

Pupil premium strategy statement 2017-2018

1. Summary information					
School	Templefield Lower School				
Academic Year	2017-2018	Total PP budget (2017/18 budget)	£25,271	Date of most recent PP Review	Sept 2016
Total number of pupils	250	Number of pupils eligible for PP	22 (Oct 17 Census)	Date for next internal review of this strategy	Jan 2018

2. Current attainment		
End of Key Stage 1 2016-2017 (2 pupils eligible for the PP)	Pupils eligible for PP (our school)	Pupils not eligible for PP (national average)
% achieving the expected standard in reading, writing and maths	R = 100% W = 100% M = 100%	R = 78% W = 70% M = 77%
% making at least expected progress in reading	100%	-
% making at least expected progress in writing	100%	-
% 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 Foundation Stage (EYFS) and Key Stage 1, a number of PP pupils have underdeveloped language skills which impacts on their reading and writing.
B.	A small number of PP pupils have made slower progress than their peers in reading, writing and maths and a small proportion have not yet reached age related expectations in these areas.
C.	Emotional support is needed for some PP pupils to ensure any emotional difficulties are not having a detrimental effect on their social development and academic progress.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Attendance issues for some PP pupils which affect their learning and academic progress.
E.	PP pupils accessing extra-curricular activities.
F.	Lack of parental support with reading and other homework activities for some PP pupils.
4. Desired outcomes	
	Desired outcomes and how they will be measured
	Success criteria

A.	Improved oral language skills for PP pupils in the EYFS and KS1, measured through the Early Learning Goals (ELGs), Year 1 phonics screening and KS1 SATs.	PP pupils in the EYFS reach age related expectations in 'Communication and Language' and 'Literacy'. PP pupils in KS1 reach age related expectations in the Year 1 phonics screening and end of KS1 teacher assessments for reading and writing.
B.	Improved progress for PP pupils who are not identified as having a Special Educational Need or Disability (SEND) to ensure they reach or exceed age related expectations.	PP pupils make at least as much progress as their peers. All PP pupils who are not identified as having SEND reach age related expectations or above in reading, writing and maths.
C.	Reduced emotional issues for PP pupils, measured through Strengths and Difficulties questionnaires and academic progress.	Positive learning behaviours seen in lessons. Emotional issues are addressed and pupils make good progress academically, socially and emotionally. Quicker referrals made to outside agencies to support emotional or behavioural difficulties as necessary.
D.	Improved attendance figures for PP pupils.	Reduction in absences among PP pupils. Overall attendance for PP pupils improves to 95%.
E.	Increased number of PP pupils accessing enrichment activities.	Increased proportion of PP pupils accessing extra-curricular activities.
F.	Improved parental involvement, measured through attainment and completion of homework tasks.	PP pupils make at least as much progress as their peers in reading, writing and maths. PP pupils complete homework tasks each week.

5. 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?
Improved communication, language and phonic development in the EYFS and KS1.	Training on communication and language development Lift off to Language intervention Training on phonic acquisition and development Phonic and word interventions	Studies show that oral language interventions have positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately 5 months additional progress over the course of a year. (EEF) Studies have consistently found that the systematic teaching of phonics is beneficial, with an average impact of an additional 4 months progress. The findings also show the importance of high quality staff delivering	Use of staff meetings to deliver training Courses selected based on evidence of their effectiveness Leadership time set aside for monitoring delivery of interventions Half-termly PPMs to tracking pupils' progress half-termly	GO / DD / SA	Half-termly

