

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	RENISHAW PRIMARY SCHOOL				
Academic Year	2016/2017	Total PP budget	£44,440	Date of most recent PP Review	N/A
Total number of pupils	216	Number of pupils eligible for PP	48	Date for next internal review of this strategy	MAR 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected level or above in reading, writing & maths (or equivalent)	25%	75%
% making at least expected levels of progress in reading (or equivalent)	25%	92%
% making at least expected levels of progress in writing (or equivalent)	63%	95%
% making at least expected levels of progress in maths (or equivalent)	50%	91%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Poor social and prime area skills at Nursery level entry. Below age related expectations; lack of key skills etc.
B.	Behaviour issues for a proportion on PP children, whose needs affect their learning and that of their peers.
C.	Social and economic factor, including life experiences.
D.	High proportion of PP and general population children with social, emotional and behavioural needs.
E.	PP and general population children's reading is below the national average, across all cohorts.
F.	Oral language skills of children in Foundation Stage below age related expectations.
G.	Children not working at age related expectation for SPaG.
H.	PP and general population children with specific learning and behavioural problems lacking in expected progress.
I.	Classroom size not adequate for full class of KS1/2 children. Lack of space diminishes quality of teaching and learning.

E.	Improved end of year assessment results. Increased in-class progress in reading. Reading booster group set up for after school for Y6 children.	Increased comprehension activities in addition to English in KS2. On-going Teacher assessment and end of term/year assessments.
F.	Closing the gap in phonics and speech and language. Increased teaching assistant hours, to carry out focused interventions and target work.	Termly assessments, end of year assessments. Improved % of Year 1 children meeting phonics screening standard.
G.	Children's attainment raised in spelling, grammar and punctuation across KS1 and KS2. Subscription to SPaG.com and Nessy.com.	Termly assessments and end of year assessments to show improvements. Improved spellings including EGPaS.
H.	Children identified and supported in order to accelerate progress.	Early identification of children needing support and their specific needs. Additional Educational Psychologist provision procured. Measured improvement in identified children's progress.
I.	Employment of additional staff member to ensure class sizes can remain smaller and within room capacity in order to achieve quality first teaching and learning.	Anticipated impact at least expected progress for all disadvantaged pupils. Monitored by end of year assessments.
J.	Increased attendance of PP children's parents at parent's evenings, coffee mornings, book viewing opportunities and celebration assemblies.	Measured by register of attendance at events, results showing an increase. Parent's questionnaires reflect greater parental support in child's learning.

K.	Identified PP children provided daily with milk and a piece of fruit/snack; first thing/break/lunchtime or when required during the day. Increased readiness for learning.	Measured through classroom observations and assessments.
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5. Planned expenditure

Academic year	2016/2017
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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

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?
Improved social and prime area skills, key skills developing, at age related expectation.	Promotion of early years or early childhood interventions and courses. Well qualified and well trained staff.	Early years interventions have an impact of five additional months' progress and appear to be particularly beneficial for children from low income families.	Development of positive relationships between staff, children and parents. Consistent information sharing with outside agencies regarding provision.	Foundation staff	On a termly basis
Improved end of year assessment results. Increased in-class progress in reading.	Reading booster group set up for Y6 children. Extra reading comprehension strategies in addition to English in KS2.	On average, reading comprehension approaches improve learning by an additional 5 months' progress over the course of a school year. Particularly effective for older readers who are not making expected progress.	Using a successful reading approach, targeting activities for pupils according to their reading abilities. Ensuring texts provide effective challenge but are not overwhelming.	All teaching staff/English co-ordinator.	July 2017

