Desired outcome</b></p>   | <p><b>Chosen action/approach</b></p>   | <p><b>What is the evidence and rationale for this choice?</b></p>   | <p><b>How will you ensure it is implemented well?</b></p>   | <p><b>Staff lead</b></p> | <p><b>When will you review implementation?</b></p> |
| <p>Children who access intervention programmes show progress in core subject areas.</p> <p>Children accessing intervention programmes meet individual targets set for them.</p> | <p>Trained TA to run Write Away Together sessions.</p> <p>Trained TA to run Project X Code intervention.</p> <p>Teacher to deliver intervention 4x ams per week.</p> <p>Create personalised learning opportunities by providing support from a teaching assistant in a small intervention group or</p> | <p>Research based interventions provide high quality measurable support.</p> <p>Timely intervention ensures support is in place to diminish the difference.</p> | <p>Inclusion Lead/SLT to monitor impact of interventions and to ensure interventions are appropriate and meet the needs of learners.</p>  | <p>Inclusion Lead</p>    | <p>Termly</p>                                      |

|  |   |   |  |                              |   |
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|  | <p>on a 1:1 basis.</p> <p>Provide resources for teaching.</p>   |   |  |                              |   |
| <p>Clear systems in place to identify primary needs of children with multiple vulnerabilities and correct support is put into place.</p> | <p>Provide support from a teaching assistant in a small intervention group or on a 1:1 basis. Provide resources for teaching.</p> <p>Class teachers to meet with Inclusion leader/SENCO on a termly basis to discuss strategies for supporting identified children.</p> <p>Pupils with multiple vulnerabilities are a focus of pupil progress meetings and needs are carefully identified.</p> <p>CPD opportunities provide clarity on different vulnerabilities for all staff.</p> | <p>Children with multiple vulnerabilities do not always make the same progress as and so need to be a focus. Identifying primary needs can be challenging with multiple vulnerabilities.</p> <p>Timely intervention ensures support is in place to diminish the difference.</p> | <p>Inclusion Lead/SLT to monitor impact of interventions and to ensure interventions are appropriate and meet the needs of learners.</p> <p>Pupil progress is monitored and PP children discussed.</p> | <p>SLT/MLT<br/>All staff</p> | <p>Termly</p>                               |
| <b>Total budgeted cost</b>   |   |   |  |                              | £33000                                      |
| <b>iii. Other approaches</b>   |   |   |  |                              |   |
| <b>Desired outcome</b>   | <b>Chosen action/approach</b>   | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b>            | <b>When will you review implementation?</b> |

|  |   |   |  |                             |               |
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| <p>For children to feel confident in dealing with challenging feelings and situations they may face.</p> | <p>Designated TA to work with PP children with emotional needs.</p> <p>Allocated time for TA to deliver personalised intervention focusing on emotional needs.</p> <p>Training for TA in supporting children with a range of vulnerabilities.</p> | <p>Emotional and behavioural needs are having a detrimental impact on the learning and wellbeing of some PP children.</p> | <p>Log of support maintained by designated TA.</p> <p>Feedback from pupils and staff indicate a positive impact on behaviour and learning.</p> | <p>SENCO/Inclusion Lead</p> | <p>Termly</p> |
| <p>All children access external clubs where possible school trips/residentials each year.</p>            | <p>School to provide funding to PP families for club attendance and school trips/residentials.</p>  | <p>Evidence suggests that enrichment opportunities have a positive impact on learning.</p>                                | <p>Monitoring of PP attendance at external clubs and school trips/residentials.</p>  | <p>SLT</p>                  | <p>Termly</p> |
| <b>Total budgeted cost</b>   |   |   |  |                             | <p>£8000</p>  |

## Impact of pupil premium grant expenditure 2016/17:

The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months. In 2016-17 this will also include pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure).

Schools are free to spend the Pupil Premium Grant as they see fit. However, the school will be held accountable for how it uses the additional funding to support pupils from low-income families. The school is required to publish online information about how it intends to use the Pupil Premium Grant. This ensures that parents/carers and other stakeholders are made fully aware of the plans in place to support the attainment of the pupils covered by the Pupil Premium Grant.

