



## Pupil Premium 2016-2017 Expenditure Plan

School Lead: Headteacher (Assessment Manager)/Inclusion Manager (PP Champion)

Funding: £141 175

### Objectives:

- To track attainment and progress of pupil premium eligible pupils (focus on more able) to identify, discuss and address underachievement immediately.
- To develop 'quality first' teaching, raising expectations for pupil premium pupils through next steps teaching and specific targeted TA support.
- To further narrow the gap in Reading, Writing and Maths for pupils in Years 1 to 6 using pre teaching and catch up.
- To continue to accelerate rates of progress and increase the GLD for pupil premium pupils in Reception through the employment of an additional TA to reduce pupil to adult ratio; focus on narrowing the school attainment gap and national attainment gap between pupil premium pupils and non-pupil premium pupils.
- To focus specifically on Year 6 pupil premium pupils to ensure they are 'secondary ready'.
- To track specifically the progress of the pupil premium pupils for Phonics in Year 1 and provide intervention to narrow the attainment gap between pupil premium eligible pupils and the non-pupil premium pupils.
- To further develop the outdoor classroom environment for Early Years to increase progress and attainment in 'Understanding of the World' and 'Expressive Arts and Design' for pupil premium pupils.
- To employ ARTIS to focus on reading, listening, speaking and writing skills with a focus on developing and impacting upon the spoken and written language of our pupil premium pupils, in particular.
- To continue to provide a broad range of enrichment activities, e.g. theatre visit and school trips linked to thematic curriculum
- To deliver reading training for the whole staff team and individual staff to focus explicitly on developing reading comprehension skills for the pupil premium pupils.
- To develop a 'love to read' culture in the school with an emphasis on pupil premium pupils.
- To buy additional resources specifically to track and booster progress in Reading, Writing and Maths, i.e. revision guides, Testbase subscription, tests, etc...
- To target attendance and punctuality with an emphasis on pupil premium pupils; to increase 0.5% from 94.7% (2016) to 95.2% in 2017
- To ensure the achievement of pupil premium pupils is a high priority for all staff and are included in whole school staff appraisal targets.

Objective	Provision	Intended impact / Desired Outcomes	Evaluation
<p>To track attainment and progress of pupil premium eligible pupils to identify, discuss and address underachievement immediately.</p>	<p>Half termly tracking of attainment and progress for all pupils with PP eligible pupils highlighted on all tracking, with a focus on the more able pupil premium pupils. End of year targets set to include more able pupil premium pupils for greater depth of learning. Tracking to ensure this happens and underachievement is addressed through PPMs.</p>	<p>All children, especially the vulnerable pupils, are making good progress from their individual starting points. Attainment is improving for pupil premium pupils through precise targeting. Greater depth of learning is tracked throughout the year to ensure more able pupils achieve the higher outcomes and remain 'on track'.</p>	<p><b>2017 KS2 RWM</b> com exp for PP = 82% &amp; GD = 9% (Na exp 67% &amp; GD = 11% )</p> <p><b><u>KS2 PP Results for 'expected' as follows:</u></b>  Re 91% (Na Other 77%)  Wr 82% (Na Other 81% )  Ma 100% (Na Other 80%)  SPaG 91% (Na Other 82%)</p> <p><b>Y6 PP pupils all significantly above National Other for Re, Wr, SPaG &amp; Ma.</b></p> <p><b>KS2 PP progress scores well above expected progress measures</b>  Results for PP pupils as follows:  Re= +4.52  Wr= +3.27  Ma= + 5.23</p> <p><b><u>KS1 PP Results for 'expected' as follows:</u></b>  Re 77% (Na Other 79%)  Wr 73% (Na Other 72%)  Ma 77% (Na Other 79%)  Y2 PP pupils all broadly in line with National Other for Re, Wr &amp; Ma.</p>

