

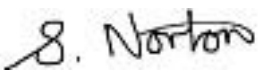


Pupil Premium Strategy & Statement Thakeham First School

Date approved by The Full Governing Body: January 2017

Review Date: July 2017

Signed

Headteacher: 

Chair of Governors: 

PUPIL PREMIUM STRATEGY 2016-17

Background to Pupil Premium

The government and research recognise that children who are from deprived backgrounds underachieve compared to their non-deprived peers. A government initiative is in place that provides extra funding for pupils who qualify in order to support schools to close the gap and enable pupils to reach their potential. The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period.

School Context

Thakeham First School is a smaller than average First School serving pupils aged between four and ten years old from a wide rural/semi-rural catchment area including Thakeham, Storrington, Sullington, Ashington and Amberley. Our Pupil Admission Number is currently 14 per year group. As part of the STARS re-organisation of schools we will become a Primary School from September 2017 and will re-locate to a new site still within the parish of Thakeham.

We have high expectations of all learning and teaching and pride ourselves on nurturing and celebrating each child's individual talents and skills to enable them to be happy, confident and resilient individuals with a passion for learning, inspired to achieve their very best. Our Super Learning Heroes encourage children to be:

- Positive, Persevering (Poppy);
- Co-operative Caring (Craig);
- Reflective, Reviewing (Ruby);
- Curious Questioning (Quinn)

These we feel are some of the key qualities of an effective learner. We expect everyone to receive the same high quality teaching and be a high learner irrespective of their sex, background or ethnicity.

Our School Evaluation Form and School Strategic Development Plans show the improvements and initiatives implemented since our last Ofsted inspection in October 2013. However, we are not complacent and focus relentlessly on continual improvement for all. We belong to the STARS group of schools who together with the Chanctonbury group of schools provide support and challenge for each other. We are proactive in seeking external verification of aspects of learning and teaching and regularly invite County and external consultants to conduct school reviews on specific areas for improvement. This is an important part of our school development to further improve standards.

Needs Analysis, Objectives of Pupil Premium Spending and Provision

We have identified a range of common barriers to learning that Pupil Premium children can experience. These include:

- weak speech, language and communication skills and other SEND
- lack of confidence
- more frequent behaviour difficulties
- attendance and punctuality issues

- less available support at home or ability to support
- complex family situations, sometimes with external services involved

Some of our children experience a combination of many of these issues and support is provided with individual needs in mind. At Thakeham First School we have very small numbers of children who are eligible for Pupil Premium Funding, though our commitment to improving the opportunities and outcomes for these pupils is high. As with all our support and intervention, it is personalised to meet individual needs to help overcome barriers to enable children to flourish. This year half (2/4) of our Pupil Premium pupils also have SEND, further impacting on achievement. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Some children in receipt of Pupil Premium funding have different needs and may be more able. Through needs analysis we will ensure that the funding is used to further develop and enhance their skills, knowledge and understanding and or provide other support to address other needs that may not have a positive impact on standards. This year we do not have any who fall into this category.

Our key objective in using the Pupil Premium Grant is targeted support to address individual pupil needs to narrow the gap between their achievement and that of other groups. Initially this will be in English and Maths. This support is provided in a variety of forms sometimes at different times of the year. Wherever possible the support chosen is linked to research relating to proven impact e.g. Provision typically could involve:

- small group work with an experienced teacher or TA focussed on overcoming gaps in learning
- 1:1 support
- additional teaching and learning opportunities provided through trained TAs or external agencies
- facilitating inter-agency working and meetings with parents
- acquiring effective materials aimed at raising standards, particularly in reading, writing and mathematics
- supporting children's social and emotional well-being as a pre-requisite for effective learning
- enabling access to educational visits and clubs

The impact of quality first teaching and learning (within the classroom) cannot be underestimated and so we will also use Pupil Premium funding to support whole class or whole school areas for development where relevant, thus having a positive impact on teaching and learning of targeted children and the wider school community.

Each year we set objectives for the use of Pupil Premium Grant and publish information on our school website to show how we have used this to address these objectives and the impact of the funding (see Pupil Premium Strategy Statement)

Impact of Pupil Premium funding is rigorously assessed through a variety of means including:

- tracking progress and achievement via Assessment for Learning techniques, Pupil Progress meetings and SIMS assessment system. This also enables us to identify gaps in learning and address these on an ongoing basis and so our objectives and funding may need to alter in response
- progress with reading/writing/maths/ILP targets
- observations of children and staff
- monitoring of lessons, pupil work and planning

- attendance data
- pupil voice
- reports from external agencies.

