

Parrett and Axe CE VA Primary School - Pupil Premium 2017-18

The Pupil Premium is a government grant allocated to each pupil on free school meals, identified as a 'child looked after (CLA)' or whose parents are in the Forces. The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers.

NFER & DfE Seven building blocks of success for Pupil Premium

1. Whole-school ethos of attainment for all



Parrett and Axe CEVA Primary School has an ethos of high attainment for all pupils. Through a notion of collective responsibility, we believe that despite some barriers, there should not and will not be a ceiling on what they can achieve. Governors and Senior Leaders have reviewed the impact of previous spending and interventions and have implemented systems across the school so that in future children make rapid progress.

2. Addressing behaviour and attendance



Our school works closely with Dorset Attendance team to reduce persistent absence. Within school there is now a new system which quickly identifies children who are at risk of under achievement through non-attendance at school. Case studies demonstrate this is having strong impact with both disadvantaged children and others across the school.

3. High quality teaching for all



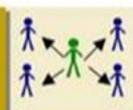
Our school ensures that all children experience high quality teaching both within the class and for interventions and catch up programmes. Outcomes are closely monitored by Senior Leaders with a specific focus on ensuring those who are disadvantaged are a high priority. Teachers regularly plan specific learning interventions for disadvantaged children to ensure their needs are being met both within and outside of the classroom.

4. Meeting individual learning needs



Through regular monitoring, teachers and leaders at Parrett and Axe CE VA Primary School identify errors and misconceptions in work, at the same time, finding out what interests children so that children are fully engaged in their learning. Our SENCO and other leaders work alongside class teachers to identify the next steps for all disadvantaged pupils. These are regularly reviewed and evaluated to ensure progress is being made.

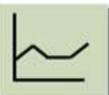
5. Deploying staff effectively



School leaders plan strategically to create an ethos of collective responsibility. Performance management is rigorous and staff are held accountable. There are clear links between whole school development priorities and increasing Continuing Professional Development opportunities for all.

Our Pastoral Care Worker regularly meets with disadvantaged children in ELSA sessions.

6. Data driven and responding to evidence



Leaders and teachers have a strong understanding of the school's assessment tracking system and are able to use this information to analyse and positively discriminate for disadvantaged learners.

With a relentless focus on progress, performance targets are set and reviewed regularly, with specific measurable strategies being implemented.

7. Clear, responsive leadership



Leaders have set high aspirations for all children across the school with a specific focus for those identified as disadvantaged. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. Leaders, through an ethos of collective responsibility, share their ideas and invest wholeheartedly in Continuing Professional Development. School development priorities are linked to performance management objectives and together will ensure that outcomes improve.

Pupil premium strategy statement: Parrett and Axe CEVA Primary School

Number of pupils and pupil premium grant (PPG) received 2017/18

Number of Pupils on Role	116
Number of Pupils eligible for Pupil Premium	15
Total amount of PPG received	£19800
Number of Service children (Ever 4)	1
Total amount of Service Grant	£300
Number of LAC on role	1
Grant for LAC	£1900

1. Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (Dorset average)</i>
% achieving in reading, writing and maths	0%	41%
% making progress in reading	25%	41%
% making progress in writing	25%	43%
% making progress in maths	25%	36%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	Children eligible for PP are performing at a significantly lower rate in Reading, Writing and SPAG than their peers.
B.	Children eligible for PP are performing at a significantly lower rate in Maths than their peers.
C.	High ability pupils who are eligible for PP are making less progress than other high ability pupils across the school.

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Average attendance of children eligible for PP is 94.8% (end Oct 2016) compared with 96.4% attendance across the whole school. There is still a concern about this as it reduces their school hours and causes them to fall behind on average.
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3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
	Higher rates of progress across KS2 for all children eligible for PP	<ul style="list-style-type: none"> Children eligible for PP make as much or more progress than their peers in reading, writing and maths Measured in Years EYFS, 1, 2, 3, 4, 5 and 6 by teacher assessments and successful Pupil Progress Meetings based on FFT20 targets. Introduction of Quality First Teaching across the school with all Pupil Premium children receiving Wave 2 intervention.
	Higher rates of progress across KS2 for all children eligible for PP who are identified as high ability	<ul style="list-style-type: none"> Children eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability in maths, reading and writing. Measured in Yrs EYFS, 1, 2, 3, 4, 5 and 6 by teacher assessments and successful Pupil Progress Meetings based on FFT20 targets. Introduction of Quality First Teaching across the school with all Pupil Premium children receiving Wave 2 intervention.
	Improved attendance for children eligible for PP	<ul style="list-style-type: none"> Average attendance for children eligible for PP rises to be in line with other pupils.

4. Planned expenditure

Academic year	2017/18
Quality First Teaching for all	
<ul style="list-style-type: none"> Termly Pupil Progress Meeting Intervention/Booster groups and 1:1 in KS2 (Additional teacher and TA time) All Pupil Premium Children to receive Wave 2 intervention. Pre teaching for pupils to gain knowledge and skills before class lessons. Small group intervention and 1:1 support in EYFS and KS1 (additional teacher and TA time) Additional TA hours within classes so that a flexible approach of timely intervention can be used by the class teacher 1-2-1 Tuition for pupils who require specific catch-up. Phonics and reading support Enrichment activities in school Resources to aid with homework and research for topic work. Speech and language screening of pupils by speech and language specialist. Speech and Language training and up dates for teacher and TA. 	
<p style="text-align: right;">Total budgeted cost £13000.00</p>	

Pastoral support

- behaviour, attendance,
- social / emotional support including ELSA programme
- informal mentoring of pupils provided by TAs
- ELSA support and on-going training costs (supervision), and resources needed to provide these programmes
- Counselling sessions by qualified counsellor including continuing support at Beaminster secondary school.
- Clothing subsidy
- PE and sports clothes.

