

## Pupil Premium Report - Autumn 2016

*Pupil Premium Grant (PPG) pupils are those eligible for the Pupil Premium Grant as a result of inclusion in any of the following groups: CLA and FSM including Ever 6, children from service families (Ever 3).*

*We currently have 60 PPG pupils on Roll. are currently FSM and 1 service child. There are no CLA pupils in school.*

### 17 PUPIL PREMIUM PLAN

The Sutton Trust considers a range of strategies for raising achievement. It uses a range of evidence to identify the impact of each approach alongside the implications. Our plan is based on the some of the higher impact strategies indentified by the Sutton Trust, with the aim of targeting our approach towards those strategies and interventions that so that have a track record of success.

	<b>Pupil Premium Allocation 2016/17</b> <b>Top up-</b> <b>Total</b> <b>Total spend</b> <b>Contingency</b>	<b>£76860</b> <b>£2340</b> <b>£79200</b> <b>£79200</b> <b>£0</b>	
<b>Barriers</b>	<b>Actions</b>	<b>Costs</b>	<b>Evaluation at the end of academic Year</b>
Group identified that struggle with basic skills in writing. Achieving behind cohort	<b>1:1 mentoring by HLTAs one afternoon a week – Year 6</b> <i>Research - Short periods of intensive sessions tend to have the most impact.</i> <i>–1:1 tuition is very effective in helping learners to catch up</i>	£3, 500	<p>Moved from 29% pp children achieving are in writing to 50%</p> <p>82.4 PP children made good progress</p> <p>52% very strong progress</p>

<p><b>PP children working below their cohort need rapid intervention to catch up with peers. Gap widens as children fall behind with main class teaching</b></p>	<p><b>Teaching Assistant targeted group work</b> as detailed on class provision maps.  <i>Research - Teaching Assistants are most effective when leading a specific intervention program or when they work closely with the class teacher.</i></p> <p><b>Teaching Assistant CPD</b>  <i>Research - Schools should think carefully about the training and deployment of TA's.</i></p> <p><b>Targeted teacher acceleration group work</b> as detailed on class provision maps.  <i>Research - Intensive tuition in small groups is highly effective</i>  - A qualified teacher is more likely to achieve greater progress and raise attainment.</p>	<p>£20,000</p> <p>£1,200</p> <p>£7,000</p>	<p>Standards meetings and provision maps used to track data of this cohort. Although progress was made not rapid enough in line with non PP groups. Closer in line in reading but too wide a gap in maths</p> <p>See tables below</p>
<p><b>Children needing to make rapid progress need quality first teaching</b></p>	<p><b>Training and support to ensure excellent Quality First teaching for all groups of pupils</b>  <b>Whole school teaching development programme including CPD training of Teachers in best assessment practice &amp; securing outstanding teaching &amp; learning.</b>  <i>Research - Meta cognition - Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential</i>  <i>Research –Feedback - Feedback studies tend to show very high effects on learning</i>  - Feed back has effects on all types of learning across all age groups  - Feedback should be specific accurate and clear</p>	<p>£8,000</p>	<p>Intensive CPD support from Herts for Learning to ensure quality outcomes. Teaching profile improved throughout the year. External validation from School Improvement partner</p>
<p><b>Children unable to afford to participate in educational visits</b></p>	<p><b>Educational Visits</b>  <b>Subsidising Educational visits for PPG pupils to participate</b>  <i>Research – Participation can stop feelings of isolation and help to develop more positive opinions and attitudes towards school</i>  - Approaches to learning can have impact on confidence and relationships in school.</p>	<p>£2,000</p>	<p>2017 PGL Trip- 3 Children funded to attend.</p> <p>Nurture for 6 PPG children across the school</p> <p>Contribution to Anglo Saxon Village, Sailing Base, Tring, Welwyn Roman Baths</p> <p>Chexs Enrichment activities</p>