		phonics intervention in order to get the best results. (EEF)			
Improved progress for PP pupils who are not identified as SEND.	CPD on providing challenge for all and developing positive learning behaviours Targeted interventions on a 1-1 or small group basis	High quality teaching for all is fundamental to supporting the attainment of all pupils. We are committed to developing the skills of our staff to ensure we meet the needs of all learners. Research shows that 1-1 or small group interventions with highly trained staff are an effective way to accelerate progress. (EEF)	Use of INSET days and staff meetings to deliver training Leadership time set aside for monitoring QFT and delivery of interventions Tracking pupils' progress half-termly	DT / CS / GO / SA / DD	Half-termly
Total budgeted cost					£5,860
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?
Improved communication, language and phonic development in the EYFS and KS1.	Communication and language interventions eg. Lift off to Language, Time to Talk Phonic sets Small group phonic tuition for targeted pupils	Studies show that oral language interventions have positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately 5 months additional progress over the course of a year. (EEF) Studies have consistently found that the systematic teaching of phonics is beneficial, with an average impact of an additional 4 months progress. The findings also show the importance of high quality staff delivering phonics intervention in order to get the best results. (EEF)	Timetabling to ensure staff have sufficient preparation and delivery time Leadership time set aside for monitoring delivery of interventions Tracking pupils' progress half-termly	DT / GO / SA / DD	Half-termly
Improved progress for PP pupils who are not identified as SEND.	Guided group work in English and maths lessons 1-1 tuition for targeted pupils Precision teaching Small group writing interventions eg. 1 st Class@writing Small groups maths interventions eg. Max's Marvellous Maths, Number Sense	In KS2 the proportion of PP pupils working at age related expectations or above is below the proportion of non-PP pupils in school. There are no PP pupils working at greater depth in writing and only a small number are working beyond age related expectations in reading and maths.	Timetabling to ensure staff have sufficient preparation and delivery time Leadership time set aside for monitoring QFT and delivery of interventions Tracking pupils' progress half-termly	DT / CS / GO / SA / DD / AC	Half-termly

Reduced emotional issues for PP pupils.	SEMH programmes eg. Happy to be Us, Happy to be Me Lunchtime club for pupils who struggle emotionally with this unstructured time of the day Forest School sessions and outdoor learning provision Bought in therapy based approaches eg. art therapy, play therapy	On average, interventions which target social and emotional learning (SEL) have an identifiable and significant impact on attitudes to learning, social relationships and attainment in school. On average, SEL approaches can help pupils make 4 months additional progress. (EEF) A growing number of pupils have emotional and social needs that impact on their academic progress and overall wellbeing.	Use of Strengths and Difficulties questionnaires to identify emotional issues and measure progress Use of outside agencies for therapy based approaches Leadership time set aside for monitoring of behaviour	AP / CS / NM	Termly
Increased progress in reading for PP pupils.	Read with targeted pupils more frequently in school through 1-1 and guided reading sessions Update the reading scheme to support language acquisition and comprehension skills Parent workshops eg. phonics, reading comprehension strategies	For older readers (aged 8 or above) who are not making expected progress, reading comprehension approaches can improve learning by an additional 5 months progress over the course of a year. (EEF) In KS2, a number of PP pupils made less than expected progress in reading because of their lack of understanding of the text.	Timetabling to ensure staff have sufficient preparation and delivery time Monitoring pupils' progression through the book bands Moderating teachers' judgements through hearing children read Tracking pupils' reading progress half-termly Audit of current reading scheme and investment in new reading books Feedback on parent workshops	DT / CS / GO / SA / DD / AC	Half-termly
Improved parental support.	PP Champions from SLT for every PP child Use of Structured Conversations Parent workshops Homework club to support pupils who find this difficult to achieve at home Access to IT for online homework activities	Effective parental involvement and aspiration is associated with pupils' academic success. (EEF) A number of parents of PP pupils are not engaging with homework activities and this impacts on pupils' progress.	Tracking pupils' progress half-termly Monitoring homework completion	DT / CS / GO / RB	Half-termly
Total budgeted cost					£14,390
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?
Improved attendance figures for PP pupils.	Individual targets set with parents and children when attendance falls below 95%.	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.	Monitoring attendance data half-termly	DT / CI	Half-termly

	Involvement of EWO when attendance falls below 90%.	A few of our families have a history of poor attendance, some of which is due to social, emotional and medical needs.			
Increased number of PP pupils accessing enrichment activities.	Provide financial assistance to enable PP pupils to access schools trips, including the Y4 residential Extra-curricular activities offered free to all PP pupils Forest School provision in the EYFS and Year 1	A number of PP pupils lack these experiences which underpin their learning. Funded places were successful last year in increasing the number of PP pupils accessing externally run clubs and ensuring every PP child attended school trips, including the Year 4 residential.	Monitoring participation in school trips and extra-curricular activities	JF / CI	Termly
Total budgeted cost					£5,120

