

Pupil premium strategy statement (Deerhurst and Apperley CoE Primary School 2017-18

1. Summary information					
School	Deerhurst and Apperley				
Academic Year	2017-18	Total PP budget £12, 480		Date of most recent PP internal review	July 2017
Total number of pupils	4	Number of pupils eligible for PP 6% (4)		Date for next internal review of this strategy	Dec 2017

2. Current attainment KS2 Results 2017 (2)				
		<i>Pupils eligible for PP at D&A</i>	<i>D&A attainment all pupils EXS</i>	<i>Pupils not eligible for PP (national average) EXS</i>
% achieving EXS in reading, writing & maths		50%	73%	61% July 2017
% making expected progress in reading		50%	91%	71% July 2017
% making expected progress in writing		100%	100%	76% July 2017
% making expected progress in maths		50%	82%	75% July 2017
3. Barriers to future attainment (for pupils eligible for PP) 2017-18 – all PP Current Pupils (4)				
In-school barriers				

	<ul style="list-style-type: none"> • Understanding spelling rules • Skills in inference and deduction in reading • Sustaining ideas to write • Developing writing stamina • Core knowledge of number work skills and reasoning • Support with homework • Application of GPS to writing • Confidence • Understanding the marking and feedback impact • Attendance (1 pupil - ongoing support)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	<ul style="list-style-type: none"> • Attendance rate of PP of 1 child in particular remains below that of all pupils

4. Outcomes		Success criteria
A.	Development of number and reasoning skills in maths across all year groups	<p>PP children will have quick recall and skills to understand maths reasoning and how to apply them.</p> <p>Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet</p>

B.	Writing skills including spelling across all year groups to ensure low ability PP achieve EXS	Pupils eligible for PP make rapid progress by the end of the year so that all pupils meet age related expectations
C.	Homework support	PP children will have opportunities to complete or go over homework in school. The impact of this will be that like their peers they will complete homework and be ready for the next step in their learning.
D.	Attendance rates for pupils eligible for PP remains below that of all pupils	Reduce the number of absentees among pupils eligible to ensure attendance is in line with overall school attendance of 97%

5. Planned expenditure	
Academic year	2017-18
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?
Development of reasoning skills in maths across all year groups	<p>Participation in explore learning – maths problem solving workshops (aut term 2017)</p> <p>Adapt approach to marking and feedback – ensuring Feedback marking (EET high impact low cost)</p> <p>All staff use ‘prove it’ to show children’s understanding and address any misconceptions</p> <p>Small group support and developing resilience</p> <p>Purchasing of CGP books for homework support across school</p>	<p>EEF has a proven record of effective interventions and supporting the development of learning</p> <p>Feedback marking – high impact low cost</p> <p>Collaborative learning approach to raise expectations and linking Building Learning Power to meta cognition and self regulation (EEF)</p> <p>Interventions last year showed an average reading age increase of 9months per PP child</p>	<p>Use INSET and staff meetings to further deliver training</p> <p>Peer observations across school</p> <p>Feedback and marking support</p> <p>Moderation of maths across school and cluster group</p>	KS1&KS2 maths leaders HT PP governor SENDCo	Dec 2017

Development of writing skills including spelling across all year groups to ensure low ability PP achieve EXS	Staff training on-going talk for writing approach Planning – short sharp units with maximum of 3/4 weeks Small groups of Rapid writing support and developing editing skills Small groups of spelling support	Developing editing skills has an impact on writing success 1:1 and small group spelling activities has had a positive impact on GPS results (100% KS2 SATs 2016(73% nat) and 60% GDS (nat 23%)and 91% (nat 77%) 2017 36% GDS KS2) (nat 31%) Small writing group evidence of 100% 2016 and 2017 exs KS2	Use INSET and staff meetings to deliver training Peer observations across school Marking policy adhered to across all year groups Moderation of writing across school and cluster group Parent workshop in the autumn term for Grammar, Punctuation and Spelling	HT English leader SENDCo	Dec 2017
To develop homework support	Continue with homework support workshops directed at targeted children Support low achieving PP readers – lunchtime reading (HT) Develop confidence – Leadership functioning skills club	1:1 support for homework has proven effective in school and those children targeted last year had an improved homework rate Those children who had additional reading in school read as regularly as their peers did (home reading) Confidence developed through leadership skills supported children to 'take risks' and 'have a go'	Ensure the purchase of reading comprehension books for all year groups for consistency and to aid parents at home through structure Monitoring data Monitoring	HT English Lead Maths leaders SENDCo	Dec 2017
Total budgeted cost					£3000
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?