Roles & Responsibilities

The Inclusion Co-ordinator and the Headteacher will work together to ensure the Pupil Premium Grant is allocated according to the Pupil Premium Strategy Statement, its impact measured and evaluated regularly. Classteachers and Teaching Assistants will ensure they are aware of the Pupil Premium children in their class and ensure they support the Pupil Premium Strategy and Statement. The Governors will also play a lead role in monitoring this and hold the school to account. Please refer to our website for the Pupil Premium Strategy Statement.

Thakeham First School Pupil Premium Strategy Statement 2016-17

1. Summary information					
School	Thakeham First School				
Academic Year	2016/17	Total PP budget available	£10,030	Date of most recent PP Review	07/16
		Predicted PP spend	£8751	Actual PP budget spent £9666.24 (carry forward £363.76)	
Total number of pupils	73	Number of pupils eligible for PP	6	Date for next internal review of this strategy	07/16

2. Attainment at the end of previous academic year 2015-16)			3. Predicted Attainment at the end of this academic year 2016-17	
	Number & % of PP who achieved the expected standard (EYFS to Y5)	Number & % of Non-PP who achieved the expected standard (EYFS to Y5)	Number & % of PP predicted to achieve the expected standard (EYFS to Y5)	Number & % of Non-PP predicted to achieve the expected standard (EYFS to Y5)
Reading	2/4 (50%)	61/68 (90%)	2/4 (50%)	54/69 (78%)
Writing	1 /4 (25%)	54/68 (79%)	1/4 (25%)	53/69 (77%)
Maths	2/4 (50%)	58/68 (85%)	2/4 (50%)	53/69 (77%)

4. 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.	2 out of 4 (50%) of PP pupils are on the SEND register and have speech and language and writing/reading/maths difficulties
B.	Autumn 1 progress data shows 1 out of 2 (50%) of non-SEN PP pupils are underachieving in reading, writing (weak phonics and spelling), maths
C.	Self-esteem and confidence and emotional well-being (related to D & E)
5. External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Support for home learning and parental engagement in school life
E.	Complex home/family difficulties
F.	Attendance for ¼ of the pupils

6. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	<ul style="list-style-type: none"> PP pupils with SEND to make at least expected progress in reading/writing/maths. Non-SEND PP pupils to make at least expected progress in reading (especially phonics), writing (especially spelling) and Maths, and achieve at least their predicted outcomes 	<ul style="list-style-type: none"> 3 steps of progress or more made as shown in School Analytics Increase in number of objectives achieved from current academic year PoS, some evidence of 'catching up' in comparison to previous year Most if not all ILP targets met Progress evident in pupil work (books)
B.	<ul style="list-style-type: none"> Non-PP and non-SEND pupils to make at least expected progress in reading/writing/maths. Non- PP pupils with SEND to make at least expected progress in reading (especially phonics), writing (especially spelling) and Maths, and achieve at least their predicted outcomes 	<ul style="list-style-type: none"> 3 steps of progress or more made as shown in School Analytics for reading/writing/maths Pupil targets achieved in reading/writing/maths and for 1 pupil increase in number /proportion of writing targets in comparison to previous year Progress evident in pupil work (books)
C.	Promote the holistic development of learners, fostering resilient, confident, independent learners (in line with our School Vision and Super Learning Heroes).	<ul style="list-style-type: none"> Pupils show resilience when attempting activities and persevere when encountering challenges Pupils are able to identify their strengths and feel positive about their achievements Increased confidence both when working independently and working collaboratively Pupils develop life skills through outdoor and practical activities Pupils access extra-curricular activities which support the above and promotes health and well-being All of the above provide a sound foundation for improving educational outcomes

D.	Improve parental engagement in school life and understanding of how to support to help their children's learning.	<ul style="list-style-type: none"> • Parents of SEND pupils to attend ILP review and target setting meetings and be an active part of the process • Parents to attend workshops and school open sessions and celebrations as per school calendar wherever possible • Parents to attend Parent Consultations 2-3 times a year • As a result of the above parents are better placed to support learning at home • Reading Records show children being heard read in line with Home Learning Policy • Provision of in-school Home Learning support for pupils in more challenging circumstances
E.	Identify and promote access to support for families in difficult circumstances.	<ul style="list-style-type: none"> • Families are signposted to services via Early Help etc to support as needed • See also C & D
F.	Pupil Premium Pupils' attendance improves to at least 95% with aim of meeting school target of 96%	<ul style="list-style-type: none"> • Termly attendance letters to parents show improved attendance over time • Attendance targets met • Educational outcomes improve as children have greater access to learning • Additional incentives considered as part of whole-school Attendance Policy updates