<p>To develop 'quality first' teaching, raising expectations for pupil premium pupils through next steps teaching and targeted support.</p>	<p>Rushall Advisory Service Team to deliver CPD for all staff to raise aspirations and expectations for all. Consultant 1 to 1 support to develop quality first teaching. Moderation of learning 1 to 1 - identifying next steps; focus specifically on pupil premium pupils.</p>	<p>Teachers' expectations for all pupils raised - lessons are challenging and meet pupils' needs, especially for the more able and disadvantaged. Gap between vulnerable pupils and others is narrowing.</p>	<p><b>80% Teaching is Good or better</b> as noted in the Teaching and Learning profile. Staff identify Pupil Premium pupils on planning and in teaching - questioning aimed at the PP pupils to ensure acceleration through quality first teaching.</p>
<p>To further narrow the gap in Reading, Writing and Maths for pupils in Years 1 to 6 using pre teaching and catch up. To continue accelerating rates of progress; increase the GLD for pupil premium pupils in Reception through the employment of an additional TA with a focus on narrowing the school and national attainment gap.</p>	<p>TAs trained to provide pre-teach or 'plug the gap' booster for Maths, Reading and Writing. Additional TA to reduce adult to pupil ratio in EYs and for SEND/pupil premium pupils across the whole school</p>	<p>Significant increase in 'expected' and 'higher' level for pupils from the start of the year to the end of the year. Increase in GLD for pupil premium pupils at the end of EYFS, particularly for exceeding. Pupil premium pupils who are also SEND have improved outcomes, particularly at end of EYs, Y2 and Y6. Increased rate of progress to exceed 'expected progress' from KS1 to KS2</p>	<p><b>More</b> pupil premium pupils on track by <b>End of Year</b> in Rec, Y2 &amp; Y6 for GLD, 'expected' or 'higher' as shown by year groups below:</p> <p><b>At Baseline</b> 'on track' PP pupils for GLD = 5/12= 42% <b>End of Year</b> 'on track' PP pupils for GLD = 12/15= 80% 7 extra pp pupils achieve their GLD through precise tracking and targeting.</p> <p><b>Y2: Start</b> Re 19/23= 83% to <b>End</b> 17/21= 81% and GD 3/21= 14% <b>Start</b> Wr 18/23= 78% to <b>End</b> 15/21 = 71% and GD 2/21= 10% <b>Start</b> Ma 18/23= 78% to <b>End</b> 16/21 = 76% and GD 2/21= 10%</p> <p><b><u>KS1 PP Results for expected as follows:</u></b> Re 77% (Na Other 79%)</p>

			<p>Wr 73% (Na Other 72%)  Ma 77% (Na Other 79%)  <b>Y2 PP</b> pupils all broadly in line with National Other for Re, Wr &amp; Ma.  <b>Y6: Start</b> Re 3/11= 27% to <b>End</b> 10/11 91% and <b>GD</b> 2/11= 18%  <b>Start</b> Wr 5/11= 45% to <b>End</b> 9/11 = 82% and <b>GD</b> 1/11= 9%  <b>Start</b> SPaG 6/11= 55% to <b>End</b> 10/11= 91% and <b>GD</b> 2/11= 18%  <b>Start</b> Ma 3/11= 27% to <b>End</b> 11/11 = 100% and <b>GD</b> 4/11= 36%</p> <p><b><u>KS2 PP Results for expected as follows:</u></b>  Re 91% (Na Other 77%)  Wr 82% (Na Other 81% )  Ma 100% (Na Other 80%)  SPaG 91% (Na Other 82%)</p> <p><b>Y6 PP</b> pupils all <b>significantly above</b> National Other for Re, Wr, SPaG &amp; Ma.</p>
<p>To track specifically the progress of the pupil premium pupils for Phonics in Year 1 and provide intervention to narrow the attainment gap between pupil premium eligible pupils and the non-pupil premium pupils.</p>	<p>Tracking half termly, phonics progress of PP eligible pupils in Y1 in comparison to non-pupil premium pupils.</p> <p>Pupils to have additional support/booster to accelerate the rate at which young pupils learn to read.</p>	<p>Y1 phonics screening shows an increase rate of success in PP eligible pupils so there is a narrowing of the gap.</p>	<p>PP pupils received additional Phonics teaching to accelerate the acquisition of their early reading skills.</p> <p><b>10/12 PP pupils achieve success</b> in the Phonics Screening Check in Y1. PP = 83% - this is <b>in line with Na Other for 2017 (84%)</b></p>

