

Pupil Premium Strategy statement

1. Summary information					
Academic year	2016/17	Total PP budget	£8,920	Date of most recent PP review	2015-16
Total number of pupils	135	Number of pupils eligible for PP	5 (3.7%)	Date for next internal review of this strategy	Autumn '16

2. Current/ historical attainment – This is Year 2 only as no national data for Year 4. (Low pupil numbers and low PP means historical data to be used – no pupils eligible for PP 2014 or 2015. These figures are for 2013 and based on 1 child)			
	<i>Pupils eligible for PP at Blackwell</i>	<i>Pupils eligible for PP nationally</i>	<i>Pupils <u>not</u> eligible for PP nationally</i>
Reading score	15	14.8	16.8
Writing score	15	13.5	16.5
Maths score	15	14.7	16.6

3. Barriers to future attainment (for all pupils eligible for PP)	
In school barriers	
A	Social emotional development as a result of attachment barriers for four PP pupils
B	Delayed development in core subjects due to social emotional and attachment barriers
External barriers	
C	Attachment for four PP pupils
D	Attendance for one pupil

4. Outcomes		
Desired outcomes and how they will be measured		Success criteria
A	Improved social emotional development	Pupils with improved learning behaviours as a result of improved emotional development.
B	Expected or better than expected progress across core subjects	80% of pupils make expected or better than expected progress. (4 out of 5)
C	Successful in school/ external attachments	Pupils with improved learning behaviours as a result of secure attachments.
D	Improved attendance rate for one pupil	Pupil no longer classed as PA (persistent absentee) with attendance at 95%.

5. Planned expenditure – 2016/17					
Quality of teaching for all					
Desired outcome	Actions	Evidence/ rationale for action	Implementation	Staff lead	Review date/s
A Improved social and emotional development	School ethos/ vision School behaviour policy PSHE curriculum teaching Collective worship Learning partner work	Evidence from National Association for PSHE teaching Shirley Clarke- 2009 use of talk partners to improve attainment (Hexthorpe Primary)	Daily as evidenced through SLT monitoring	Headteacher Deputy headteacher	Half termly
B Expected or better than expected progress across core subjects	Target teaching Pupil progress meetings Consistency of quality first teaching Staff CPD – Ts and TAs Monitoring by SLT Network work cross school	Teacher Development Trust – impact of CPD evidence DfE National strategies and AfA School to school support – NCTL Feb 2015	See programme for staff training/ pupil progress meetings/ BCM networking	Headteacher Deputy headteacher	Half termly
C Successful in school/external attachments	School ethos/ vision School behaviour policy PSHE curriculum teaching Collective worship Learning partner work	Evidence from National Association for PSHE teaching Shirley Clarke- 2009 use of talk partners to improve attainment (Hexthorpe Primary)	Daily as evidenced through SLT monitoring	Headteacher Deputy headteacher	Half termly
Targeted support					
Desired outcome	Actions	Evidence/ rationale for action	Implementation	Staff lead	Review date/s
A Improved social and emotional development	Relationship based play Key workers to support individual needs	Theraplay – Phyllis B Booth/ Ann M Jernberg	Intervention planned for individual pupils (see intervention). TAs and Ts timetabled to deliver relationship based play following training from ISL (now Virtual School).	Deputy headteacher and TAs delivering sessions	Every ten sessions and interventions adapted accordingly
C Successful in school/external attachments	Relationship based play Key workers to support individual needs	Theraplay – Phyllis B Booth/ Ann M Jernberg	Intervention planned for individual pupils (see intervention). TAs and Ts timetabled to deliver relationship based play following training from ISL (now Virtual School).	Deputy headteacher and TAs delivering sessions	Every ten sessions and interventions adapted accordingly
Other approaches					
Desired outcome	Actions	Evidence/ rationale for action	Implementation	Staff lead	Review date/s
D Improved attendance rate for one pupil	Regular monitoring First day calling Regular input from school to family Role provided for pupil to ensure early arrival in school	NFER research on impact of attendance Without higher attendance, the attainment gap is likely to widen	Attendance monitored weekly Role monitored and adapted as needed	Deputy headteacher	Weekly and adapted
TOTAL BUDGETED COST for targeted support					£9662.64

6. Review of expenditure – previous academic year

Quality of teaching for all				
Desired outcome	Actions	Estimated impact	Lessons learned	Cost
Close the gap between 2 Year chd and national expectation	-reading support: Better Reading and Precision teaching -writing: grammar focus work through S&L team	Success criteria met- high impact.	Continue with quality first teaching and current interventions. Language intervention became a significant barrier and consider this prior to other intervention.	£3677.34
Close the gap between 1 child and national expectation	-reading support: Better Reading and precision teaching	Success criteria met- high impact.	See above.	£1950.00
Achieve national expectation for 1 child	-reading and writing support as above -pre teaching in maths	Success criteria partly met- medium impact.	Maths – language remains a considerable barrier and pre teaching would require further work on vocabulary.	See above plus £281.00
Improved social and emotional development for 4 children	-key worker support -relationship based play	Success criteria met – high impact.	Continue and add in further sessions to support more targeted areas for development.	£1503.84 x2
Targeted support				
Desired outcome	Actions	Estimated impact	Lessons learned	Cost
Improved social and emotional development for 4 children	-key worker support -relationship based play	Success criteria met – high impact.	Continue and add in further sessions to support more targeted areas for development.	See above
Raise attainment in reading for children	-reading support: Better Reading and precision teaching	Success criteria met – high impact.	Current intervention success warrants further similar action.	See above
Raise attainment in writing through development of grammar for 1 child	-writing: grammar focus work through S&L team	Success criteria partly met – medium impact.	Further S&L work required in order to develop basic language barriers.	See above
Other approaches				
Desired outcome	Actions	Estimated impact	Lessons learned	Cost
n/a	n/a	n/a	n/a	n/a