7. Planned expenditure					
Academic year		2016-17			
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	Costing/When will you review implementation?
A/B Peter- phonics support= £458.06 Peter social skills= £458.06	Strengthening of approach to phonics to improve ability and confidence in reading and spelling. See SSDP. Training of key staff in RWI approach. Opportunities to see RWI in other schools. Cascade training to all staff involved. Purchase of new RWI books and resources and guided reading books. Setting of children in Phonics. Additional TA costs to effectively deliver RWI and support application in class work.	RWI is a chosen current EEF (Education Endowment Foundation) research project and has had a positive impact on reading/spelling in many schools across the country (see RWI website). It has had a positive influence in the past in our school, however change of staff and limited resources have been limiting factors in pupils enjoying the full benefit of this intervention. Investing in staff training and resources it is hoped will re-invigorate our phonics teaching and learning and improve outcomes at the end of the year and in Y1 Phonics Screening Check. EYFS and Y1/2 cohorts need strengthening of phonic knowledge, especially given National Curriculum expectations.	<ul style="list-style-type: none">• Staff attendance at official RWI training• Cascade training• Opportunities to see other practitioners teach RWI• Embedded in SSDP as a priority area• Monitoring scheduled as part of review• Performance Management target for EYFS and KS1 staff• Governor visits linked to Phonics teaching and learning session and workshop sessions for parents	EYFS teacher and TA with support from English Curriculum Leader	£100 for all staff training costs (to include courses and costs linked to cascade training and visits to other schools). £100 spent on RWI training (savings made as 2 staff members joined training at another school). £1900 for all new RWI resources and new guided reading books and materials. £1872 on RWI resources and new guided reading books. £65 for additional TA to facilitate Phonics groups. £65 See SSDP for monitoring and review dates.
Total budgeted cost					£2,065 £2037 actual spend

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	Costing/When will you review implementation?
A	Targeted ILP intervention support using programmes with trusted, known impact and or personalised programmes e.g. 1 st Class @ Number, Write from the Start etc, additional RWI sessions, Playground Games Intervention etc.	<p>Sutton Trust (EEF) has shown that Teaching Assistants have most impact when their support is targeted to identify individual needs.</p> <p>A number of quality interventions have been implemented to address gaps relating to SEND needs and form part of their ILP support.</p>	<ul style="list-style-type: none"> • Training of TAs • Record keeping system in place • Regular monitoring by Inclusion • Termly reviews of ILPs • Monitoring of impact on closing the gaps in National Curriculum PoS 	Inclusion Co-ordinator	<p>£1,250 towards cost of TA support to deliver interventions. £1,250</p> <p>£900 (Supply) teacher costs (ex-staff member) to run Phonics and Playground Games Intervention £916.12</p> <p>Monitoring of sessions and files (see SSDP for Inclusion and Termly Overviews).</p>
A/B	Focused writing and maths support groups led by qualified teacher.	<p>For SEND/PP and non-PP there are clearly identifiable gaps in the learning. Using these as targets children to receive small group support with qualified teacher to support accelerated progress.</p> <p>This is in addition to usual Maths/English and any SEND input to ensure children are not missing out on current objectives being taught in class.</p> <p>Sessions planned with individual needs in mind and carefully evaluated to identify progress and next steps.</p>	<ul style="list-style-type: none"> • Planning and preparation and assessment time built into programme of support on a weekly basis. • Monitoring of sessions and files (see SSDP for Inclusion and Termly Overviews). • Termly reviews with Inclusion Co-ordinator and classteachers. 	Inclusion Co-ordinator and Y4/5 TA (qualified, retired teacher)	<p>Monitoring of sessions and files (see SSDP for Inclusion and Termly Overviews).</p> <p>£1, 680 (2 terms of support Aut 16 – Spr 2017)</p> <p>£600 2 hr support (1:1) Summer 1</p> <p>£2,262 for additional teacher support.</p> <p>£1,036 (4 hr a week support (1:1) Summer 2 for 7 weeks £1036</p>

<p>D/E/F</p>	<p>Using previous approach linked to 'Achievement for All' 'Structured Conversation' approach to be a vehicle for identifying ways in which home and school can work more closely together for PP pupils and for these parents to access opportunities provided in school for them to support their child(ren) with learning outside of school</p> <p>Home Learning Support (provided in-school)</p>	<p>Termly meetings with Inclusion Co-ordinator and parents to discuss:</p> <ul style="list-style-type: none"> • Key calendar dates for workshops, open class sessions, celebrations etc to encourage attendance at these and develop understanding of school expectations and how parents can support their child at home • Identification of other needs and support as needed e.g. Early Help/Think Family • Attendance review • ILP targets and reviews (where appropriate) • Progress review <p>Provision of Home Learning Club for those who continue to experience circumstances where access to quite learning time at home is challenging. Run by TA.</p>	<ul style="list-style-type: none"> • Termly dates planned in • Early Help training for Inclusion Co-ordinator • TA to liaise with classteachers and understand Home Learning Policy to ensure expectations are met • Monitoring of Home Learning – book scrutiny and pupil conferencing 	<p>Inclusion Leader and Headteacher (& TA)</p>	<p>£250</p> <p>£188 supply costs to facilitate meetings.</p> <p>£202.50 costs for TA to lead Home Learning Club.</p> <p>Termly review and monitoring.</p>
<p>Total budgeted cost</p>					<p>£5,716</p> <p>£5,854.61 actual spend</p>

