



Pupil Premium Strategy 2016 – 2017

Number of eligible children – 36 (*March 2017*)

Total Amount of Pupil Premium Grant expected to be received – £45,300

What are the main barriers to educational achievement for eligible children within school?

- A lack of security with basic skills (phonics, reading, writing, number facts, gross and fine motor skills etc.)
- Need to further develop home school links in order to support learning.
- Need to accurately identify all eligible children within school.

How will the Pupil Premium Grant will be spent and why have these approaches been selected?

- Literacy intervention on a 1.1 basis (Catch up Literacy). This has been selected as a result of the positive results produced when this strategy was used in 2015-16. Research indicates that children who follow the Catch up Literacy program for 7 months increase their average Reading age by 19 months.
- Phonics intervention on a small group basis. This strategy was selected in order to meet the needs of children in year two who did not meet the expected standard in the phonics screening check in year one in 2015-16. Year one children who it is felt would benefit from additional support will also access this approach. The Education Endowment Foundation toolkit shows that phonics has a moderate impact based upon extensive evidence.
- Fine and gross motor skill intervention on a small group basis. This strategy was selected in order to meet the needs of children in key stage one whose motor skills need support.
- Oral language interventions within the foundation stage. Foundation Stage staff are also working towards 'I Can' early talk accreditation. This approach was adopted in order to meet the needs of the children in the cohort. The Education Endowment Foundation toolkit shows that oral language interventions have a moderate impact based upon extensive evidence.
- The school is providing the opportunity for selected key stage one children to read 1.1 with a school adult at least once a week. Children have been selected for this based upon the extent to which it is felt they would benefit from regular additional reading opportunities.
- The school employed a Reader in Residence during the Autumn term 2016-17 who worked within Year One. Part of the focus of her work was engaging with parents in order to support learning. The Education Endowment Foundation toolkit shows that parental involvement has a moderate impact based upon moderate evidence.
- Within Foundation Stage during the Spring Term weekly parental workshops took place. These sessions were focused on developing a range of skills across the

curriculum such as PSED, Reading, Writing and Maths. These sessions are intended to further develop home school links and support children's learning. The Education Endowment Foundation toolkit shows that parental involvement has a moderate impact based upon moderate evidence.

- The school has issued new reading record books in 2016-17. These were selected in order to make it easier for parents and school to communicate. The school also intends to hold parental meetings focused on elements of the curriculum at least once a term for every year group. It will also hold parental consultations termly. These are intended to further develop home school links in order to support learning. The Education Endowment Foundation toolkit shows that parental involvement has a moderate impact based upon moderate evidence
- Additional teacher (0.5) to reduce class sizes for English and Maths within Year Two. The Education Endowment Foundation toolkit shows that reducing class sizes has a moderate impact based upon extensive evidence.
- Continuing to support smaller class sizes in Reception. The Education Endowment Foundation toolkit shows that reducing class sizes has a moderate impact based upon moderate evidence.
- Subsidising out of school trips and experiences across the school. This has been selected in order to provide an incentive in order to encourage eligible families to apply for funding. In addition it is felt that this action will broaden the experiences of eligible children and support the development of their aspirations.
- Subsidised access to out of school clubs and music tuition across the school. This has been selected in order to provide an incentive in order to encourage eligible families to apply for funding. The Education Endowment Foundation toolkit shows that arts and sports participation has a low impact based upon moderate evidence.

How the school will measure the impact of the Pupil Premium strategy?

- The Pupil Premium Coordinator and Key Stage Leaders will review the progress of eligible children half termly. Progress of eligible children will also be discussed in the schools half termly Pupil Progress Review Meetings. Alterations to actions will be made, where appropriate in response to these half termly reviews.

When will the Pupil Premium Strategy be reviewed?

- Informal reviews of the strategy take place half termly. These involve the Pupil Premium Coordinator and the Key Stage Leaders.
- An interim review of the strategy will take place in January 2017. This will involve the Pupil Premium Coordinator, Key Stage Leaders and Head Teacher.
- A full review of the strategy will take place in July 2017. This will involve the Pupil Premium Coordinator, Key Stage Leaders and Head Teacher.