PUPIL PREMIUM STRATEGY STATEMENT 2017

ALLOCATION - £220,680

What are the main barriers to learning?
- The majority of children enter the school with low literacy levels, including oracy, reading and writing. The baseline assessments carried out in the first few weeks of school indicate that the majority of children are operating below age expectations, with many below the 30 – 50 months expectations.   - Children's vocabulary across the school is limited   - The majority of children come in to the Early Years below the expectations for number. While they are able to rote count, they have little number recognition. They also have a limited mathematical vocabulary, with the majority of children in the 30 – 50 month bracket and some further below.   - The school has a growing number of children at various stages of English, while their progress does accelerate in the majority of cases, this can be a significant barrier to the children's learning in the early stages   - There is a great deal of turbulence both in and out of the school throughout the academic year – a number of these children have additional needs such as social and emotional, which often presents a barrier to learning.   - Attendance rates, particularly for disadvantaged children, is well below the national expectations, with some falling into the persistence absentee category.   - A number of families have low aspirations for both themselves and their children, so work needs to be done around this in order to accelerate the learning progress of the children   - Children who are entitled to pupil premium often have multiple boundaries to learning, this includes SEND (including those in the Inclusion Centre and in the mainstream who have ASC traits), social, emotional and mental needs
Quality First Teaching and ALL
Teachers plan for quality teaching for all on a day to day basis ensuring that formative assessment informs planning and in class support is organised to maximise learning. Groupings are flexible so that children can work at an appropriate level to the learning and can be moved on or scaffolded as necessary. Extension activities to deepen understanding is provided in each lesson to ensure that all learners including the most able are challenged in their learning, practising skills or applying learning.

To further support quality first teaching, all class based teaching assistants are paid from 8:30 to allow discussions about future learning to take place to ensure that they are supporting the children accurately from their starting points to accelerate progress.

Senior leaders are trained in coaching and work with staff on improving practice.

Strategies for improving attainment for pupils in receipt of pupil premium funding					
Desired Outcome	**Action**	**Evidence / Rationale for choice**	**How it will be implemented**	**Lead Staff**	**Review**
Improve outcomes in reading	Reading Recovery Boosting Reading Potential (BRP) Fischer Family Trust (FFT) Inference Training	Reading Recovery, taught by one teacher in school, is a recognised intervention with a proven track record for accelerating progress. Children's reading levels are significantly low on entry, with the need for accelerated progress BRP and FFT are delivered by teaching assistants and fall under the ECaR umbrella as proven interventions	The Reading Recovery teacher is performance managed and monitored by the head teacher The Reading Recovery teacher will monitor the quality of interventions and ensure impact Senior and middle leaders will performance manage teaching assistants	ECaR Leader	Review termly at pupil progress meetings All TAs will be monitored through learning walks by the Reading Recovery leader
Improve outcomes in writing	Precision Teaching Hi Five Talking Partners Time to Talk	Talking partners is a recognised intervention through ECAR programme and delivered by TAs across key stage 1 and 2. Oracy skills are well below expectation on entry into Year R (Baseline assessment)	The Reading Recovery teacher will monitor the quality of interventions and ensure impact Senior and middle leaders will performance manage teaching assistants The inclusion leader will monitor the quality of precision teaching	Inclusion Leader ECaR Leader English Leader	All TAs will be monitored through learning walks by the Reading Recovery leader

			The English leader is line managed and performance managed by the head teacher		
Improve outcomes in maths	Precision Teaching Maths Challenges	Precision teaching is an EP recognised and recommended intervention proven to enable children to "master" a specific gap in their learning. Children have multiple barriers to learning and plugging a specific gap can help to overcome these.	The maths leader is line managed and performance managed by the head teacher TAs who are trained in delivering Precision Teaching and performance managed by a range of middle leaders	Inclusion Leader Maths Leader	The maths challenges are monitored half termly by the maths manager Those in need of Precision Teaching are reviewed termly at pupil progress meetings
Improve attendance	Attendance Officer Attendance Case Loads	Attendance is monitored and followed up daily following the Attendance Policy. Procedures are followed to ensure that children with poor attendance are in school and learning. Attendance caseloads for the Inclusion Leader, Head Teacher and Family Support Coordinator are aimed at increasing the rigor with low attendees	The attendance officer is performance managed by the Inclusion Leader. Attendance figures are monitored weekly for rewards in assembly and monitored half termly as part of the School Improvement Plan Groups are tracked over time and monitored by the governors	Inclusion Leader Head Teacher	Reviewed bi-monthly by the governing body Individual children are reviewed at the termly pupil progress meetings
Support the social, emotional and behavioural needs of learners	Emotional Literacy Support (ELSA) Emotional First Aid Learning Mentor Friendship Groups	Two trained HLTAs and one teaching assistant deliver the ELSA programme which is nationally recognised to support learners with their emotional needs.	The learning mentor is line managed and performance managed by the Inclusion Leader The teaching assistants are performance managed by a range of senior managers	Inclusion Leader Senior Managers	The impact of interventions are reviewed termly during pupil progress meetings and on a needs basis should the adult deem an

		TAs are trained in Emotional First Aid to support other children across the school. The Learning Mentor is trained to deliver a range of emotional support including anger management, Lego therapy and motivational interviewing.			intervention to not be working
Support vulnerable families	Family Support Coordinator	Milton Park has a considerable number of families who need emotional support at any given time. Unless this is achieved, children are not in a state to learn. The Family Support Coordinator supports parents who are having a difficult time including family members in prison, domestic abuse, drugs and alcohol difficulties, eviction etc. She also supports families on CIN and CP plans.	The Family Support Coordinator is line managed and performance managed by the Inclusion Leader.	Inclusion Leader	These are reviewed on a needs basis as turbulence levels are high and needs arise frequently.
Attainment Targets					
Early Years					
Year 1	80% of children to achieve ARE in reading, 75% in writing and 82% in maths and 78% to reach the age expectations for phonics				
Year 2	80% of children to achieve ARE in reading, 75% in writing and 80% in maths and 63% to pass the phonics retake				
Year 3	68% of children to achieve ARE in reading, 61% in writing and 60% in maths				
Year 4	76% of children to achieve ARE in reading, 65% in writing and 78% in maths				
Year 5	78% of children to achieve ARE in reading, 67% in writing and 71% in maths				
Year 6	84% of children to achieve ARE in reading, 66% in writing and 78% in maths and 80% to reach expectations in GPS				