

Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
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| School | Tutshill C of E Primary School | | | | |
| Academic Year | 2016/17 | Total PP budget | 35900 | Date of most recent PP Review | n/a |
| Total number of pupils | 208 | Number of pupils eligible for PP | 21 (10%) | Date for next internal review of this strategy | April 2017 |

| 2. Current attainment | | | |
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| <i>The data used is the progress made so far this academic year.</i> | <i>Pupils eligible for PP (your school)</i> | | <i>Pupils not eligible for PP</i> |
| | PP | PP(no SEN) | |
| % at expected ARE in reading, writing and maths (will feature at end of year) | | | |
| ARE reading based on previous year final data | 45 % | 85% | 83% |
| ARE writing based on previous year final data | 32 % | 76% | 71% |
| ARE maths based on previous year final data | 59 % | 82% | 76% |
| Average progress in tracking points in reading (AUT) | 1.6 | 1.6 | 1.7 |
| Average progress in tracking points in writing (AUT) | 1.1 | 1.2 | 1.7 |
| Average progress in tracking points in maths (AUT) | 0.7 | 0.6 | 0.8 |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Emotional needs including attachment issues. Many of our pupils in receipt of pupil premium funding have complex needs resulting from emotional and attachment related difficulties. |
| B. | Social and communication skills. Many of our pupils in receipt of pupil premium funding find it difficult to take turns, play with peers in a less structured environment and communicate effectively with both adults and peers. |
| C. | Physical and health needs. A number of our children in receipt of pupil premium have difficulties with gross and fine motor control. |
| D. | Behavioural issues within class and at less structured times. |
| E. | Specific and individual learning needs |

| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
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| F. | Disadvantaged children's families are sometimes unable to afford/access the additional enriching opportunities and experiences offered by the school (residential and day trips) or other agencies. | |
| 4. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Pupil premium children, including those more able pupils, will increase their engagement with their learning through developing trusting relationships with key staff. | PP children will be encouraged to take responsibility for their own learning through reflection on strengths and needs. They will make as much progress as 'other' pupils in reading writing and maths across each key stage. |
| B. | Through increased self-esteem, improved listening skills and a greater use of expressive language, pupils will be able to interact more effectively in a range of situations and therefore show sustained progress. | Pupils within EYFS will make as much progress in PSED and CL as 'other' children. Pupils in KS1 And KS2 will make as much progress in reading, writing and maths as 'other' children. |
| C. | Improved gross and fine motor skills will ensure that pupils can work more effectively and efficiently especially with written work. | Improved handwriting will ensure that children can record their ideas more efficiently and will herefore make as much progress in reading writing and maths as 'other' children. |
| D. | Pupils, who exhibit challenging behaviour, will be able to access the taught curriculum without disruption to themselves or others. | Fewer behaviour incidents reported for those children, reflected in increased progress as a result of engagement with learning. |
| E. | Support for children's individual learning needs will be addressed | Gaps in learning will be identified and support packages implemented to address these additional needs. Specific and sustained progress will be made in relation to these identified areas. |

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? |
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| Pupil premium children, including those more able pupils will increase their engagement with their learning through developing trusting relationships with key staff | Individual focused feedback sessions. The use of high quality questioning strategies to move learning forward. | The EEF toolkit suggests that high quality feedback has a high impact on improving attainment for pupils. | <ul style="list-style-type: none">• Staff to identify key questions in planning• Staff to use learning conversations with each PP child• Staff and pupils to complete a target and achievement board together to share ambition and recognise achievement.• Member of Senior Leadership Team, SLT, to meet with parents of P children to discuss achievements and future needs. | NF SLT | Term 4/6 during academic year 2016/2017 Classroom support £8371 |

