

# Senacre Wood Primary School Pupil premium strategy statement

1. Summary information					
School	Senacre Wood Primary School				
Academic Year	2017-2018	Total PP budget	£75,101	Date of most recent PP Review	09.03.16
Total number of pupils	207	Number of pupils eligible for PP	51	Date for next internal review of this strategy	April 2018

2. Current attainment				
Year 6 2016-2017: 10 PP pupils Year 2 2016-2017: 9 PP pupils	Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)	
	KS2	KS1	KS2	KS1
% achieving the expected standard or above in reading, writing and maths	30%	38%	60%	81%
% achieving the expected standard or above in reading	40%	50%	70%	90%
% achieving the expected standard or above in writing	70%	50%	85%	86%
% achieving the expected standard or above in maths	30%	63%	85%	90%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Oral language skills in EYFS are lower for pupils eligible for PP than for other pupils. This slows reading, writing and phonics progress in subsequent years.
<b>B.</b>	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1. This prevents high achievement in Key Stage 2.
<b>C.</b>	Non PP children outperform PP children at the end of every Key Stage in reading and maths
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance rates for pupils eligible for PP are 94%

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved oral language skills pupils eligible for PP in EYFS.	Pupils eligible for PP in EYFS make rapid progress by the end of the year so that all pupils eligible for PP meet GLD. Pupils are exposed to high quality language across the school.
<b>B.</b>	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as other pupils identified as high ability, across Key Stage 2 in reading, writing and maths.
<b>C.</b>	Non PP children outperform PP children at the end of every Key Stage in reading and maths	Pupils eligible for PP at the end of KS1 and KS2 make rapid progress in

		reading and maths by the end of the year so that all pupils eligible for PP meet age related expectations.
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 94% to 96% in line with 'other' pupils.

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?
A) Improved oral language skills pupils eligible for PP in EYFS.	Train staff to use Speech Link in order to identify and manage language difficulties in FS.	This programme allows early identification and a structured support plan to be put in place to diminish the difference quicker. Speech Link needs to be used to assess children before they can be referred to the Speech Therapist team.	<ul style="list-style-type: none"> <li>Observations</li> <li>CPD</li> <li>Assessment data</li> </ul>	SENCO	Termly
B) Higher rates of progress across KS2 for high attaining pupils eligible for PP.	CPD on providing challenge for high attaining pupils	High ability PP pupils aren't achieving Greater Depth compared to Non PP pupils. We want to ensure that PP pupils can achieve high attainment as well as reaching the expected standard. Teachers will be trained to provide appropriate challenge for these pupils.	<ul style="list-style-type: none"> <li>Staff meetings and twilights</li> <li>Observations</li> <li>CPD</li> </ul>	English and Maths Lead	Termly
C) Diminish the gap between PP and Non PP children at the end of every Key Stage across all areas.	Termly Pupil progress meetings with Pupil Premium coordinators to highlight individual needs in each class.	Analysis of our KS1 and KS2 results highlight that the attainment gap between PP and Non PP children remain. Therefore termly pupil progress meetings have a greater emphasis on discussions of all PP children and identify individualised strategies to diminish the gap. These are then recorded on class provision maps and are carefully monitored during the term.	<ul style="list-style-type: none"> <li>Staff training</li> <li>Writing moderation in school and across schools</li> <li>Monitoring activities including: book scrutiny, lesson observations, triangulation of data, books and teaching.</li> <li>Provision Maps</li> </ul>	SLT	Termly
<b>Total budgeted cost</b>					£26,536
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?

A) Improved oral language skills pupils eligible for PP in EYFS	TA delivers a bespoke Speech Link programme based on the needs of the individual child.	The programme has a proven track record of accelerating the oral language skills of young children. Furthermore the programme identifies children who require additional support from outside agencies.	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Assessments</li> </ul>	SENCO	Termly
B) Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Individualised home-learning packs for higher attaining PP pupils.	There has been proven impact from previous years that individualised packs are effectively utilised.	<ul style="list-style-type: none"> <li>• Assessments</li> <li>• Provision maps</li> <li>• Pupil progress meetings</li> </ul>	PP coordinator	Termly
	TA led higher ability intervention groups	To further diminish the difference between high attaining non PP children and PP children.	<ul style="list-style-type: none"> <li>• Assessments</li> <li>• Provision maps</li> <li>• Pupil progress meetings</li> </ul>	PP coordinator Maths lead English lead	Termly
	Targeted individual support to access Greater Depth learning	Provision map analysis has shown that when children have been supported in accessing greater depth learning, their attainment rises.	<ul style="list-style-type: none"> <li>• Assessments</li> <li>• Provision maps</li> <li>• Pupil progress meetings</li> </ul>	PP coordinator Maths lead English lead	Termly
	Pupil conferencing	Evidence from book scrutiny has highlighted the immediate impact on learning following discussions with class teacher.	<ul style="list-style-type: none"> <li>• Assessments</li> <li>• Provision maps</li> <li>• Pupil progress meetings</li> </ul>	PP coordinator Maths lead English lead	Termly
C) Diminish the gap between PP and Non PP children at the end of every Key Stage across all areas.	Qualified teacher working with focus PP children 3 mornings per week in Year 6.	Evidence shows that in 2017, the additional teacher support ensured that 100% of PP children in the focus group made progress.	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Book scrutiny</li> <li>• Assessments</li> <li>• Provision maps</li> <li>• Pupil progress meetings</li> </ul>	PP coordinator Maths lead English lead	Termly
	Beanstalk provision	Proven accelerated progress in Reading.	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Assessments</li> <li>• Provision maps</li> <li>• Pupil progress meetings</li> </ul>	PP coordinator English lead	Termly
	Qualified specialist Maths teacher	Maths is a whole school focus and there are significant gaps between PP and Non PP children's achievement in Maths.	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Assessments</li> <li>• Provision maps</li> <li>• Pupil progress meetings</li> <li>• Book scrutiny to show rapid progress</li> </ul>	PP coordinator Maths lead	Termly