<p>To further develop the outdoor classroom environment for Early Years to increase progress and attainment in 'Understanding of the World' and 'Expressive Arts and Design' for pupil premium pupils.</p>	<p>Refurbish the outdoor Nursery and Reception Classroom, purchasing purposeful quality furniture and resources. Monitor use and ensure resources are utilised effectively to impact on learning.</p>	<p>Summer born, boys, pupil premium and SEND make accelerated progress from their low starting points. There are opportunities for purposeful talk and language skills are increased. GLD for this vulnerable group is increased upon last year. Baseline Results 2016: 'On track' for GLD PP = 3/14 = 21% Non PP = 6/16 = 38%</p>	<p>Baseline Results 2016: 'On track' for GLD PP = 3/14 = 21% Non PP = 6/16 = 38% <b>End of Year 2017 Data</b> PP &amp; Non PP pupils achieving GLD is as follows: PP = 12/15 = 80% Non PP = 10/12 = 83% Only 3% gap between PP &amp; Non PP</p> <p><b>End of Year 2016 Data</b> PP &amp; Non PP pupils achieving GLD is as follows: PP = 7/12 = 58% Non PP = 16/18 = 89% 31% gap between PP &amp; Non PP</p> <p>The disadvantaged gap is significantly reduced year on year and is almost closed.</p>
<p>To continue to provide a broad range of enrichment activities, e.g. theatre/beach visit and school trips linked to the thematic curriculum</p>	<p>Provide a range of visits out to places of interest or a visit from a company to motivate learners and enhance their learning.</p> <p>Visit to a theatre to see a live performance.</p>	<p>An enrichment Curriculum with experiential learning at the core; engages and inspires pupils and promotes enquiring minds. Pupils' first-hand experience is shown via impact on outcomes, especially for the pupil premium pupils.</p> <p>Pupil premium pupils develop a love for the arts and culture. Experience allow pupils to understand how</p>	<p>An engaging curriculum that had an impact on attendance - pupils want to be in school <b>2016 Pupil Premium Attendance = 94.7%</b> <b>2017 Pupil Premium Attendance = 95.5%</b></p> <p>Impact on pupil premium pupils' Reading outcomes through first hand experiential learning. Results</p>

		<p>reading stories/poetry is transferred to stage - impact on own performance. Reading fluency improves and vulnerable groups develop confidence in the spoken language.</p>	<p>below for <b>READING from Sum 2 2016 to Sum 2 2017</b>: Expected Progress is 6 steps. Most cohorts made more than expected progress in reading - see below  Y1 +6.6 steps  Y2 +6.4 steps  Y3 +6 steps  Y4 +7.6 steps  Y5 +6.5 steps  Y6 +7.8 steps  Impact on pupil premium pupils' Writing outcomes through first hand experiential learning. Results below for <b>WRITING from Sum 2 2016 to Sum 2 2017</b>: Expected Progress is 6 steps. Most cohorts made more than expected progress in writing - see below  Y1 +6.2 steps  Y2 +6.3 steps  Y3 +6.1 steps  Y4 +6.3 steps  Y5 +7.4 steps  Y6 +8.2 steps</p>
<p>To deliver reading training for the whole staff team and individual staff to focus explicitly on developing reading comprehension skills for the pupil premium pupils.</p>	<p>Quality first teaching of reading has a greater focus on strategies development.</p>	<p>All pupils, especially pupil premium pupils have a better understanding of how to answer specific types of questions and understand what strategies are required. Pupils develop stamina for tackling reading comprehension at length.</p>	<p>PP pupils have scored significantly better in their Reading results in comparison to the previous year:  <b>2016 Y2 Re</b> PP pupils = 70% v Na Other 78%  <b>2017 Y2 Re</b> PP pupils = 77% v Na Other 79%</p>