Total budgeted cost £5000.00

Enrichment activities

- Support for residential trips and school visits
- Extra swimming opportunities (Bridport Leisure Centre)
- Participation in clubs
- Opportunities with visiting coaches/specialists (e.g. art, music, sport)

Total budgeted cost £1000.00

How we will review the impact of the pupil premium spend in 2017-2018

- The progress of pupils in reading, writing and maths at Pupil Progress Meetings and at end of key stage national measures will have closed the gap to national expectations
- The percentage of pupils attaining the expected and higher level standards in reading, writing and maths.
- The increase of pupils participating in a range of enrichment activities and clubs.
- Whether there has been an increase in the confidence of pupils in order to volunteer for a high proportion of the opportunities on offer in school during and out of curriculum time.
- The increase of pupils representing the school on sports teams and in other school events.
- The percentage of pupils taking on leadership roles
- Attendance figures
- Reports from specialist teachers and out of school support agencies.
- SENSS reports
- Teacher reports
- Speech and language reports

Review of Previous Academic Year 2016-17

Project/focus of expenditure	Cost	Who is this aimed at?	Purpose/Objective	Impact of Expenditure to Date (July 2017)
Year 6 literacy and numeracy support in class and out of class interventions	£490	<i>Pupil Premium children who will struggle with transition to secondary school</i>	<i>To enable as smooth a transition as possible for all Year 6 pupils.</i>	<i>Transition to the LRB was very smooth with pupil 1 also receiving focussed visits to Beaminster School.(see below) Pupil 2 attained and progressed above national expectations in reading but below in maths and was socially well prepared for Beaminster School.</i>
Year 3 literacy and numeracy support in small groups	£140	<i>Pupil who will struggle to meet challenging age related expectation (A.R.E.)</i>	<i>To accelerate individual progress</i>	<i>The pupil achieved Y3D in reading and maths and Y3E in writing, so achieving 2 out of 3 personal targets.</i>
Year 5 focussed catch up in literacy	£70	<i>Pupil who is consistently struggling to meet A.R.E. in literacy</i>	<i>To accelerate individual progress</i>	<i>Achieved Year 5E in reading and Y4S in writing. Having achieved 2B in reading and 2C in writing in Year 2 this pupil will continue to need more intensive support in Year 6 to achieve nationally expected progress</i>
Year 6 ELSA Support	£140	<i>Pupil needing extra transition support to Year 7</i>	<i>Smooth transition to LRB</i>	<i>Transition was smooth thanks in part to extra visits with ELSA support</i>
Year 5 ELSA Support	£140	<i>Pupil needing support well in advance of proposed transition to LRB</i>	<i>Advance preparation for Year 6 transition focus</i>	<i>Pupil enjoyed advance visits towards the end of the year. Mum and pupil both prepared in advance for Year 6 focus on transition .</i>

Sports focussed after school clubs	£88	<i>Pupils who would otherwise be unable to afford to attend clubs.</i>	<i>To ensure equal opportunities for all pupils.</i>	<i>PP Pupils accessed high standard coaching in a range of sports. Standards increased, including the development of skills and an increased knowledge of the etiquette of sport. Pupils were supported in creating new friendship groups and dealing calmly with potential conflicts.</i>
Inter School Dance Festival and Gospel Choir Concert	£49	<i>Pupils who would otherwise be unable to afford to attend these events.</i>	<i>To ensure equal opportunities for all pupils.</i>	<i>PP Pupils accessed high standard coaching in dance and music. Standards increased dramatically including sense of timing, team work and self-confidence.</i>
Places on Outdoor Education and Sailing Day	£30	<i>Pupils who would otherwise be unable to afford to attend</i>	<i>To ensure equal opportunities for all pupils.</i>	<i>100% of PP children attended and enjoyed the day.</i>
Enrichment Activities including music tuition, art club and visits to support our science curriculum.	£174	<i>Pupils who would otherwise be unable to afford to attend enrichment activities.</i>	<i>To ensure equal opportunities for all pupils</i>	<i>A range of PP pupils from different cohorts attended and enjoyed enrichment activities that supported the curriculum and personalised learning.</i>
National Curriculum swimming requirements	£115	<i>Pupils from families who would otherwise be unable to afford to make a voluntary contribution</i>	<i>To ensure equal opportunities for all pupils</i>	<i>All pupils offered the opportunity to meet the minimum requirement of 25m swimming before the end of Year 6 or to at least make progress in water confidence.</i>

Meeting basic nutritional requirements	£16	<i>Pupils who would otherwise be unable to focus on their learning</i>	<i>To ensure that all pupils are able to enjoy learning</i>	<i>Snacks and milk provided as needed to pupils, pre-dominantly in Foundation Stage and Key Stage 1. Improved focus observed by classroom staff.</i>
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