	TA spelling, phonics and reading support for PP children	Proven accelerated progress in Phonics.	<ul style="list-style-type: none"> <li>Phonics training for staff</li> <li>Observations</li> <li>Mock phonic screenings</li> <li>Pupil progress meetings</li> </ul>	Phonics leader	Termly
	Educational Psychologist	To provide us with expert advice and strategies to support behaviour and engagement levels of identified children	<ul style="list-style-type: none"> <li>Well-being profiles</li> <li>Provision maps</li> <li>Educational psychologist reports</li> </ul>	SENCO	3x per year
D) Increased attendance rates for pupils eligible for PP.	FLO's 'Managing Illness project'	To ensure that children who are missing days of school due to illness are fully supported to ensure that they can achieve the best possible academic progress.	<ul style="list-style-type: none"> <li>Attendance records</li> </ul>	FLO	Termly
<b>Total budgeted cost</b>					£32,706

### 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 lead	When will you review implementation?
B) Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Free breakfast Club for PP children	Children who are nutritionally provided for develop better and are able to concentrate better .Promoting healthy lifestyle and wellbeing. Proven impact improving punctuality and attendance.	<ul style="list-style-type: none"> <li>Well being profiles.</li> <li>Pupil voice.</li> <li>Attendance figures</li> <li>Punctuality figures</li> </ul>	FLO	3 x yearly
C) Diminish the gap between PP and Non PP children at the end of every Key Stage across all areas.	Free Milk for PP children in KS1	Children who are nutritionally provided for develop better and are able to concentrate better. Promoting healthy lifestyle and wellbeing.	<ul style="list-style-type: none"> <li>Pupil voice.</li> <li>Well being profiles</li> </ul>	FLO	Termly
D) Increase attendance rates for PP children	Contribution towards PE kits, water bottles and clothing.	Correct clothing and equipment helps children to access activities and to feel comfortable at school (leading to better attendance).	<ul style="list-style-type: none"> <li>Pupil voice.</li> <li>Wellbeing profiles,</li> </ul>	FLO	Termly
	Project Salus	Promoting wellbeing and behaviour support. Improved wellbeing and behaviour increases engagement in class.	<ul style="list-style-type: none"> <li>Pupil and parent/carer voice.</li> <li>Wellbeing profiles</li> <li>SDQ assessments</li> <li>Pupil Progress Meetings</li> <li>Provision Maps</li> </ul>	SENCo	10 weekly
	Play Therapy	Promoting wellbeing and behaviour support. Improved wellbeing and behaviour increases	<ul style="list-style-type: none"> <li>Pupil and parent/carer voice</li> <li>Wellbeing profiles</li> </ul>	SENCo	Termly

		engagement in class.	<ul style="list-style-type: none"> <li>• Behavioural assessments</li> <li>• Pupil Progress Meetings</li> <li>• Provision Maps</li> </ul>		
	Family Liaison Officer	Assist in enabling PP pupils to have full access to educational opportunities and overcome barriers to learning and participation, such as poverty, lack of materials, parental support and engagement, referrals to supportive agencies.	<ul style="list-style-type: none"> <li>• Attendance figures</li> <li>• Parental engagement</li> <li>• Pupil voice</li> <li>• Outcomes from outside agencies met</li> <li>• Pupil Progress Meetings</li> <li>• Provision Maps</li> </ul>	HT	Termly and Appraisals
	Enrichment Experiences	First hand experiences give opportunities to apply learning in different contexts to make learning purposeful. Providing memorable learning experiences that the child can draw on for learning.	<ul style="list-style-type: none"> <li>• Wellbeing profiles</li> <li>• Pupil Voice</li> </ul>	SLT	3 x yearly
<b>Total budgeted cost</b>					£15,860

## 6. Review of expenditure

Previous Academic Year

### 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 (and whether you will continue with this approach)	Cost

### 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

### 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

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
 Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)