Development of reasoning skills in maths across all year groups	1:1 and small group activities with teachers and TAs Active workshops with explore learning	Evidence of EEF effectiveness of collaborative learning Evidence of additional effectiveness with intervention support 2016	Purchase maths books for support across school for consistent homework Monitoring and tracking x 6 per year PPMs x3 per year Book look scrutinies Lesson observations CPD Learning walks Pupil conferencing moderation	HT KS1&2 Maths leaders SENDCo PP gov	Dec 2017
Development of writing skills including spelling across all year groups to ensure low ability PP achieve EXS	1:1 and small group activities with teachers and TAs	Evidence of EEF effectiveness of collaborative learning Evidence of additional effectiveness with intervention support 2016	Support outcome by purchasing reading comprehension homework books Parent workshop for GPS Monitoring and tracking x 6 per year PPMs x3 per year Book look scrutinies Learning walks Pupil conferencing Lesson observations CPD moderation	HT Eng leader SENDCo PP gov	Dec 2017
To develop homework support	Targeted support to improve confidence with homework	KS2 results Evidence of more regular homework in 2016-17	Provide opportunity for homework sessions Provide opportunity for feedback sessions Provide well being opportunities	HT All staff	Dec 2017
Total budgeted cost					£8000
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	When will you review implementation?
Attendance rates for pupils eligible for pupil premium remains below that of all pupils.	Admin assistant employed to monitor pupils and follow up quickly on absences. First day response provision	Addressing attendance ensures children are in school so they are able to learn	On-going tracking and discussions with Headteacher and administrator	HT Administrator	Dec 2017
Well being opportunity times	Class teachers to identify children who have emotional/social barriers to learning on-going as well as crisis moments where support is needed Variety of approaches to be used to support children: Bubble Room, PSHE circle	Quick response to issues of friendship, bereavement, separation anxiety, behaviour and family breakdown ensures children miss as little learning time as possible Parents can refer through many sources: class teacher, SENDCo and Headteacher	Impact will be evident through class teachers, SENDCo and HT as well as other staff in school	SENDCo HT Staff	Dec 2017
Total budgeted cost					£2000

6. Review of expenditure	
Previous Academic Year	2016-17 IMPACT
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	Cost £4000
To continue to narrow the gap in attainment	<p>Staff training on high quality feedback – continuing (inset sept '15)</p> <p>Book scrutinies to evaluate marking and feedback</p> <p>TA support for evaluating Feedback/markings (HT & SENDCo)</p>	<p>Results in KS1 and 2 continue to be good</p> <ul style="list-style-type: none"> Teaching support enabled regular interventions as well as first wave teaching to improve progress of FSM children. 100% of children attained EXS in maths, 50% in writing and reading and in KS2 100% achieved exs in writing, 50% in reading and maths with a very close number to 100 standard score. TA support allowed for feedback to improve learning – high impact EEF toolkit Attainment in KS1 R 92%, M 100% and W 92% KS2 100% W, 82% M and 91% R In other year groups PP continue to show progress through small steps in interventions 	<p>Staff positive about training and linked with marking and feedback already being done</p> <p>Subject leaders and governors positive about book scrutinies and this afforded continuous feedback on interventions and need</p> <p>Staff liaised regularly with SENDCo/phase leaders and HT to identify and support next need</p> <p>Continue with approach in 2017-18 attaching TAs to classes for collaborative approach (EEF)</p> <p>CPD continues to be important for all staff – continue 2017-18</p>	

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 £9000

. improve outcomes	Small group support in class Homework support	Results in KS1 and 2 continue to be good <ul style="list-style-type: none"> Teaching support enabled regular interventions as well as first wave teaching to improve progress of FSM children. 100% of children attained EXS in maths, 50% in writing and reading and in KS2 100% achieved exs in writing, 50% in reading and maths with a very close number to 100 standard score. TA support allowed for feedback to improve learning – high impact EEF toolkit Attainment in KS1 R 92%,M 100% and W 92% KS2 100% W, 82% M and 91% R 	Class teachers identified need and put intervention in place in liaison with phase and subject leaders TAs received Mastery training in maths so this supported their confidence to deliver maths when working in small groups Will continue with 1:1 approach but also emphasise more collaborative learning	
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£420
Increased attendance rates	HT to monitor pupils and follow up quickly on absences. EWO contacted to visit Sept	PP children's attendance in Class 3 in the summer months was higher than non PP Other PP children continue to be below those that aren't PP, however school attendance has improved and in July was 97% Good current support from EWO	HT tracks attendance weekly and addresses any issues immediately (continue) Follow up on absence may mean families need support and confidence to speak to school – continue with communication and sign posting Offer of Early Help Continue to buy into cluster for EWO support	

7. Additional detail