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| <p>Through increased self-esteem, improved listening skills and a greater use of expressive language, pupils will be able to interact more effectively in a range of situations and therefore show sustained progress.</p> | <p>Continuing Professional Development, CPD, for all staff on emotional wellbeing, mindfulness and engagement.</p> <p>Ongoing CPD for staff on 'nurture' principles so that specific learning approaches will be continued in general class sessions.</p> | <p>The Eef toolkit suggests that (SEL) Skills should be taught purposefully and explicitly linked to direct learning in schools, encouraging pupils to apply the skills they learn. Ensuring a consistency of approach will ensure that PP pupils access the curriculum in a variety of contexts.</p> | <ul style="list-style-type: none"> • Staff will work with PP children individually developing their skills with communicating about their learning, achievements and barriers to learning. A 'child's voice' page will also be used by children to allow their views and preferences to be acknowledged and worked with. • Staff training throughout the year though twilight training and staff meeting. | <p>NF</p> <p>Class teachers</p> | <p>Term 2/4/6 during academic year 2016/2017</p> |
| <p>Pupils who show challenging behaviour will be able to access the taught curriculum without disruption to themselves or others.</p> | <p>CPD for teaching staff and teaching assistants.</p> <p>Lunchtime staff to follow strategies that have been used within class. Teacher to have responsibility for playground to liaise with lunch time staff.</p> | <p>Children are showing difficulties in building and sustaining relationships with staff and peers.</p> | <ul style="list-style-type: none"> • Pupil progress meetings • Staff meetings for lunchtime staff • Peer observation • Lesson drop ins | <p>JL</p> | <p>Term 2/4/6 during academic year 2016/2017</p> |

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| <p>Support for children's individual learning needs will be addressed</p> | <p>CPD for teachers in the effective use of questioning. Specific questioning identified on planning.</p> <p>'Learning conversations' to work on specific areas.</p> <p>Reading, writing and maths targets used to identify specific areas of need and achievement.</p> <p>Class based T.A. support identified on planning and within lessons to support individual needs.</p> <p>Use of My Plans, as appropriate, to target individual need and agree additional resources and or support</p> | <p>The needs of our children in receipt of PP are varied. Class teachers need to be aware of these individual needs to ensure that each child has learning matched specifically to them. Differentiated learning activities will be delivered which ensure that individual barriers to learning are addressed.</p> | <ul style="list-style-type: none"> • Lesson observations. • Lesson drop in • Pupil progress meetings. | <p>JL</p> | <p>Weekly though planning monitoring.</p> <p>Termly for lesson observations</p> <p>Termly for data look meetings</p> <p>£1000</p> |
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| Total budgeted cost | | | | | £9371 |
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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? |
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| <p>Pupil premium children, including those more able pupils, will increase their engagement with their learning through developing trusting relationships with key staff</p> | <p>1-1 feedback sessions</p> <p>Nurture group.</p> | <p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average) These interventions have been found to particularly help disadvantaged children.</p> | <ul style="list-style-type: none"> • Boxall assessments will be carried out to show progress in academic, emotional and behavioural learning. • Class teachers will liaise with nurture group teaching staff to ensure that the pedagogy is continued in class to ensure that progress is seen across different contexts. | <p>JL- Head SE- nurture teacher</p> | <p>Reviewed termly.</p> <p>Parents informed after termly assessment profiles completed.</p> <p>Training £1000</p> <p>Nurture teacher and TA £9663</p> |

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| <p>Through increased self-esteem, improved listening skills and a greater use of expressive language pupils will be able to interact more effectively in a range of situations and therefore show sustained progress.</p> | <p>Time to talk Socially speaking interventions used with KS1 pupils.</p> | <p>Studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. Increasingly many children start in the reception class with slightly below expected levels in expressive language skills and show difficulty in using language as a way of communicating with others and more especially expressing needs.</p> | <ul style="list-style-type: none"> • Time to plan and resource the schemes will be allocated to the staff delivering. • Budget allows for resources to be purchased should need to. • Planning is monitored. • Work samples taken. • Drops in conducted. | <p>JL- Head VM - SENCo</p> | <p>Termly reviews for interventions</p> |
| <p>Improved gross and fine motor skills will ensure that pupils can work more effectively and efficiently especially with written work.</p> | <p>Small group interventions will support those children across the school that need help with handwriting. Individual touch typing instruction Fizzy occupational therapy work completed for EYFS KS1 pupils</p> | <p>Children's written work does not always fully reflect their level of understanding of specific concepts. Their ability to fully engage with written tasks is being held back by their physical and/or health needs.</p> | <ul style="list-style-type: none"> • Time to plan and resource the schemes will be allocated to the staff delivering. • Budget allows for resources to be purchased should need to. • Planning is monitored. • Work samples taken. • Drops in conducted | <p>JL- Head VM - SENCo</p> | <p>Termly reviews for interventions £3064</p> |