<p>Children achieve below their peers when their lifestyles are effected by home issues</p>	<p><b>Parental Involvement</b>  <b>Parent workshops and Family Support Workers through ChExs</b>  <i>Research – Focused approaches which support parents in working with their children to improve their learning are beneficial</i></p>	<p>£3,500</p>	<p>Chexs activities have shown an increase in participation in school and parental engagement. Details of individual support are confidential</p>
<p>Children achieve below their peers when they have difficulty being prepared for school and learning</p>	<p><b>Pastoral provision</b>  <i>Research - Behaviour interventions - Targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects</i>  <b>Speech &amp; Language Support</b>  <b>Physical Support</b>  <b>Specific Learning Difficulty Support (Bonneygrove)</b>  <b>Glow Room - Nurture group Breakfast club</b>  <b>Emotional Literacy</b>  <b>Circle of Friends</b>  <b>Counselling</b>  Quick access to appropriate counselling provision</p>	<p>£6,000 (Including SENTA salary)</p> <p>£3,000</p>	<p>Sofft data and case studies show improved outcomes for this set of pupils.</p> <p>Extend to specific work on attendance</p>
<p>Pupils achieve below their peers nationally when leadership and management do not identify their needs</p>	<p><b>SENCo Support</b>  <b>0.2 SENCo salary</b>  Meetings, report writing and monitoring</p> <p><b>0.4 Deputy Head Salary- Out of class support for PPG pupils in year 6 and Pupil Premium leader</b></p>	<p>£10,000</p> <p>£16,000</p>	<p>Senco and Deputy released to support these pupils and track intervention. More rigour next year.</p>

## Outcomes for PP Children- National Data

### Year 6 End of KS2

No. in cohort	60	Reading			Writing			Mathematics		
		School All	Disadvantaged		School All	Disadvantaged		School All	Disadvantaged	
			School	Nat Other		School	Nat Other		School	Nat Other
No. of disadvantaged	18									
Progress Score (please indicate if well above or well below national)		-1.6	-2.3	0.3	-1.2	-1.3	0.2	-2.9 (Below national)	-4.6 (Below national)	0.3

### KS2 Diminishing the difference: Percentage of KS2 disadvantaged pupils attaining the expected standard+ compared to national 'other' pupils in 2017

No. in cohort	60	School Year 6 % and number of All pupils at Expected standard+	School Year 6 % and number of Disadvantaged pupils at Expected standard+		School Year 6 % of All pupils achieving the higher standard in R & M/working at greater depth in W	National Other % working at Expected standard+	% Difference between School Disadvantaged pupils and National Other at Expected standard+
			No (e.g. 2/7)	%			
No. of disadvantaged	18						
Reading		67	11/18	61	20	77	-16
Writing		68	11/18	61	18	81	-20
Mathematics		63	8/18	44	13	80	-36
R, W & M		53	7/18	39	5	67	-28

# In school tracking

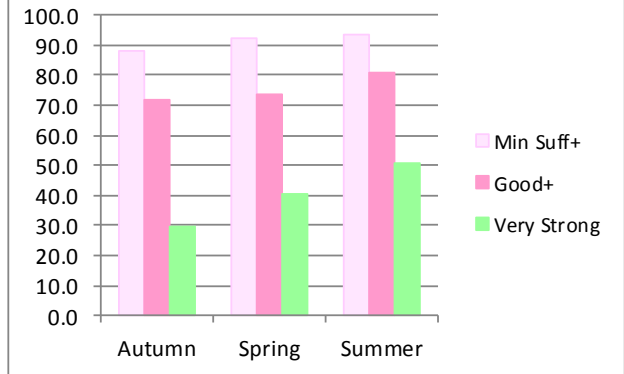
## PP Progress

### READING

AUTUMN	Cohort	Min Suff +		Good +		Very Strong	
		No.	%	No.	%	No.	%
Total	75	66	88.0	54	72.0	22	29.3

SPRING	Cohort	Min Suff +		Good +		Very Strong	
		No.	%	No.	%	No.	%
Total	79	73	92.4	58	73.4	32	40.5

