

Inkpen Primary School Pupil Premium Strategy Statement

Context of School

Inkpen Primary School is a small rural school, situated in West Berkshire. The number of children identified as disadvantaged is below the National Average. 9% of pupils fall under this classification, compared with 25% Nationally (2016).
 At Inkpen, we believe in supporting all children to do as well as they can, both socially and academically. In addition, we believe in supporting our families with any issues that may impact on their child's achievement and well-being.
 For each PPG child, there is an "Addressing Barriers to Progress" Plan, where interventions and support are tracked and monitored termly. We work to ensure inclusion, challenge and raised aspirations with the use of positive role models in mixed ability groupings where possible. A child's progress is tracked on a termly basis and interventions assessed for effectiveness informally on a half-termly basis. If an intervention is not working for a particular child, then discussions are held with the CT and alternative strategies put in place.
 The proportion of disadvantaged children in each cohort varies widely, often being as few as one or zero - it is not therefore possible to identify progress in each cohort throughout the school as this would identify the pupils.

1. Summary Information

School	Inkpen Primary School				
Academic Year	2016/2017	Total PP budget	£12,460	Date of most recent PP Review	April 2016
Total Number of pupils	78	Number of pupils eligible for PP	6 + 1 Post LAC	Date for next internal review of this strategy	July 2017
This report is evaluated and reviewed annually by governors					

2. Current Attainment

	<i>Pupils eligible for PP (School)</i>	<i>Pupils not eligible for PP (National)</i>	<i>Progress</i>	<i>Non-SEND PP Pupils</i>
% achieving Expected or above in KS2 RWM	50%	60%		100%
Reading	100%	71%	+8.64	100%
Writing	50%	75%	+3.6	100%
Maths	50%	75%	-4.62	100%
% achieving Expected or above in KS1 RWM	0%			0%
Progress				

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A	Poor oral language skills coming into school, leading to poor reading skills	
B	Lack of resilience to new learning in class	
C	Attainment in Literacy and Maths	
D	Self Esteem – Behaviour issues leading to poor attitudes towards learning	
E	Poor Social and Emotional Skills	
External barriers (<i>issues which also require action outside school, such as low attendance</i>)		
4. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A	Improve oral language skills for pupils eligible for PP across the school, leading to improved reading ages for those not at age related expectations	Pupils eligible for PP in all year groups who are below age related expectations, will make accelerated progress in reading across the year – measured using increase in reading ages
B	Improve resilience in class for pupils eligible for PP across the school Measured by improved independence, approach to learning and resilience in class	Pupils eligible for PP will become more independent in their class work, able to persevere when things get harder Work in books will show greater independence and progress over the year
C	Raise attainment in Literacy & Maths for those not at age related expectations For those at age related expectations, progress needs to be maintained or even improved – measured by progress in books or formal testing if appropriate	Pupils eligible for PP show accelerated progress in Literacy and Maths – measured using Reading, Spelling and Number ages as well as termly tracking against the curriculum
D&E	Improve self-esteem, behaviour and attitudes to learning	Pupils will have improved attitudes towards learning, leading to more confidence, independence and resilience in class and accelerated progress in Reading, Writing and Maths