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	Costing/When will you review implementation?
C	Forest School Sessions (3 days) Spring term 2017 focus (PP funded) with follow up sessions in the Summer term 2017 (3 days)	The underlying philosophy of the Forest School approach supports our school vision and work on Super Learning Heroes (character/social/emotional learning). EEF has funded research into the links between a strong emotional 'foundation' for children and academic attainment. It is our belief that children learn best when they are happy, confident, resilient individuals who are prepared to 'take risks' with their learning.	<ul style="list-style-type: none"> Co-planned between experienced Forest School leader who has worked with our school in the past and is familiar with our vision and pupils and teachers Sessions linked to topic learning and identified development of key 'life' or SLH skills 1 session focused on PP children Use of questionnaires to assess impact of Forest School work Monitoring of academic progress and attainment 	Headteacher	£1,320 £1540 for ½ day per class and focus morning for family of 3 PP children. Reviews following sessions.
	Extra-curricular clubs	Majority of our PP children face challenges in their learning at school and challenging circumstances at home. Sessions will be tailored to link with developing key skills in children to support self-esteem, confidence and perseverance which will aim for the children to transfer to their class based learning, though in our youngest class we are planning to develop a greater emphasis on outdoor learning to engage all (but especially boys)			
	Educational Visits (including residential)	Supporting access to extra-curricular clubs through funding some of these enables our PP children to develop key aspects of social/emotional development and develops 'life' skills e.g. cookery club. This facilitates access to opportunities to develop and embed classroom learning.	<ul style="list-style-type: none"> Clear communication of intended outcomes to staff leading these clubs and visits Use of questionnaires/pupil conferencing to assess impact 	Inclusion Co-ordinator	£550 (clubs & visits) Reviews following visits or ½ term of club. £234
OVERALL TOTAL SPEND FOR PUPIL PREMIUM 2016-17 = £9666.24					Total budgeted cost £1, 870 £1774 actual spend

8. Review of expenditure 2016-17 July 2017

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
<p>A) PP pupils with SEND to make at least expected progress in reading/writing/maths.</p> <p>B)Non-SEND PP pupils to make at least expected progress in reading (especially phonics), writing (especially spelling) and Maths, and achieve at least their predicted outcomes</p>	<p>Strengthening of approach to phonics to improve ability and confidence in reading and spelling. See SSDP.</p> <p>Training of key staff in RWI approach. Opportunities to see RWI in other schools.</p> <p>Cascade training to all staff involved.</p> <p>Purchase of new RWI books and resources and guided reading books.</p> <p>Setting of children in Phonics.</p> <p>Additional TA costs to effectively deliver RWI and support application in class work.</p>			

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Desired outcome	Chosen action / approach			
A) PP pupils with SEND to make at least expected progress in reading/writing/maths.	<p>Targeted ILP intervention support using programmes with trusted, known impact e.g. 1st Class @ Number, Write from the Start etc.</p> <p>Led by Teaching Assistants and monitored by Inclusion Co-ordinator.</p>			

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<p>A) PP pupils with SEND to make at least expected progress in reading/writing/maths.</p> <p>B) Non-SEND PP pupils to make at least expected progress in reading (especially phonics), writing (especially spelling) and Maths, and achieve at least their predicted outcomes</p>	<p>Focused writing and maths support groups led by qualified teacher.</p>			
<p>D) Improve parental engagement in school life and understanding of how to support to help their children's learning.</p> <p>E) Identify and promote access to support for families in difficult circumstances.</p> <p>F) Pupil Premium Pupils' attendance improves to at least 95% with aim of meeting school target of 96%</p>	<p>Using previous approach linked to 'Achievement for All' 'Structured Conversation' approach to be a vehicle for identifying ways in which home and school can work more closely together for PP pupils and for these parents to access opportunities provided in school for them to support their child(ren) with learning outside of school</p> <p>Home Learning Support (provided in-school)</p>			

ii.				
Desired outcome				
C) Promote the holistic development of learners, fostering resilient, confident, independent learners (in line with our School Vision and Super Learning Heroes).				

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1. Additional detail

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