

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	2017 - 2018	Total PP budget Received £9820	£9820	Date of most recent PP Review	July 2017
		Total Spend Actual Spend: £9962	Approx. £9680	Money not spent to be allocated when needed across the year	
Total Number of pupils	78	Number of pupils eligible for PP Funded for 6 + 1PPP	7	Date for next internal review of this strategy	July 2018

This report is evaluated and reviewed annually by governors

2. Current Attainment

	Pupils eligible for PP (School)	Pupils not eligible for PP (National)	Progress	Non-SEND PP Pupils
% achieving Expected or above in KS2 RWM	100%			No SEND PPG this year
Reading	100%			
Writing	100%			
Maths	100%			
% achieving Expected or above in KS1 RWM	0%			

Progress	R +5.58	W +4.63	M +6.8	
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3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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 – mainly due to SEND
D	Self Esteem – Behaviour issues leading to poor attitudes towards learning
E	Poor Social and Emotional Skills

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

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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 (SEND) 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 Incidences of poor behaviour will become fewer and engagement with learning will improve, leading to improved attainment.

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 to continue to deliver SPRINT Reading & Writing (Wave 3) to all appropriate pupils to prevent them 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 quickly for all those not meeting ARE in Y1&2 It can also be adapted for older pupils for a whole school approach	Training completed 2017 for EnCo & 1TA TA given set times to deliver	EnCo In conjunction with TA (PB) 2hrs per week X39 £780	July 2018
Impact and lessons Learned:					
Progress for one child receiving SPRINT from September to January has been that they are now at ARE for both reading & writing 2 other children have also received SPRINT over the year. One child is now beginning to make progress. After receiving SPRINT support, it was decided that it was not appropriate for the 2 nd child In future, for SPRINT to work as it is meant to, care needs to be taken to choose children carefully for it to be most effective Another possible child has already been identified for SPRINT interventions, starting in September					
To continue to improve confidence & resilience for pupils during independent class work	Introduction of Growth Mind-set to whole school with emphasis on perseverance & resilience for all Learning activities chosen by CTs designed to allow independent working for vulnerable pupils, with visible success to improve confidence	Improved resilience and independence for all PPG/SEND pupils who can become too dependent on adult support – raising expectations of what they are capable of	Across the school – no cost	HT Teacher 2Hrs per week	July 2018

	Booster groups for Y6 created to build confidence and raise attainment in Maths	Small group work designed to improve confidence when tackling problem solving in Maths	2X Weekly Sessions after school	X30 £1800	
Impact and Lessons Learned: Booster sessions have continued all year in both Maths & GPS. The children's progress in the areas looked at has been significant, along with their confidence. This is the first year that booster sessions have started in September and it has made a real difference. Children in Y5 have already been identified and because starting in September was so successful, parents have been approached about starting in June, after half term. All parents were enthusiastic about this option and so will be trialled once a week. The idea of Growth Mindset was introduced to the children in September and revisited regularly – there has been improvement in resilience. Some children though are still afraid of making mistakes and so it is this is the area we will focus on next year. Carefully planned tasks for vulnerable children which allow them to succeed independently is working and we will continue to develop this area					
Total Budget Cost					£2580

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 Y1&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 Costing already added	Yearly July 2018
Impact and Lessons Learned: Catch-up continues to bring most pupils up to their chronological ages. When these are reached, a structured to reading continues for those who area maybe not reading as much as they should at home. This will continue next year					
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	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	HT TA 7Hrs per week X39 £2730	Termly when progress is assessed – allocation of staff will depend on the needs of pupils throughout the school Formally July 2018
Impact and Lessons Learned: Extra staff in classes allows Class Teachers to focus where support is required most.					

Where 1:1 intervention is needed, children also receive this from a dedicated intervention TA – this includes Catch-up as well as spelling and number interventions.
 Golden Ticket maths club continues for specifically invited children during 1 lunch time per week, giving extra maths practice.
 Formal testing scores show that children are improving, even though they may not yet be reaching ARE.

Total Budget Cost £2730

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 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 TA support for Social groups During class time	Support to be flexible where there is the greatest need so assessed frequently Formally July 2018
	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	CTs 2.5 Hrs weekly X39 £2925	Informally on a half-termly basis Formally July 2018
	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 2018

Impact and Lessons Learned:

ELSA continues to be needed by a significant amount of children and so will continue – a change can usually be seen in the behaviour of the children following these sessions
 Children who could benefit from social group sessions are identified and these have then been set up
 Outside agencies have also been invited in this year to deliver restorative practice sessions, with a view to setting up mentors within school and improving behaviour in class
 This is an area that will need to continue to be a focus next year as well.
 Lunch time duties will continue as they do keep incidents at lunch time to a minimum and allow for smooth transitions to learning in the afternoon

Improved Behaviour in class	Extra TA support to enable pupils to access learning Regular contact with parents to			Costed in Targeted Support	
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	review progress and engage 1:1 special time with CT to engage more in learning & school				
Impact and Lessons Learned: See above					
Enrichment and Development of skills. offering wider opportunities and broadening of horizons	Payment of fees for clubs, school trips and outings Swimming lesson costs All PPG pupils to be offered a place at an after school club	Pupils have access to opportunities that might not be available to them otherwise		SBM Swimming Clubs & Trips (incl. Y6 residential) £700	
Impact and Lessons Learned: All children eligible have taken advantage of clubs and trips during the school year, including the Y6 residential. No child has missed out because of lack of funds.					
Free School Dinners for Ever 6 Pupils	This is assessed on a need basis				
Impact and Lessons Learned: There have been no Ever 6 children who required free school meals this year					
Total Budget Cost					£4370

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 in RWM	2016	0%	0%					
	2017	0%	0%					
	2018	0%	0%					
% achieving expected or above in KS2 RWM	2016	50%	100%	83%	60%	53%		
	2017	100%	100%	73%		61%		
	2018	33%	0%	80%				
Reading	2016	100%	100%	83%	71%	61%	+8.64	
	2017	100%	100%	91%		71.4%	+5.58	
	2018	33%	0%	90%				
Writing	2016	50%	100%	83%	79%	74%	+3.6	
	2017	100%	100%	81%		76.5%	+4.63	
	2018	67%	100%	90%				
Maths	2016	50%	100%	83%	75%	70%	-4.62	
	2017	100%	100%	91%		74.8%	+6.8	
	2018	67%	100%	90%				

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%