SUMMER	Cohort	Min Suff +		Good +		Very Strong	
		No.	%	No.	%	No.	%
Total	79	74	93.7	64	81.0	40	50.6

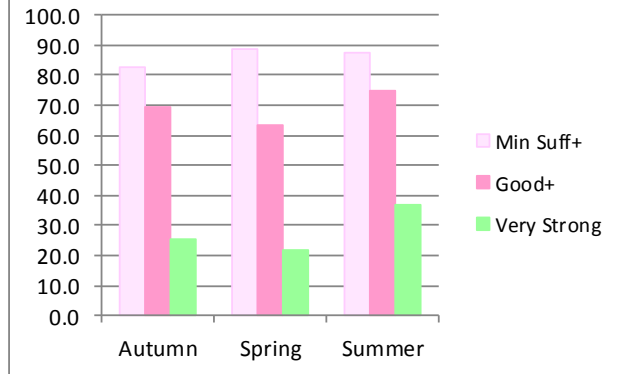


### WRITING

AUTUMN	Cohort	Min Suff +		Good +		Very Strong	
		No.	%	No.	%	No.	%
Total	75	62	82.7	52	69.3	19	25.3

SPRING	Cohort	Min Suff +		Good +		Very Strong	
		No.	%	No.	%	No.	%
Total	79	70	88.6	50	63.3	17	21.5

SUMMER	Cohort	Min Suff +		Good +		Very Strong	
		No.	%	No.	%	No.	%
Total	79	69	87.3	59	74.7	29	36.7

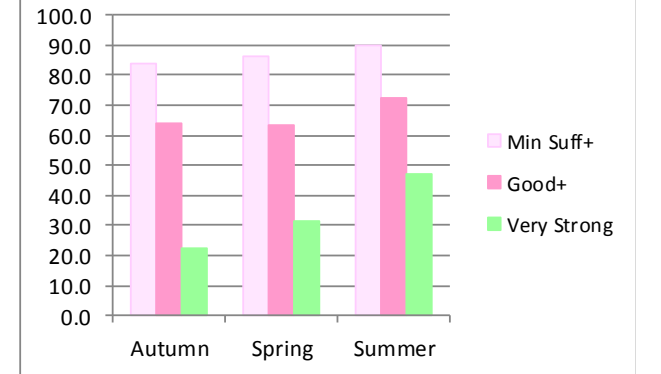


### MATHS

AUTUMN	Cohort	Min Suff +		Good +		Very Strong	
		No.	%	No.	%	No.	%
Total	75	63	84.0	48	64.0	17	22.7

SPRING	Cohort	Min Suff +		Good +		Very Strong	
		No.	%	No.	%	No.	%
Total	78	68	86.1	50	63.3	25	31.6

SUMMER	Cohort	Min Suff +		Good +		Very Strong	
		No.	%	No.	%	No.	%
Total	79	71	89.9	57	72.2	37	46.8



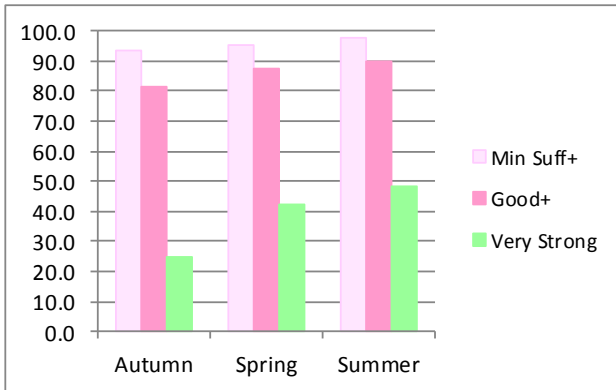
## Non PP Progress Years 3-6

### READING

AUTUMN	Cohort	Min Suff +		Good +		Very Strong	
		No.	%	No.	%	No.	%
Total	224	209	93.3	183	81.7	56	25.0