Planned Expenditure					
Academic year	2016/2017				
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 teaching for all					
Desired outcomes	Chosen action/approach	What is the evidence and rationale for this choice - Objective	How will you ensure it is implemented well?	Staff Lead	When will you review implementation
Improved oral language and reading skills	Staff training on SPRINT reading & writing for KS1 to prevent pupils from falling behind	We want to invest some of the PP in longer term change which will support all pupils. SPRINT reading to writing course has been shown to improve reading and writing standards for all those falling behind. It can also be adapted for older pupils for a whole school approach	Course selected on advice from Cognition and Learning team as a way to ensure gaps do not arise early on Course booked	EnCo £375	July 2017
Impact and lessons Learned:					
Progress for the child who has had SPRINT went from a reading age below 4:5 in September to 7:6 in June From September this programme will continue to be delivered to suitable children in Y1&2 by the trained TA – This will prevent all children falling so far behind in the infants, making it far easier to close any gaps they may have					
Improve confidence & resilience for pupils during independent class work	CPD for Teaching Assistants on enabling pupils to become more independent Booster groups for Y6 created to build confidence in test situations from improved outcomes in Literacy & Maths	Improved resilience for all PPG/SEND pupils who can become too dependent on adult support – raising expectations of what they are capable of Small group work designed to improve confidence when tackling SATS type questions	Weekly Sessions after school	HT £250 1X Hr per week – taken from extra teacher hours HT	July 2017
Impact and Lessons Learned:					
TAs all reported the training to be beneficial with many features which could be used in class situations – Children are becoming more resilient as seen in work completed in books Resilience in children is an issue across the school though, not just with Disadvantaged children. With this in mind, there will be a whole school push on this in the next academic year based around Growth Mind-set, teaching children to become more resilient and independent. Extra support will be available for those who struggle. Booster groups were very successful in giving all children more confidence in what they are able to do as well as raising outcomes – this will be started again in September					
Total Budget Cost					£625

II. Targeted Support					
Desired outcomes	Chosen action/approach	What is the evidence and rationale for this choice - Objective	How will you ensure it is implemented well?	Staff Lead	When will you review implementation
Improved oral language and reading skills Improved Writing	Structured reading interventions "Catch-up" SPRINT Reading & Writing Some students need targeted support to catch up. These programmes have been independently evaluated and shown to be effective over time	Long term change to support all pupils – SPRINT reading to writing will improve reading & writing standards for all those falling behind in Y2&2, including PPG/PPP pupils Formal testing will show at least expected progress	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	SenCo for Catch-up EnCo for SPRINT	Yearly July 2017
Impact and Lessons Learned: Catch-up continues to give double gains, bringing most pupils up to near chronological age. A structured reading approach has then continued for those where Catch-up is no longer appropriate to give regular 1:1 reading & discussion times					
Improved outcomes in Literacy and Maths	Placemen of additional staff within the class to free up the class teacher to work with PP eligible pupils in small groups TA support will include 1:1 interventions and freeing up the CT Sometimes this extra member of staff will be a teacher to allow team teaching, 1:1, Y6 booster groups, Golden Ticket Maths Club & closing gaps sessions when appropriate	CT will have more time to split class and give directed attention during class activities Formal testing will show at least expected progress for pupils	Organise timetable to ensure class teachers are freed up during Literacy and Maths with TA support or team teaching	HT £3900 – TA Support Additional Teacher 4hrs weekly £4680	Termly when progress is assessed – allocation of staff will depend on the need throughout the school Formally July 2017
Impact and Lessons Learned: Reading & Number ages have all made accelerated progress for pupils not yet reaching age related expectations Spelling ages have mostly increased; where they have not, pupils are able to spell spelling targets from SAPS and make more phonetically correct attempts in formal testing Progress in books is mostly good for all For those at Age related expectations, books show good progress and pupils demonstrate improved resilience & independence in all areas Golden ticket Maths club remains popular and will continue next year					
Total Budget Cost					£8580

III. Other Approaches

Desired outcomes	Chosen action/approach	What is the evidence and rationale for this choice - Objective	How will you ensure it is implemented well?	Staff Lead	When will you review implementation
Improved Social Skills	Social groups with extra teacher Adult guided activities & working in small groups during lesson time	If pupils are more engaged in school and learning then they will become more involved in their own learning Tracking will show an improvement in ability to engage in lessons and access learning within a whole class environment	Organised time table for teaching staff to be available throughout the week to support pupils and ensure there are less obstacles to learning	HT Additional Teacher Costing included above	Assess on a ½ termly basis Support to be flexible where there is the greatest need Formally July 2017
	Positive role models introduced CTs to take a role in lunch time duties as well to ensure positive play times for all	Positive playtimes lead to a more positive frame of mind for afternoon lessons – resulting in improved application and therefore improved outcomes and attitudes to learning	Timetable for staff to take lunch time duties – Is there a change in behaviour after a break? Is there an improvement in learning behaviours in class? Dedicated lunch time each week		Informally on a half-termly basis Formally July 2017
	ELSA support	To support pupils in need of someone to talk through emotional and social issues Targeted pupils will have more confidence and better social skills from ELSA intervention	ELSA staff to deliver	Membership £175 Training/Meetings £180 1X hr weekly £390	July 2017

