

2016/2017

The Pupil Premium level of funding for 2016-17 for disadvantaged pupils is £1320 per pupil.

<p>Pupil premium budget: £52,800</p>	<p>Number of pupils eligible for PP: 40</p>	<p>Total number of pupils: 382</p>
<p>Date of internal review of this strategy: February 2017</p>		
<p>Standards for Pupil Premium Group:</p>		
<p>In 2015/2016 we received the pupil premium based on an allocation of 35 children. By June 16 we had identified 42 children at this school who were eligible for the Pupil Premium, this is due to new children joining us or parents updating circumstances. <i>12 of these pupils have SEN, these pupils made expected progress against their SMART targets and are achieving in line with other pupils in school with SEND.</i> <i>25 of these pupils met national end of year expectations, in all subjects.</i> <i>5 of these pupils were assessed as being borderline within end of year group expectations, but are already making better than expected progress within the first two months of this academic year.</i> In response to monitoring of the progress of children in receipt of Pupil Premium in March, an indepth analysis demonstrated an increase in the level of need relative to previous year groups at the school. The changing dynamic of need within the Pupil Premium group is highlighted by the increase to 30% of pupils in receipt of pupil premium also having significant Special Education Needs. This required changes to deployment of staff to meet the requirement for much higher levels of support. In addition there was a greater level of emotional and behavioural need within this group than previously experienced. In response to this we allocated funding to enable an Advanced Skills Teacher to carry out indepth monitoring, to assess the barriers and identify the next steps for all pupils within this group. As a result of this we were able to commence highly skilled intervention, which is ongoing. School's overall results continue to be above the local authority and national average, therefore our pupils perform well.</p>		
<p>Barriers to future attainment:</p>		
<p>In school: A: To ensure that we meet the needs of Pupil who are eligible for pupil premium and are also identified as SEN. B: To manage the high level of emotional need which is having a detrimental effect on their academic progress and that of their peers. External barriers: A: Engaging parents to support learning, especially for those children who are also SEN. B: Responding strategically to the changing dynamic of children coming into this group.</p>		
<p>Desired outcomes:</p>		
	<p><i>Desired outcomes and how they will be measured</i></p>	<p><i>Success Criteria</i></p>
<p>A</p>	<p>The high level of emotional and behavioural need will be addressed and managed at a level, so that progress and standards can be the highest priority for intervention.</p>	<p>-Needs of these children will be met. They will be managed well and staff and potential issues will be at a minimum level. LSAs will once again be focused upon academic achievements once again.</p>
<p>B</p>	<p>Children who are SEN and eligible for Pupil premium will make good progress from their start point and this will be in line with their peers.</p>	<p>-Intervention will evidence that barriers to learning will be identified and addressed quickly. -Children who are PP and SEN will make good progress, from their starting point. Parents engaged and involved in supporting pupils to be successful.</p>
<p>C</p>	<p>Home and school will work together to ensure the progress of Pupil Premium children.</p>	<p>-Homework will be personalised to meet the needs of the individual. -Children will complete homework and this will support school learning and progress.</p>
<p>D</p>	<p>100% of children in receipt of Pupil Premium will make good progress.</p>	<p>-Monitoring of all children in receipt of PP will indicate that they are on track for good progress in Nov and March. -For those children that are highlighted as in danger of not making the progress, a clear progress plan will be written and implemented. -Intervention will be highly focused to make the difference to the outcomes for these children.</p>

Planned expenditure 2016/ 2017

The three headings below enable schools to demonstrate how they are using 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?
<p>A. The high level of emotional and behavioural need will be addressed and managed at a level, so that progress and standards can be the highest priority for intervention.</p> <p>B. Children who are SEN and eligible for Pupil premium will make good progress from their start point and this will be in line with their peers.</p>	<p>Staff training on: Building classroom relationships for learning success, excellent behaviour and engagement.</p> <p>Positive learning behaviours</p>	<p>Over the past two years we have had a high turn over of staff. Due to this we want to ensure that the climate for learning is right across the school and does not become a barrier to learning for all pupils.</p>	<p>10 days after support/training to measure whether messages and ideas have been trialled in the classroom</p> <p>10 weeks after support/training to measure whether messages and ideas are still being utilised. Leadership response in terms of so what: Challenge, first fall, review approach taken.</p> <p>10 months after support/training to measure whether messages and ideas are having a positive impact on teaching and learning. Leadership response in terms of so what: Challenge, drop off, review approach taken.</p>	<p>LA/ZJ/PM</p>	<p>Monitoring at: 10 days, 10 weeks, 10 months</p>
<p>A. The high level of emotional and behavioural need will be addressed and managed at a level, so that progress and standards can be the highest priority for intervention.</p>	<p>Development of the Behaviour policy, to support classroom management</p> <p>Staff training on: Updates to the policy. Strategies to manage low level behaviour in the classroom.</p>	<p>We want to ensure that the high standards of behaviour are maintained across the school.</p> <p>We have an increasing number of children who require additional emotional and behaviour support than in previous years.</p> <p>Ensuring that the policy is applied consistently is important in ensuring that all children meet the expectations.</p>	<p>Through learning walks and observations- clear evidence that the behaviour policy is being applied consistently by all.</p> <p>The paperwork linked to behaviour will be in place consistently and will provide the evidence of strategies that are working well and what we are currently doing to address causal factors.</p>	<p>ZJ/PM</p>	<p>-Nov lesson observations. -Learning walks. -Behaviour paperwork monitoring</p>

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. The high level of emotional and behavioural need will be addressed and managed at a level, so that progress and standards can be the highest priority for intervention.	Emotional Literacy Support Assistant training. April 17 £1200 Emotional, social and well being intervention for those children causing concern, including the resources to support this.	We want to ensure that we are managing these children well and that their targeted intervention (EFF recommendations) is matched to their needs in order to have a positive impact.	Staff training on: ELSA and the Lincolnshire Inclusion toolkit. SLT monitoring of the social environment-against the LCC checklist. Improvements in emotional and behavioural need- showing that their needs are being met. PP monitoring in Nov and March.	Pupil premium lead SLT	June 17 Nov 16 Feb 17 May 17
C. Home and school will work together to ensure the progress of Pupil premium children.	Personalised homework: homework folders	We recognise that when school and home work together children's progress can be supported further. We want to utilise our parents/carers to support the progress of their children.	Feedback from parents/carers. Children completing tasks set to a high standard and this feeding into learning in school. Through monitoring of PP provision-ensuring that we are getting it right to meet the needs of the individual.	Pupil premium lead	Nov 16 March 17
B. Children who are SEN and eligible for Pupil premium will make good progress from their start point and this will be in line with their peers.	Specialist teaching Targeted individual progress plans Small group intervention focused on overcoming barriers	We recognise that the provision for children with SEN has to meet individual needs in order for them to make good progress. We want to ensure that these children receive the right intervention to make the difference.	Specialist teacher feedback to SLT. Evidence of intervention in place and working well. Individual Target plans written and reviewed regularly. Monitoring of PP provision.	Pupil premium lead	Nov 16 Feb 17 May 17
Total budgeted cost					£52,800