SPRING	Cohort	Min Suff +		Good +		Very Strong	
		No.	%	No.	%	No.	%
Total	226	216	95.6	198	87.6	96	42.5

SUMMER	Cohort	Min Suff +		Good +		Very Strong	
		No.	%	No.	%	No.	%
Total	227	222	97.8	204	89.9	109	48.0

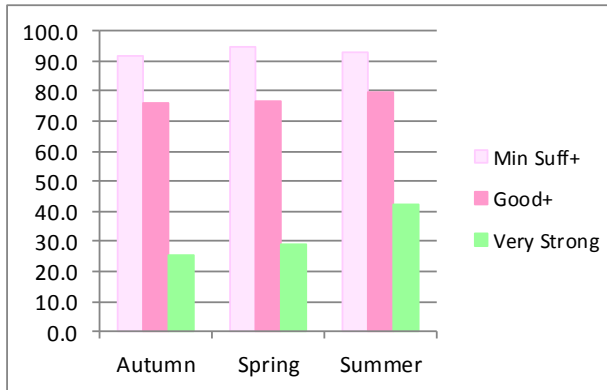


### WRITING

AUTUMN	Cohort	Min Suff +		Good +		Very Strong	
		No.	%	No.	%	No.	%
Total	224	206	92.0	170	75.9	57	25.4

SPRING	Cohort	Min Suff +		Good +		Very Strong	
		No.	%	No.	%	No.	%
Total	226	214	94.7	173	76.5	65	28.8

SUMMER	Cohort	Min Suff +		Good +		Very Strong	
		No.	%	No.	%	No.	%
Total	227	211	93.0	181	79.7	96	42.3

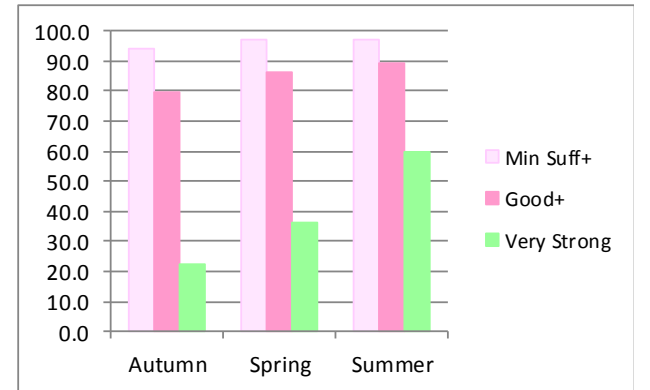


### MATHS

AUTUMN	Cohort	Min Suff +		Good +		Very Strong	
		No.	%	No.	%	No.	%
Total	224	211	94.2	179	79.9	50	22.3

SPRING	Cohort	Min Suff +		Good +		Very Strong	
		No.	%	No.	%	No.	%
Total	226	220	97.3	195	86.3	82	36.3

SUMMER	Cohort	Min Suff +		Good +		Very Strong	
		No.	%	No.	%	No.	%
Total	227	221	97.4	203	89.4	135	59.5



