

Pupil premium strategy 2017 – 2018 Neatishead

1. Summary information			
School	Neatishead VC Primary School		
Academic Year	2017-2018	Total PP budget £11,880	Date of planned external PP Review Feb 2018
Total number of pupils	44		Date of planned internal PP review Jan 2018

2. Current attainment October 2017 to be updated Spring Term 2018
Eligible pupil currently working towards age related expectations in reading, writing and maths. On target to be at age related expectations in reading, writing and maths by end of the academic year.

3. Barriers to future attainment	
In-school barriers	
A.	Low starting point
B.	Low self confidence in ability
C.	Staff capacity to provide targeted support and challenge in class with four year groups
External barriers	
	Family circumstances

4. Desired outcomes		
	Outcomes	Success criteria
A.	Accelerated progress	Meeting age related or above expectations by July 2018 Progress evident in books and formative assessment
B.	Confident and independent learning behaviours	Able to effectively self-assess Able to constructively use and give feedback Able to celebrate own achievements
C.	Increased capacity to provide targeted support and challenge	Academic needs identified through accurate and timely assessment and met through quality first teaching and/or targeted intervention

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?
Accelerated progress	Quality first teaching/retaining outstanding class teacher	Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. High impact with very low cost Individualising instruction and planning involves providing different tasks for each learner and support at the individual level. Moderate impact for low cost. (Education Endowment Foundation)	Lesson Observations Pupil Perception surveys Pupil Progress monitoring Appraisal INSET Resourced	JC/TM	Half termly pupil progress reviews
Confident and independent learning behaviours	Thrive activities Support to participate in extracurricular activities and visits High quality feedback Personalised planning Support with self and peer assessment	Collaborative learning done well is of moderate impact with low cost Approaches which promote talk and interaction between learners tend to result in the best gains Feedback is of high impact for low cost. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers. (Education and Endowment Foundation)	Book Scrutiny Celebration of achievements Good parent partnership Pupil Perception Lesson Observation THRIVE screening INSET Resourced	TM/JC	Half termly pupils progress reviews

<p>Increased capacity to provide targeted support and intervention</p>	<p>Employ services of high school teacher able to support the class teacher with delivering personalised programmes of study to inspire and diminish differences with focus on problem solving skills whilst upskilling teacher and offering peer support. This involves small group teaching.</p>	<p>Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the greater the impact. Moderate impact for moderate cost.</p> <p>Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps. Moderate impact for low cost(Education and Endowment Foundation)</p>	<p>Monitoring books Assessments Pupil feedback Monitoring planning Time for professional dialogue between teachers and Higher level teaching Assistant</p>	<p>TM</p>	<p>Spring Term 2</p>
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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?
<p>Accelerated progress</p>	<p>Maths intervention using new technologies Targeted handwriting intervention with HLTA Reading Volunteer</p>	<p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Moderate impact.(EEF)</p> <p>Overall, studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months). (EEF)</p>	<p>Monitoring progress Assessment Pupil feedback Monitor application in lessons Book scrutiny Resources</p>	<p>TM</p>	<p>Half termly</p>

Confident and independent learning behaviours	Supported time in small groups to play games strategically chosen to support social interaction adopting a THRIVE approach. Support to access extracurricular activities/visits Designated role and responsibility	Social and emotional learning have a moderate impact with low costs. Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. (Education and Endowment Foundation)	Observation and assessment Pupil feedback Monitor activity registers Sustain positive parent partnership Resourced	TM	termly
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iii. Other approaches

Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Accelerated progress Confident and independent learning behaviours Increased capacity to provide targeted support and intervention	Attendance tracking and first day calling	Work with Attendance Enforcement Officer Regular attendance tracking meetings Feedback to parents Training	JC HC	termly
	Rigorous pupil progress monitoring and feedback to staff	Timetabled Pupil progress meetings Weekly peer support in staff meetings related to pupil progress Develop peer coaching model	JC	Half termly
	Cluster moderation and peer support	INSET to include cluster moderation and peer support events Attendance monitored Appraisal	JC	termly
	Celebratory solutions focussed ethos	THRIVE approach Growth Mind set Embed core values 'Children first' Parent partnership Celebration assemblies	ALL	ongoing

Impact of Pupil Premium 2016 -2017

All those eligible for Pupil Premium were in KS2

Key barriers in 2016 -2017 were:

- low starting points and gaps in learning
- poor health and attendance
- Family circumstances
- Low self-confidence /lack of independence with learning

The Pupil Premium Grant in 2016 – 2017 was allocated to:

- allow pupils access to in-school activities and extra-curricular learning activities
- to allow pupils to access out of school activities
- to pay for transport to out of school activities.
- to employ the services of a High School teacher to specifically support maths in KS2.
- to enable smaller group teaching / intervention
- to employ a life coach for pupils to support increase aspirations, resilience and self-belief
- to support monitoring pupil progress activities
- to support attendance monitoring
- to resource interventions
- to deliver THRIVE activities
- quality first teaching

Impact:

- Improved attendance
- Improved engagement
- Strongly independent learning behaviours in upper KS2
- Positive transition to what was a new school for two eligible pupils

- Access to extracurricular activities in and out of school
- Positive pupil /adult relationships and strong peer support

KS2 SATS Results 2016 -2017

Subject	% age related expectations or above Pupil Premium pupils	% age related expectations or above non Pupil premium pupils
Reading	100	100
Writing	100	100
Maths	100	100
Reading Writing Maths combined	100	100
Punctuation Spelling and Grammar	100	100

There were no gaps at the end of KS2 between Pupil Premium pupils and the rest.

Pupils in year groups other than Year 6 are working towards age related expectations and are targeted to meet or exceed them by the end of KS2.