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| <p>Pupils who show challenging behaviour will be able to access the taught curriculum without disruption to themselves or others</p> | <p>Lunch time nurture group run by fully trained nurture teacher.</p> <p>Nurture group during teaching time, run by two qualified nurture teachers.</p> <p>Socially speaking, time to talk intervention used allow children to explore feelings and emotions.</p> <p>Educational psychology therapeutic story writing used to explore feelings, emotions and behaviours</p> <p>Behaviour interventions used on a 1-1 basis for specific identified need.</p> | <p>Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues.</p> | <ul style="list-style-type: none"> • Timetable organised to ensure that staff have sufficient time to prepare and deliver interventions. • Regular parental and pupil engagement will ensure that any additional concerns are addressed. • Head review planning for nurture • Boxall assessments conducted • Staff have been nurture trained through Gloucestershire County Council. • Class teachers discuss progress with nurture staff | <p>JL monitors planning</p> <p>Head and SENCo look at Boxall Assessments and meet with parent when necessary.</p> <p>HP, SE delivers nurture.</p> | <p>Short term reviews for behaviour.</p> <p>Ed Psych £1500</p> <p>1:1 support £1000</p> |
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| <p>Support for children's individual learning needs will be addressed</p> | <p>Reading eggs and Mathletics intervention programs will be purchased.</p> <p>1-1 tuition on specific learning needs with a T.A. 1-1 tuition with a qualified teacher</p> <p>Small group tuition</p> | <p>The programs allow children to work at their own pace through the resources, ensuring that learning is matched to their specific need. Working with an adult will ensure that children will be supported when difficulties arise and any additional help will be offered.</p> <p>Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver. The research suggests that tuition with a qualified teaching has a slightly higher impact than with a T.A</p> <p>Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact compared to one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> | <ul style="list-style-type: none"> • Interventions will be timetabled to ensure that children have a balanced program of support. • Entry and exit assessments will be used to ensure progress made by pupils are monitored and impact of support measured. • HLTAs feedback to class teachers regarding progress and achievements in line with entry and exit criteria • JL monitors a work sample from these groups. • JL conducts drop-ins | <p>JL- Head</p> | <p>Term 4/6 during academic year 2016/2017</p> |
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| <p>For disadvantaged children to have equal access to additional enrichment opportunities and experiences offered by the school (i.e. residential and day trips) or other agencies</p> | <p>Financial Support for school trips</p> <p>Uniform voucher.</p> <p>Fruit available for KS2 children</p> | <p>Ensuring that all children wear the same uniform allows them to focus primarily on their learning. This view is supported by a study carried out by Oxford Brookes University.</p> | <ul style="list-style-type: none"> • Ongoing monitoring of uniform shows that there are no differences in adherence to school uniform policy that relate to disadvantage. • Debt cleared • Clear links in budget setting to provide for PP children in next financial year. | <p>JL</p> <p>Head trencher presents each case to Governors of finance Committee</p> <p>Governing Body and School Business Manager.</p> | <p>Term 4/6 during academic year 2016/2017</p> |
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| For disadvantaged children to have equal access to additional enrichment opportunities and experiences offered by the school (i.e. residential and day trips) or other agencies. | School visits are subsidised for disadvantaged children currently in receipt of FSM. | Trips are a fundamental part of the school's curriculum. The knowledge gained and work carried out on the trips are extremely important to all our children's learning. | <ul style="list-style-type: none"> School Office ensures that the families of disadvantaged children receive information regarding any relevant subsidies. This is advertised to new parents and included in all trip letters. | School Business Manager JL- Head Finance Committee | Term 4/6 during academic year 2016/2017 |
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| Total budgeted cost | | | | | £16,227 |
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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? |
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| For some children who it is deemed appropriate, to access enriching experiences | Some children may be offered the opportunity to access small group musical instrument tuition | The eef toolkit suggests that, there is some evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported. | Musical instrument teacher to provide report at the end of each term. | | |

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| 6. Review of expenditure | | | | |
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| Previous Academic Year | | This is a review of the previous year, so the outcomes and success criteria will be different to above. | | |
| i. Quality of teaching for all | | | | |
| Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies. | | | | |
| 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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| Lessons learned may be about impact or implementation. For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why. | | | | |
| 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 |
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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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| 7. Additional detail |
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| <p>In this section you can annex or refer to additional information which you have used to inform the statement above.</p> <p>Our full strategy document can be found online at: www.aschool.sch.uk</p> |