## Action Plan for pupil premium

Objective	Success Criteria	How?	When?	Who?	Resources	Monitoring	Evaluation
All PPG pupils receive quality first teaching - pitched accurately to their learning needs & providing appropriate challenge	100% of teaching for PPG pupils is good or better as evidenced by:  Planning matched to the needs of pupils  Monitoring Outcomes including work scrutiny & lesson observations	Establish the effective use of success criteria to promote excellence & use of assessment information to plan learning well matched to pupils' needs through a Coherent programme of CPD for all teachers and teaching assistants: <ul style="list-style-type: none"> <li>Assessment led planning for learning (Autumn term)</li> <li>effective differentiation that promotes mastery &amp; for SEN/D pupils. (Spring Term)</li> <li>planning for assessment (Autumn, Spring &amp; summer Term)</li> <li>sharing &amp; understanding learning intentions &amp; writing success criteria that promotes excellence. (Autumn &amp; Spring Term)</li> <li>Shared standardisation &amp; monitoring of feedback &amp; marking (Spring &amp; Summer Term)</li> <li>effective feedback that moves learning forward and improves pupils' metacognition. (Autumn &amp; summer Term)</li> </ul> <p>Termly pupil conferencing</p>	Annual CPD cycle	DH & INCLUSION LEADER	See allocation 3	Pupils books, planning for PPG pupils & lesson obs Spring Term JARV - PPG focus group	Termly report to Governors on PPG impact.
Accelerate PPG pupils' progress in writing & maths	Accelerated progress is evident for PPG pupils as evidenced by: Pupils' books, analysis of progress data, including outcomes of focused interventions.	Appraisal targets set for all teachers and teaching assistants linked to acceleration of PPG standards,  INCLUSION LEADER to assess data and work with teachers to identify pupils who require intervention.  Class provision maps adapted to focus on interventions for smaller groups of pupils that demonstrate impact over a shorter period of time.  One to one tuition for targeted PPG children  Half termly pupil progress meetings between class teacher and INCLUSION LEADER & Inclusion Manager to consider PPG& SEN/D pupils explicitly.  Establishment of PPG governor to support monitoring & evaluation process.	Half termly analysis of intervention data  Termly monitoring cycle	INCLUSION LEADER	See allocation 1, 2 & 3	INCLUSION LEADER monitor effectiveness of provision as part of monitoring cycle	Termly report to governors
Ensure a rapid and focussed response to their pupils' learning needs	Feedback responses are timely, focussed and move learning forward.  There is an immediate impact as a result of high quality feedback seen in books  Progress is accelerated	Dedicated Phase Meetings to ensure that close the gap marking is used effectively to provide feedback that has a notable impact on pupils learning.  INCLUSION LEADER & DH support for individual teachers as appropriate.	Annual CPD cycle	DH & INCLUSION LEADER	See allocation 3	Lesson observations  Book scrutiny will evidence impact	Termly report to Governors on impact of PPG work and spending
Subsidise Educational Visits for PPG pupils	Participation of PPG pupils in Educational visits is high so that they have access to enriching life experiences  Increased confidence and enthusiasm for visits from PPG pupils	Subsidised access for PPG pupils to PGL residential week.  No PPG pupil will miss the opportunity to participate in activities or visits  Actively promote participation in after school and lunchtime clubs for PPG pupils.	Throughout the year. Termly club promotion	Sports leader	See allocation 4	Pupil interviews to facilitate discussion experiences with child  Termly analysis by Sports Leader.	Termly report to Governors

Involvement of parents of PPG Pupils in their education and development	Additional parental support for pupils Improved progress of pupil in school	Plan and deliver parent workshops across the school Encourage parents to attend family workshops with their children Dedicated family support worker for targeted families one morning a week. Meetings with parents, letters and homework to ensure support at home for 1:1 pupils.	Throughout the year.	SLT to lead	See allocation 5	Numbers of parents attending the workshops monitored  Home school links monitored by HT & gobs  Parent surveys.	Outcomes of monitoring shared with gobs.
To provide appropriate Nurture support for PPG pupils	Improved readiness to learn and achievement outcomes  Improved social and emotional behaviour  Improved self-esteem and confidence	Inclusion Manager to further develop and extend for vulnerable pupils  I inclusion manager to introduce 'Time to Talk' facility for vulnerable pupils.	Throughout the year.	Inclusion Manager	See allocation 6	Inclusion Manager to monitor provision and report to SLT	Termly Report to HT - shared with gobs.
Inclusion Manager Support	The school is well informed to support children with special needs and in receipt of PPG	Attendance at meetings with professionals outside of school, CAF meetings, meetings with parents	Throughout the year.	Inclusion Manager	See allocation 8	Inclusion Manager to report to HT	HT through Inclusion Manager appraisal

There are currently no Children Looked After on roll at the scho