			<p>2016 Y6 Re PP pupils = 31% v Na Other 71%</p> <p>2017 Y6 Re PP pupils = 91% v Na Other 77%</p>
<p>To develop a 'love to read' culture in the school with an emphasis on pupil premium pupils.</p> <p>To nurture a 'reading for pleasure and enjoyment' culture across the whole school, developing and enriching books and resources to promote this.</p>	<p>Each year group allocated a 'significant author' collection of books.</p> <p>Each year group to have a 'Booklist' allocation from a range of text types and authors.</p> <p>Staff encourage all pupils, especially the pupil premium pupils to read widely and set up challenges to develop competitiveness to motivate.</p>	<p>A 'love to read' culture develops across the whole school and impacts on pupils' outcomes for reading, especially for the pupil premium pupils.</p>	<p>Most cohorts made more than <b>expected progress</b> in reading from <b>Sum 2 2016 to Sum 2 2017</b> - see below</p> <p>Y1 +6.6 steps  Y2 +6.4 steps  Y3 +6 steps  Y4 +7.6 steps  Y5 +6.5 steps  Y6 +7.8 steps</p> <p>Impact on pupil premium pupils' Writing outcomes through first hand experiential learning.</p> <p>Percentage of children working at <b>age-related expectations increased</b> by end of year:</p> <p>Y1 from 58% to 77%  Y2 from 83% to 81%  Y3 from 67% to 76%  Y4 from 40% to 87%  Y5 from 40% to 60%  Y6 from 27% to 91%</p>
<p>To buy additional resources specifically to track and booster progress in Reading, Writing and Maths, i.e. revision guides, Testbase subscription,</p>	<p>Purchase of Sandwell Numeracy Test and Testbase subscriptions.</p>	<p>For pupil premium pupils, Maths attainment for 'expected' and greater depth' increases and progress at KS1 and KS2 is improved upon the previous year.</p>	<p>Additional resources used by every member of staff half termly and termly.</p> <p>Used in pupil progress meetings to track progress and target pupils</p>



tests, etc...			<p>for additional interventions. See examples of improvement below:  <b>2017 Y6 PP Ma</b> = 100% expected &amp; 36% greater depth v Na Other 80% expected &amp; 27% greater depth COMPARED WITH  <b>2016 Y6 PP Ma</b> = 92% expected &amp; 15% greater depth.</p> <p><b>2017 Y2 PP Ma</b> = 77% expected v Na Other 79% expected  COMPARED WITH  <b>2016 Y2 PP Ma</b> = 70% expected.</p>
To target and increase attendance and punctuality with an emphasis on pupil premium pupils; to increase 0.5% from 94.7% (2016) to 95.2% in 2017	Incentivise individual pupils for attendance with prizes for termly attendance and class prizes for weekly attendance.	Attendance for pupil premium is increased to 95.2% - an increase of 0.5% on last year.	<p><b>2017 attendance for PP pupils</b> = 95.5%  - an increase of 0.8 on previous year, 2016</p>
To ensure the achievement of pupil premium pupils is a high priority for all staff and are included in whole school staff appraisal targets.	All staff to have appraisal targets to accelerate rates of progress for PP eligible pupils.	A minimum of 66% pupil premium pupils are working at age-related expectations by the end of the year.	<p>8 out of 9 teachers met their appraisal target of ensuring 66% pp pupils within their cohort to be working at age-related expectation.  ALL staff ensure PP achievement and acceleration is a high priority. Planning, teaching and learning demonstrate this and in particular, teacher questioning is utilised effectively to ensure PP pupils' engagement in learning.</p>