After careful consideration Pyrford Church of England Primary School has decided to use this additional funding in the following ways:

### Overview of the school

| Number of pupils and pupil premium grant (PPG) received            |                   |
|--|-------------------|
| Total number of pupils on roll                                     | 480               |
| Total number of pupils eligible for PGG (Including Ever 6 funding) | 25<br>(6 PP+/LAC) |
| Total amount of PPG received                                       | £33000            |

### Nature of support 2016/17

- To provide emotional support for children
- To provide 1:1 support in numeracy and literacy for children who meet the criteria.
- To enable pupil premium pupils to participate in all areas of the curriculum.
- To prepare children for upcoming transitions.
- To ensure that pupil premium children make at least expected progress in reading.
- To provide social skills support for pupil premium children.
- To provide the best support for looked after children and post adoptive children.
- To ensure that pupil premium children receive a personalised curriculum where required.
- To enable access of pupil premium children to revision materials in year 6.
- To enable pupil premium children to have access to extended schools provision.
- To enable children to have the correct uniform for school.
- To enable targeted pupil premium children to have access to specialised resources to support reading and phonics development
- To ensure pupil premium children make at least expected progress in writing through access to Write Away Together Intervention.
- To ensure pupil premium children make at least expected progress in reading through access to Project X Code intervention.

| <b>Measuring the impact of PPG spending</b>   |   |  |
|---|---|--|
| <b>Objective</b>  | <b>Action</b>   | <b>Impact</b>  |
| To provide emotional support for children   | Deploy ELSA trained TA for 10 hours per week to support children who meet the criteria.   | 25% of pupil premium children accessed ELSA support and of these children, 80% said they felt they had achieved their targets set during ELSA sessions.  |
| To provide 1:1 support in numeracy and literacy for children who meet the criteria.     | Employ 2 teachers 1 morning a week to deliver 1:1 tuition.  | 80% of pupil premium children who received 1:1 support met targets set for them.   |
| To enable pupil premium pupils to participate in all areas of the curriculum.           | To provide financial support for children who meet the criteria to enable them to access extra-curricular activities and residential trips. | 30% of our Pupil Premium children received funding last year to enable them to access residential and day trips. All children who received this funding expressed that the trip had had impacted them in a positive way.             |
| To prepare children for upcoming transitions.   | Provide additional support during transition from KS1 to KS2 and from KS2 to KS3  | All children transitioning from KS1 to KS2 and KS2 to KS3 had extra transition sessions involving new staff and parents. This ensured smooth and successful transition into a new phase.   |
| To ensure that pupil premium children make at least expected progress in reading.       | Provide daily reading sessions, on a one to one basis for children who require that support.  | Accelerated learning closes the gap and ensures targeted children make at least expected progress.<br>12 children received daily reading support.  |
| To provide social skills support for pupil premium children.                            | Deliver social skill interventions twice a week to target children.<br>Purchase resources for social skills groups.                         | Resources were purchased for social skills groups.<br>80% of pupil premium children who attended social skills groups met targets set for them.  |
| To provide the best support for looked after children and post adoptive children.       | Class teachers to meet with Inclusion leader on a termly basis to discuss strategies for supporting post adoptive/LAC children.             | Class teachers reported that they feel confident in supporting LAC and post adoptive children.<br>100% of teachers with LAC or post adoptive children in their class accessed post adoptive discussions with Inclusion Leader/SENCO. |
| To ensure that pupil premium children receive a personalised curriculum where required. | Provide support from a teaching assistant in a small intervention group or on a 1:1 basis.<br>Provide resources for teaching.               | 30% of pupil premium children accessed personalised provision. All children met personalised targets set for them.   |
| To enable access of pupil premium children to revision materials in year 6.             | Purchase revision books for all PP children.  | All pupil premium children in year 6 received revision books required.   |
| To enable pupil premium children to have access to extended schools provision.          | Fund places where necessary at breakfast club and after school club.  | 25% of pupil premium children were able to access extended schools provision where necessary.  |
| To enable children to have the correct uniform for school.                              | Provide support with uniform costs.   | 10% of pupil premium children had financial support for uniform which meant they had the correct resources for school.   |

|  |  |   |
|--|--|---|
| <p>To enable targetted pupil premium children to have access to specialised resources to support reading and phonics development</p>   | <p>Purchase Alpha to Omega Reading resources</p>       | <p>Alpha to Omega resources were purchased.<br/>All pupil premium children who have used these resources have met targets set for them.</p>                                 |
| <p>To ensure pupil premium children make at least expected progress in writing through access to Write Away Together Intervention.</p> | <p>Trained TA to run Write Away Together sessions.</p> | <p>Lead teacher and TA are able to deliver the Write Away Together intervention.<br/>All pupil premium children who accessed the intervention met targets set for them.</p> |
| <p>To ensure pupil premium children make at least expected progress in reading through access to Project X Code intervention.</p>      | <p>Trained TA to run Project X Code intervention.</p>  | <p>Lead teacher and TA are able to deliver the Project X Code intervention.<br/>All pupil premium children who accessed the intervention met targets set for them</p>       |