

Pupil premium strategy statement



Summary information					
Academic Year	2016/17	Total PP budget	£77,880	Date of most recent PP Review	October 2016
Total number of pupils	274	Number of pupils eligible for PP	59	Date for next internal review of this strategy	November 2017

Current attainment		
Attainment for: 2015-2016 Year 6 (14 children in cohort)	<i>Pupils eligible for PP</i>	<i>National non Pupil Premium group</i>
% achieving expected standard or above in reading, writing and maths	83	60
% achieving expected standard or above in reading	92	71
% achieving expected standard or above in writing	92	79
% achieving expected standard or above in maths	100	75

Attainment for: 2015-2016 Year 2 (6 PP in cohort)	<i>Pupils eligible for PP (your school)</i>	<i>National non Pupil Premium group</i>
% achieving expected standard or above in reading	100	78
% achieving expected standard or above in writing	50	70
% achieving expected standard or above in maths	50	77

Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A	Social and emotional issues including difficulties making and sustaining friendships and communication and language needs.	
B	Special educational needs – there is a higher prevalence of special educational needs (statements) or significant school support where the child is also receiving pupil premium.	
C	Confidence, especially in number and writing	
External barriers		
D	Lack of support for home learning and aspiration for achieving the highest possible levels	
E	Parental behaviour management strategies	
Desired outcomes		Success criteria
A	Outcomes for Pupil Premium children are at least in line with cohort averages at each phase	PP group achieve as well as non-pp at the end of Key Stage 2 Over 70% of children pass the KS1 phonics check There are no gaps between the performance of PP children in reading, mathematics and writing at KS1.
B	Children who are in the pupil premium group but also with significant SEN make excellent progress from their starting points.	Parents and children are highly involved in their provision and contribute purposefully to reviews and planning. Children with SEN in the PP group make excellent progress over time from their starting points.
C	The two PP children who didn't attain the expected standard at the end of Year 2 catch up in Writing and Mathematics with their peers in Year 3	Targeted PP children are working at the expected standard in Mathematics and Writing by the end of year 3.
D	Children's emotion health and behaviour is excellent	Attendance and punctuality among pupil premium children is excellent and no different from non-pupil premium nationally.

		PP children are resilient, have excellent attitudes to learning and are resilient when challenged.
E	Pupils have growth mind-set and are positive, aspirational and confident about what they can achieve	PP children's books indicate that they have a growth mind-set, evaluate and reflect on work well. PP children participate fully and achieve very well in extra-curricular activities e.g. performing arts and sports.

Planned expenditure					
Academic year	2016/17				
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 / cost	When will you review implementation?
Sustain high levels of attainment and progress with PP group at Y2 and 6	Additional teaching support in Year 6, Key Stage 2 and Key Stage 1 to enable targeted teaching One to one tuition to close any gaps in Key Stage 2 and Key Stage 1. Resourcing additional teaching assistant support in EYFS and teaching support on 3 days per week.	Prior successes in allocating resources in this way. Sutton Trust and EFF report on effective use of resources	Monitoring activities on a regular basis which will isolate PP children as a district group for analysis Appointment of a lead for PP	TW £27525 (35%)	January, 2017 Target Setting
Improved quality first teaching including feedback	Over provide planning, preparation and assessment time so that teachers have sufficient time to mark and provide feedback effective Conduct CPD to develop whole school approach to marking and feedback which promotes self-evaluation and growth mindset.	Sutton Trust and EFF report on effective use of resources Feedback and responding to evaluation is one of the most powerful ways to move learning on.	Monitoring of books on a termly basis. Pupil interview and school council review of the effectiveness of marking and feedback.	TS 5% £3985	Ongoing

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<p>Provide one to one tuition to targeted children including small group in Y3 who did not achieve the expected standard</p>	<p>Specialist teaching and support from librarian before, during and after school. Provide small group or one to one tuition in English and mathematics support to children in Key Stage 1 and 2 Establish homework club</p>	<p>Sutton Trust report Targeted children have attained well but have gaps in English and Mathematics which would be most efficiently filled with targeted support.</p>	<p>Review and monitoring of one to one tuition. Monitoring of one to one tuition plans and use of resources in targeted session</p>	<p>AA 35% £27525</p>	<p>January, 2017 Target Setting</p>
<p>Provide opportunities for children to excel in music and the performing arts</p>	<p>Continue to provide the enhanced music programme and target concert group attendance at children receiving PP Provide a range of performing arts tutors to conduct act school teaching at a subsidised rate.</p>	<p>We want every child to experience success in the wider curriculum so they can represent the school and be proud of their achievements.</p>	<p>Monitoring on a termly basis to ensure access to vulnerable children is high and that they are achieving the highest possible levels.</p>	<p>TW 15% £11700</p>	<p>March, 2017</p>
<p>Good access provided to all extra-curricular activities, residential and extended school provision</p>	<p>Provide reduced rate funding for educational activities, trips and extended school provision.</p>	<p>Participation in educational visits, especially outdoor and adventurous activities has had an excellent impact on children's aspiration and confidence.</p>	<p>Participation check Review of behaviour and attitudes to learning</p>	<p>YC 5% £3895</p>	<p>Ongoing</p>

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<p>Vulnerable children are able to express themselves well and manage their behaviour</p>	<p>Provide access to counselling from Tavistock trained counsellor to children receiving PP in line with our philosophy following the Solihull Approach.</p>	<p>Some children require more targeted and intensive support than would be available from referral outside of the school.</p>	<p>Monitoring of outcomes for children receiving counselling provision.</p>	<p>AA 5% £3895</p>	<p>February, 2017</p>
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