

# Pupil premium strategy statement for Itchen Abbas Primary School



Pupil Premium Leader: Mr R Bogan (2016-17)

1. Summary information					
School	Itchen Abbas Primary School				
Academic Year	2016-2017	Total PP budget	£16,420	Date of most recent PP Review	September 2016
Total number of pupils	91	Number of pupils eligible for PP	11	Date for next internal review of this strategy	July 2017

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP (national average)
% achieving ARE or above in reading, writing & maths	Due to small number of pupils in this Year 6 cohort (11) and the need for confidentiality, this data is withheld by the school	
% making at least good or better progress in reading		
% making at least good or better progress in writing		
% making at least good or better progress in maths		

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers (issues to be addressed in school)

A.	Lower entry points in EYFS and pupils eligible for pupil premium not achieving a good level of development and consequently requiring accelerated progress to achieve age related expectations.
B.	Special educational needs amongst children eligible for PP is high (%) and the children identified as SEN and eligible for PP are making less progress than other groups.

#### External barriers (issues which also require action outside school)

C.	Fewer life experiences and lower aspirations  The majority of children eligible for PP have access to fewer enrichment experiences in their home environments than other groups of children, this results in fewer life experiences to draw upon.
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4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	All pupils, including those eligible for pupil premium funding to achieve a good level of development in EYFS. (Squirrels)	Pupils eligible for PP in Reception class (Squirrels) make rapid progress by the end of the year so that all pupils eligible for PP achieve a good level of development
<b>B.</b>	Pupils eligible for pupil premium funding to achieve age related expectations or better each year	Pupils eligible for PP make good progress and achieve ARE or better each year.
<b>C.</b>	Higher rates of progress across KS1 and 2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as pupils not eligible for pupil premium identified as high ability, across Key Stage 1 and 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the Henry Beaufort Cluster.
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance to 96% in line with 'other' pupils.

## 5. Planned expenditure

<b>Academic year</b>	<b>2016-2017</b>	<b>Total PP budget</b>	<b>£16, 420</b>
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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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupils eligible for pupil premium funding to achieve age related expectations or better each year	<p>Raise aspirations and expectations of all staff for pupils eligible for PP</p> <p>Staff training to further develop quality first teaching and the specific use of feedback</p> <p>School Inclusion Leader has direct overview, alongside SLT for reviewing progress and attainment of PP children.</p>	<p>Education Endowment Foundation Sir John Jones</p> <p>School improvement plan SEC code of practice Education Endowment Foundation. John Hattie Visible Learning.</p> <p>Evidence shows that the biggest impact on pupil progress is the highly effective use of feedback to pupils</p> <p>The EEF toolkit states that the 'quality of teaching is an important driver of pupil attainment and a range of other outcomes'. According to Ofsted's 2013 report on the pupil premium, schools who successfully improved achievement had a designated senior leader who had a clear overview of how funding was being allocated and the difference it was making for pupils' outcomes.</p>	<p>Staff training – Sir John Jones. Monitoring of lessons, plans and pupil conferencing. Included as part of whole school performance management</p> <p>Specific training tailored to the needs of individual members of staff. Review and monitoring the effectiveness of feedback and the marking and feedback policy</p> <p>Monitor achievement against phases and regular reports of predicted pass rates</p>	Head teacher Inclusion lead	<p>Autumn Term 2016 Spring Term 2017 Summer Term 2017</p> <p>Half termly in line with the school monitoring programme</p> <p>Pupil progress meetings</p>