Closing the gap in phonics and speech and language.	1:1 and small group provision with S&L programmes and language intervention.	Some children to follow specific programmes provided by external S&L service. Other children need targeted support to develop/improve key skills at Foundation level.	Additional TA hours to ensure provision can be prepared for and delivered in a timely manner. This ensures it does not impact on the rest of the cohort.	Foundation staff	March 2017
Children's attainment raised in spelling, grammar and punctuation across KS1 and KS2.	Subscription to SPaG.com and Nessy.com. Staff training, small group intervention.	Recommended by other schools, easy administration of material and instant feedback of attainment and progress. Children can access both programs at home.	Ongoing assessments from completed material. Small group work with focused material. Support staff trained and released to deliver 1:1/small group interventions.	Teaching staff/SENCO	July 2017
Employment of additional staff member to ensure class sizes remain smaller, to achieve quality first teaching and learning.	Ensuring class size is not absorbed into 2 other split classes, due to pupil numbers and room capacity. Change in teaching approach.	It is suggested that smaller class sizes can increase the range of approaches a teacher can employ and the amount of attention each student will receive. Benefits on attainment can be identified, in addition to improvements on behaviour and attitudes. Improve quality and quantity of feedback to pupils.	Appointing additional staff member to ensure split classes are not needed. Supporting professional development to learn and develop teaching skills and approaches. Lesson observations of Teaching and Learning show that all lessons are never less than 'good'.	Head Teacher/SLT	March 2017
Total budgeted cost					£32032.00
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?
1. Identified children given access to available in-school support 2. Behaviour issues addressed with identified PP children	Nurture group available to identified children to manage their specific needs. Provide support for 1:1 and small groups.	Mentoring is offered to young people who are hard to reach or deemed to be at risk of educational failure or exclusion. Often used as a tool to try and build confidence, develop resilience and character, but also improvement in academic performance.	Monitoring and ensuring all children have made progress from their starting point through formal assessments, observations and continual feedback sessions with the Learning Mentor. Development of nurture provision to encompass behavioural, social and emotional issues.	Head Teacher/SLT Learning Mentor	July 2017

Children identified and supported in order to accelerate progress.	Early identification of children with specific needs. Additional support from Educational Psychologist in addition to general school package.	Qualified and experienced staff available through package procurement from DCC. Previous school experience of the service and its implementation and success. Cost effective Local Authority service, tailored to school needs.	Regular feedback sessions and reports from the Educational Psychologist service. Measured improvement in identified children's progress.	Head Teacher/SLT /SENCO	March 2017
Total budgeted cost					£7015.00
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?
All children to access school visits/trips/sporting events etc.	Inform parents/guardians about visits/events as early as possible. Broad range of educational visits and events available throughout the year; relevant to curriculum and local/national events.	Experiential learning increases life experiences, sensory capacity and offers additional options, ideas and formed opinions. Provides additional imagination opportunities.	Monitored by teaching and office staff, ensuring no child misses out on available opportunities. Costing kept to a minimum to ensure trips affordable.	Head Teacher/ Teachers/ Office Staff	March 2017
Increased attendance of PP children's parents at parent's evenings, coffee mornings, book viewings etc.	Parent/child events after school to understand new areas of learning, e.g. EYFS Maths workshop, SATs information evening for Y6 etc.	Parent/Guardian participation increases understanding and support for child's learning at home. Encourages parents to seek advice or support if unsure how to help. Parental involvement enforces positive attitudes towards education.	Ensure events are promoted promptly through various media. Offer small incentives e.g. prize draw, raffle, refreshments etc.	Head Teacher	March 2017

Identified PP children provided daily with milk and a piece of fruit/snack; first thing/break/lunchtime or when required during the day.	Milk provided through school milk scheme. Milk alternative purchased for identified children. Fruit purchased or provided from surplus school fruit supply.	Increased readiness for learning and helps children concentrate at school.	Information regularly updated to ensure all eligible children are catered for.	Office Staff	March 2017
1.Pupil Premium Audit	Pupil Premium strategy and spend audited by Local Authority advisor.	To promote transparency and consistency of available information. To benefit from the experience and knowledge of senior Local Authority staff. Ensure we have the latest information available.	Spend strategy to be overseen by Governing Board and SLT, reviewed regularly based on changing PP children on role. Needs consistently assessed and updated/amended as needed.	Governing Board/Head Teacher/ Assistant Head/ School Business Manager	March 2017
2. Additional technology and resources purchased to support identified children.	1:1 activities for children.	Minimise disruption and distress to reduce impact on the learning of identified children and their peers.	Supported by 1:1 TA work and intervention.	Head Teacher/ Teachers/ Support Staff	March 2017
Total budgeted cost					£3770.00

a. Review of expenditure				
Previous Academic Year		<i>INFORMATION WILL APPEAR IN THIS SECTION IN SUBSEQUENT YEARS</i>		
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

b. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.