Impact and Lessons Learned:

ELSA support continues to play an important role in the welfare of all children in the school, not only those from disadvantaged backgrounds, and will therefore continue next year
Lunchtimes are generally much calmer with a member of teaching staff on duty to ensure all children have a positive playtime. Teachers have led a range of activities for those who sometimes struggle in the less structured routine of lunch. Afternoon teaching has also had fewer interruptions where lunch time issues have needed to be sorted out.

This will continue next year as well

An extra teacher is not always required in the classroom; most of the time, an extra TA in the class to free up the teacher is sufficient as the class teacher generally knows the children best.

If one is thought necessary next year, this will be reviewed again

Social groups are generally be led by a TA as well

Attachment needs Training for all		Pupils with attachment needs are better supported to access learning opportunities – raising expectations		HT £220	Discussions after the course
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Impact and Lessons Learned:

A positive and enlightening experience – some good ideas of strategies to use with affected children

Enrichment and Development of skills. offering wider opportunities and broadening of horizons	Payment of fees for clubs, school trips and outings Swimming lesson costs	Pupils have access to opportunities that might not be available to them otherwise		SBM Swimming £200 Clubs & Trips (incl. Y6 residential) £1500	
Impact and Lessons Learned: All children were able to take advantage of the opportunities the school offered. We will continue to offer this for all PPG children.					
Free School Dinners for 1 term	This has been evaluated going forward will no longer be in place			SBM £710	
Impact and Lessons Learned: Reviewed Summer 2016 and this is no longer offered to all the children. There was no impact of not providing school meals for any of the children – should there be so in the future, we would decide on a case by case basis.					
Total Budget Cost					£3375

2016 Results:	Year	PPG Pupils at School	Non-SEND PPG Pupils at School	% Non-PPG pupils at School	Non-PPG Pupils Nationally	% all Pupils Nationally	PPG Pupil Progress in School
% achieving expected or above when at KS1	2016	0%	0%				
	2017	0%	0%				
% achieving expected or above in KS2 RWM	2016	50%	100%	83%	60%	53%	
	2017	100%	100%				
Reading	2016	100%	100%	83%	71%	61%	+8.64
	2017	100%	100%				
Writing	2016	50%	100%	83%	79%	74%	+3.6
	2017	100%	100%				
Maths	2016	50%	100%	83%	75%	70%	-4.62
	2017	100%	100%				

Previous Performance of Pupil Premium Pupils

	2013 School	2013 National	2014 School	2014 National	2015 School	2015 National
% of Pupils achieving L4+ in Reading, Writing and Maths	83%	75%	92%	79%	92%	80%
% of PPG pupils achieving L4+ in Reading, Writing and Maths	67%	64%	100%	67%	---	70%
% of Pupils making 2 levels of progress in reading	100%	88%	100%	91%	100%	91%
% of PPG pupils making 2 levels of progress in reading	100%	84%	100%	88%	---	87%
% of Pupils making 2 levels of progress in writing	100%	91%	100%	93%	100%	94%
% of PPG pupils making 2 levels of progress in writing	100%	89%	100%	90%	---	91%
% of Pupils making 2 levels of progress in maths	90%	88%	100%	89%	92%	90%
% of PPG pupils making 2 levels of progress in maths	100%	84%	100%	85%	---	84%