<p>Higher rates of progress across KS1 and 2 for high attaining pupils eligible for PP.</p>	<p>Further development of higher order thinking skills and higher order questioning techniques by teachers and LSAs Development of greater depth thinking and application of skills.</p> <p>Monitoring</p> <p>Pupil Progress Meetings focussed on pupil premium children, to identify gaps and strategies to close these.</p> <p>Keep up not catch up approach towards class based teaching and learning.</p>	<p>Blooms Taxonomy shows that higher order questioning enables pupils to use higher order thinking skills and therefore make better progress. School improvement plan Development of thinking skills towards mastery and greater depth</p>	<p>Pupil conferencing Regular monitoring of children's work, planning and lesson observations Monitor achievement against phases and regular reports of predicted pass rates</p>	<p>Head teacher Deputy Head Teacher Inclusion lead</p>	<p>Autumn Term 2016 Spring Term 2017 Summer Term 2017</p> <p>Half termly in line with the school monitoring programme</p>
<p>Higher rates of progress across KS1 and 2 for high attaining pupils eligible for PP.</p>	<p>Purchase of Guided Reading books for KS1. Purchase of additional maths resources to support understanding and use as an intervention.</p>	<p>Range of resources to inspire and ensure that the children are able to access an intervention, which is appropriate for them. These resources will support understanding and progress within individual year groups and over time.</p>	<p>Staff meeting training Monitoring by Senior leadership team. Monitor achievement against phases and regular reports of predicted pass rates</p>	<p>Head teacher Deputy Head Teacher Inclusion lead</p>	<p>Autumn Term 2016 Spring Term 2017 Summer Term 2017</p> <p>Half termly in line with the school monitoring programme</p>
<b>Total budgeted cost</b>					<b>£7000</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
All pupils, including those eligible for pupil premium funding to achieve a good level of development in EYFS. (Squirrels)	<p>Targeted personalised learning plans for pupils at risk of not achieving GLD. Increased opportunities for speaking and listening and oral rehearsal in order to help children improve their writing particular for less able pupils</p> <p>Devise and implement ways to record drama / role play so that his contributes to the writing process</p> <p>Devise and implement ways to bring maths and number work into the outdoor learning area and find ways to record this.</p> <p>Training for Reception teacher &amp; staff in order to support future progress towards early learning goals.</p>	<p>Pupils who do not reach GLD then struggle to achieve age related expectations in subsequent years.</p> <p>Pupils need to develop good habits and skills for learning and have a solid understanding of the building blocks for learning in order to make good progress.</p> <p>The EEF toolkit states that professional development for staff is an important tool for improving the quality of teaching that pupils receive.</p>	<p>Regular analysis of assessment data and reports on predicted pass rates</p> <p>Observations of pupils by EYFS staff</p> <p>Book looks of EYFS Learning Journeys</p>	EYFS leader Inclusion Leader Headteacher	<p>Autumn 2016 Spring 2017 Summer 2017</p> <p>Pupil progress meetings</p>
Increased attendance rates for pupils eligible for PP.	Head teacher monitors all children's attendance. Proactive stance to be taken and positive, supportive relationships with most vulnerable families established.	Improving attendance is a key step towards improving attainment. NfER briefing for school leaders identifies that addressing attendance is a key step	Head and class teachers to collaborate to ensure pupil's attendance is good. All absence to be followed up by the admin officer, teacher or Headteacher	Headteacher Class teacher	<p>Autumn 2016 Spring 2017 Summer 2017</p> <p>Attendance rates are monitored half termly for all pupils and weekly for those with lower attendance rates.</p>
<b>Total budgeted cost</b>					<b>£5000</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To ensure that all children's needs are met and they are ready and able to learn in a safe environment	Provide support for children to purchase school uniform Provide breakfast or additional snacks as required	Maslow's hierarchy of needs shows that unless our needs are met, we are not ready to learn.	Observations Discussion with pupils, teachers and parents	Class teachers	Jan 17 and pupil progress meetings half termly
To ensure that all pupils receive a rich and varied school experience	Funding residential trips, school visits, school clubs and music lessons	Life experiences are essential to enable pupils to relate to reading materials and writing experiences.  Providing opportunities for pupils to develop their self esteem through participation in clubs, visits and music lessons will enable pupils to become more resilient and confident	Analysis of attendance data for clubs and analysis of uptake	Inclusion Leader	Jan 17 and half termly uptake of clubs
<b>Total budgeted cost</b>					<b>£4500</b>
<b>Total overall Pupil Premium Funding Budget for Academic Year 2016-17</b>					<b>£16 500</b>