6. Review of expenditure				
Previous Academic Year		2016-2017		
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
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	Overall this was achieved and the gap between disadvantaged and all pupils was diminished in the EYFS and KS1. Of the 9 pupils eligible for the PP in the EYFS and KS1, 33% (3 pupils) also have SEND. Out of the 6 pupils without SEND, all reached age related expectations or above in reading, writing and maths. This shows the impact of 1-1 and small group teaching on children’s language acquisition, phonic development and early reading and writing skills. EYFS 100% of PP pupils achieved GLD 80% of all pupils achieved GLD Year 1 Phonics 83% of PP pupils achieved the expected standard 91% of all pupils achieved the expected standard	Some approaches worked better than others at improving outcomes for pupils. Those which were effective will continue next year and changes will need to be made to those that weren’t. In KS2, a number of PP pupils made less than expected progress. Many have not acquired the language skills needed for reading comprehension and spelling, and this is slowing their progress. Specific approaches will need to be put in place to accelerate their progress next year.	£1, 850

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	This was achieved in reading and maths but not in writing. In reading and maths 18% of PP pupils were working beyond age related expectations compared to 5% last this. This shows the impact of small group teaching in these areas to challenge the higher ability pupils. In writing there were no PP pupils working at greater depth.	Although planning and provision is based around the KPIs, this needs to be more closely matched to individual pupils. Next year we need to ensure that higher attaining PP pupils are supported and challenged to achieve greater depth.	£1,030
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	A teacher completed accredited Level 3 Leader training over the course of the year. They successfully passed their two assessments and completed a 2-day ITC Outdoor First Aid course. They ran an introductory 6-week Forest School programme with a group of pupils and are now qualified to lead at Forest School.	Next year the teacher will develop and lead Forest School programmes for groups of pupils.	£4,105
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
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 1 st Class writing	Overall this was achieved and the gap between disadvantaged and all pupils was diminished in the EYFS and KS1. Of the 9 pupils eligible for the PP in the EYFS and KS1, 33% (3 pupils) also have SEND. Out of the 6 pupils without SEND, all reached age related expectations or above in reading, writing and maths. This shows the impact of 1-1 and small group teaching on children's language acquisition, phonic development and early reading and writing skills. EYFS 100% of PP pupils achieved GLD 80% of all pupils achieved GLD Year 1 Phonics 83% of PP pupils achieved the expected standard 91% of all pupils achieved the expected standard	Some approaches worked better than others at improving outcomes for pupils. Those which were effective will continue next year and further investment made into research based provisions. In KS2, a number of PP pupils made less than expected progress. Many have not acquired the language skills needed for reading comprehension and spelling, and this is slowing their progress. Specific approaches will need to be put in place to accelerate their progress next year.	£5,557

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	This was achieved in reading and maths but not in writing. In reading and maths 18% of PP pupils were working beyond age related expectations compared to 5% last this. This shows the impact of small group teaching in these areas to challenge the higher ability pupils. In writing there were no PP pupils working at greater depth.	Although planning and provision is based around the KPIs, this needs to be more closely matched to individual pupils. Next year we need to ensure that higher attaining PP pupils are supported and challenged to achieve greater depth.	£4,680
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.	A teacher completed accredited Level 3 Leader training over the course of the year. They successfully passed their two assessments and completed a 2-day ITC Outdoor First Aid course. They ran an introductory 6-week Forest School programme with a group of pupils and are now qualified to lead at Forest School.	Next year the teacher will develop and lead Forest School programmes for groups of pupils.	£1,950
Improved attendance figures for PP pupils, with fewer pupils with attendance below 96%.	Happy to be me programme for targeted children	This SEL programme was successful in building social relationships and developing emotional wellbeing. Although the number of absences decreased for targeted children, their overall attendance was still below 95%.	There are a growing number of pupils with emotional issues and the school needs to offer SEL interventions and therapy based approaches to help support these children.	£1,800
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
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	53% of PP pupils (9 pupils) participated in extra-curricular activities, an increase of 24% (5 pupils) from the previous year.	A small number of parents signed their child up for an extra-curricular activity because of this offer. A number of children would have taken part away but their parents appreciated the financial support. We will continue to fund this next year to ensure that PP pupils have equal access to both curricular and extra-curricular activities.	£2,750

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. wrap around care, play therapy, attendance rewards / incentives.	Attendance figures were 94%, an increase of 1% from the previous year. This is 3% below the figure for all pupils. 8 pupils had attendance below 96%, compared to 10 pupils the previous year.	Attendance figures for a small number of PP pupils bring the overall figure down. 53% of PP pupils had good attendance and 29% had attendance between 90% and 95%. 3 pupils had attendance below 90%. Next year the school will target pupils as soon as attendance falls below 95%.	£1,315
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7. Additional detail

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