Pupil premium strategy statement 2016-2017

1. Summary information					
School	Templefield Lower School				
Academic Year	2016-2017	**Total PP budget**	£24,500	**Date of most recent PP Review**	Sept 2016
Total number of pupils	275	**Number of pupils eligible for PP**	17	**Date for next internal review of this strategy**	July 2017

2. Current attainment		
End of Key Stage 1 2015-2016 *(5 pupils eligible for PP)*	*Pupils eligible for PP (our school)*	*Pupils not eligible for PP (national average)*
% achieving the expected standard in reading, writing and maths	R = 80% W = 60% M = 80%	R = 78% W = 70% M = 77%
% making at least expected progress in reading	100%	-
% making at least expected progress in writing	80%	-
% making at least expected progress in maths	100%	-

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	In the Early Years, only a small percentage of PP pupils achieved age-related expectations in Communication and Language, indicating that pupils have underdeveloped language skills.
B.	In almost all year groups, the percentage of pupils working at greater depth in reading, writing and maths is lower for PP pupils than for non PP pupils.
C.	In the Early Years, only a small proportion of PP pupils achieved age-related expectations in Understanding the World, with only half making expected progress from their starting point. In KS1, the percentage of PP pupils working at the expected standard in science was below that of non PP pupils and significantly below the national average.
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	Attendance figures for 2015-2016 showed that 43% of PP pupils have attendance rates below 96%.

4. Desired outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	Improve the early literacy and numeracy skills for PP pupils.	Outcomes for PP pupils, as measured by GLD and KS1 teacher assessment, are in-line with all pupils in these areas.

B.	Increase the number of PP pupils working at greater depth in reading, writing and maths in all year groups.	An increased percentage of PP pupils are working at greater depth in reading, writing and maths than in 2015-2016.
C.	Broaden the range of experiences for PP pupils to provide them with a variety of experiences to draw upon in their learning and thinking.	Increased access to curriculum enrichment opportunities and outdoor learning experiences.
D.	Improved attendance figures for PP pupils, with fewer pupils with attendance below 96%.	Attendance for PP pupils improves from 93% to be at least in line with the school average. The percentage of pupils with attendance below 96% is reduced.

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?**
Improve early literacy and numeracy skills for PP pupils.	Training to upskill staff in effective differentiation, teaching each part of the writing process and strategies to engage boys in writing Training for lead teachers and HLTAs on new writing and maths intervention programmes	High quality teaching for all is fundamental to supporting the attainment of all pupils. Our school data for 2015-16 shows that pupils perform least well in writing and reveals a gender gap in most year groups. The Pupil Premium Review also showed the need to target writing and maths through specialised interventions.	Regular monitoring and feedback eg. lesson observations, work scrutiny	English and Maths Leaders	Ongoing
Increase the number of PP pupils working at greater depth in reading, writing and maths in all year groups.	CPD focused on effective strategies for closing the gap and teaching for mastery Setting for Maths in Years 2 - 4 Higher expectations and planning tailored to the needs of different pupil groups	Improving outcomes for more able pupils is part of our SDP. Providing depth and extension are the main ways of catering for the most able pupils and ensuring sufficient challenge. The EEF Teaching and Learning toolkit also shows the positive impact of ability grouping on higher attaining pupils.	Regular monitoring and feedback eg. lesson observations, work scrutiny	DHT / AHT / KS1 Team Leaders	Ongoing
Broaden the range of experiences for PP pupils to provide them with a variety of experiences to draw upon in their learning and thinking.	Train teacher to lead Forest Schools	Training a teacher to lead Forest Schools will develop expertise in effective use of the outdoor learning environment.	External assessment by Forest School assessor	Forest Schools Leader	Summer 2017

				Total budgeted cost	**£6,498**

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 early literacy and numeracy skills for PP pupils.	Language interventions, such as Lift off to Language and Time to Talk Phonics sets and intervention groups in EYFS and KS1 Daily supported reading for targeted children Individual children targeted for 1:1 or small group teaching to develop reading and writing skills New writing and maths intervention programmes, including Number Sense and 1st Class writing	The EEF Teaching and Learning toolkit shows that oral language interventions have a highly positive impact on learning and future outcomes. Similarly, 1:1 or small group tuition is shown to accelerate learning. Our progress data for 2015-16 showed positive progress measures where additional support and interventions were implemented. Where possible, we will use teachers and teaching assistants who work with these children in class to ensure a greater link with day-to-day teaching.	Timetabling to ensure interventions take place Monitoring and feedback to ensure high quality provision Half termly data analysis and pupil progress meetings to track progress and evaluate the impact of support	English and Maths Leaders	Ongoing
Increase the number of PP pupils working at greater depth in reading, writing and maths in all year groups.	Phonics sets Daily supported reading for targeted children Individual children targeted for 1:1 or small group teaching to develop their writing and provide opportunities to use and apply their maths skills	Our school data for 2015-16 shows that we need to increase the number of PP pupils working at greater depth in the core subjects. Nationally, there is a similar picture.	Timetabling to ensure interventions take place Monitoring and feedback to ensure high quality provision Half termly data analysis and pupil progress meetings to track progress and evaluate the impact of support	DHT / AHT / KS1 Team Leaders	Ongoing
Broaden the range of experiences for PP pupils to provide them with a variety of experiences to draw upon in their learning and thinking.	Forest School sessions for PP pupils to provide high quality outdoor learning experiences.	Our school data for 2015-16 indicates that the limited experiences of PP pupils is affecting their learning across the curriculum. Research shows that developing skills beyond the learning curriculum, enhances children's confidence and self-esteem and supports future learning.	Timetabling to ensure sessions take place Observations to monitor quality of provision Pupil voice	Forest Schools Leader	Spring - Summer 2017
Improved attendance figures for PP pupils, with fewer pupils with attendance below 96%.	Good to be me programme for targeted children	For a few of our pupils, social and emotional issues are holding back their learning. These pupils would benefit from time to build social relationships and develop emotional wellbeing in a safe and supportive environment.	Timetabling to ensure programme takes place Drop-ins to evaluate quality of provision Feedback from staff, parents and pupils	SENCo	Half-termly
				Total budgeted cost	**£14,022**

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?**
Broaden the range of experiences for PP pupils to provide them with a variety of experiences to draw upon in their learning and thinking.	Extra-curricular activities offered free to all PP pupils Support families to access schools trips, especially residential visits	Currently, only a few PP pupils attend extra-curricular activities. These opportunities widen children's learning experiences and enrich the curriculum.	Feedback from staff, parents and pupils	HT / Admin	Termly
Improved attendance figures for PP pupils, with fewer pupils with attendance below 96%.	Family support worker to work with families to address issues which may be impacting on attendance Strategies to be agreed with the family and implemented to improve attendance eg. breakfast club provision, attendance rewards / incentives.	Poor attendance leads to gaps in learning which impacts on attainment and progress. Targeting families and promoting the importance of good attendance is essential to improve outcomes. A few of our families have a history of poor attendance, some of which is due to social, emotional and medical needs. Funded breakfast club provision was successful last year in improving the attendance and punctuality of targeted families and needs to continue this year.	Regular tracking of attendance data with follow up actions to address attendance issues Termly report to governors on attendance data	HT / Admin	Ongoing
				Total budgeted cost	**£4,818**

Last year we did not use this method of reporting. Please see the 'Pupil Premium Spend and Analysis for 2015-16' document on the school's website for the review of expenditure for the previous academic year. This year, we will use the below method to evaluate our pupil premium strategies.

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**
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
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**

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.