## 6. Review of expenditure

Previous Academic Year		2015-2016		Total PP budget	£18, 904
<b>i. Quality of teaching for all</b>					
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	
Maximising pupil outcomes. For all pupils including those eligible for pupil premium funding to make good or better progress and achieve age related expectations.	<p>Trained LSAs used for specific intervention programmes</p> <p>In class support from LSAs</p> <p>Inclusion Lead to ensure the high profile of tracking and supporting PP and vulnerable pupils</p> <p>Improved subject knowledge, planning and love of reading and writing ensures good pupil outcomes.</p> <p>Trained support teacher employed to support pupil premium children in English and Maths.</p> <p>Training of Inclusion Leader</p>	<p>Targeted support for identified pupils in reading, writing and Mathematics.</p> <p>Focussed teaching and learning in English and Mathematics Lessons.</p> <p>All teachers know the PP and vulnerable groups and take responsibility for maximising their progress</p> <p>Inclusion Leader has received the appropriate training in order to support and lead Inclusion within the school.</p>	Quality first teaching for all pupils and groups of pupils to be continued. This will be further developed by the identification of pupils who have not achieved the objective being quickly picked up and supported prior to the next lesson to ensure they can keep up with the rest of the class.	£9000	

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
All pupils including the most vulnerable make good progress from their starting points and achieve in line with their peers.	Teacher employed to support vulnerable groups within class focused on English and Mathematics  One to one for vulnerable pupils targeting gaps in knowledge in English and Mathematics	High profile of tracking and supporting PP and vulnerable pupils. All teachers and LSAs know the PP and vulnerable groups and take responsibility for maximising their progress.  All pupils including the most vulnerable make good or better progress from their starting points and begin to make accelerated progress towards achieving age related expectations.	Quality first teaching for all pupils and groups of pupils to be continued. This will be further developed by the identification of pupils who have not achieved the objective being quickly picked up and supported prior to the next lesson to ensure they can keep up with the rest of the class.	£3000
To identify best approaches to supporting individual pupils learning and emotional needs to enable them to make good progress within school	Outside agency support	Service Level Agreements and buy in options help to provide appropriate assessments and advice for vulnerable pupils. These have included Educational Psychologist, Behaviour Support, EMTAS, School Nurse.	Under guidance, individual pupils are making accelerated progress towards age related expectations. 1 pupil previously with behaviour difficulties has been supported and has developed better learning behaviours. EMTAS supported school staff in understanding the cultural needs of 1 pupil.	£1500
All pupils, including the most vulnerable, to reach a good level of development by the end of Year R.	Hants Early Years Project	Using EYFS data to identify areas of concern and to support vulnerable children. Training sessions, research, tasks and analysis provided to improve skills of Year R teacher and HT.	Practice from this training will be continued, especially identifying personalised targets for individual pupils in order to best challenge them. This will be further developed by more closely linking the challenges to the individual developmental stages of the pupils.	£2700

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To enable all pupils to have good access to a wide range of quality texts and questioning out of school.	Subscription to Bug Club	On-line reading resource provides opportunities for regular practice and development of reading skills therefore all pupils make good or better progress in reading	Pupil premium children in this cohort all had access to electronic devices at home to practice their reading. In future years, this will need to be monitored to ensure that all pupils are able to access the reading material at home.	£300
To provide all pupils with equality of access to experiences and enhance the quality of life experiences of pupils eligible for pupil premium funding	After School Club places  Funding for school visits	All pupils experience a wide range of learning and enrichment outside of the school.  Free sessions give pupils the opportunity to interact with their peers in a variety of after school activities which promote enjoyment of a wide range of skills and interests.	Continue with this practice. Promote availability of music lessons to pupils eligible for pupil premium funding.	£2500
<b>Total spend of Pupil Premium Allocated funds for the Academic Year 2015-16</b>			<b>£19, 000</b>	