

Pupil premium strategy statement (primary)- Maidstone

5. 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 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	When will you review implementation?
Children able to access the learning in class and increased progress in Reception	Reception TAS full timex2	Staff deployed effectively to set the building blocks of learning early on. Staff are able to set up and run intervention groups throughout the day.	Monitoring of teaching and learning. Teachers deploying the TAS in class to support the children (appraisal and reviews). PPMS.	EYFS leader	Teachers to complete Spring 1 appraisal review with TAS.. Termly data review- PP and non PP.
<p>Review:</p> <p>Staffing changes took place in Reception in Autumn and Spring terms due to staff absence. Interventions planned were not completed regularly due to staff absence, however, since teaching staff changes in the summer term there was rapid improvement, weekly joint planning took place, daily interventions of sound discovery were taking place. EAL groups were being supported through regular interventions. Teachers identified gaps in learning and tried to fill these during the first half of the summer term. Children were making better progress. The gap between PP and Non PP children has been reviewed throughout the Spring and Summer terms. Target areas were identified for next year and EYs will be running in a unit style approach from September 2017. This is being implemented at the end of the Summer term ready for September.</p>					

Reception 2016-2017 (37 children) achieved (based on expected 40-60 months) 71% in reading, 68% in writing and 79% in maths as a year group overall. PP children achieved 56% in reading, 56% writing and 78% maths (gaps of 15% in reading, 12% writing and 1% maths). In 2017 the GLD was 60%. The GLD for PP children (9 children) was 33% and the GLD for non PP was 68%. There is a gap of 35% and this will be focused on in year 1 and on the new 2017 strategy.

Increased progress and attainment in KS1	Literacy intervention Numeracy intervention Speech and language	In national research, paired or small group additional teaching has been identified as being the most effective approach to raising attainment for Pupil Premium pupils.	Monitoring of data half termly. PPMS.	Head of school	Termly data review- PP and non PP.
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Review:

Attainment in Year 1 overall reading 81%, writing 74% and maths 81%. PP Year 1 reading was 77%, writing 71% and maths 77%. Non PP reading was 84%, writing 76% and maths 84% the gaps were reading 7%, writing 5% and maths 7%.

Progress of 4 steps or more Year 1 overall reading 67%, writing 79% and maths 79%. PP Year 1 reading was 53%, writing 65% and maths 71%. Non PP reading was 76%, writing 88% and maths 84% the gaps were reading 23%, writing 23% and maths 19%.

Year 2 attainment based on teacher assessment overall this year was 65% reading, 52% writing and 57% maths. PP Year 2 reading was 50%, writing 40% and maths 40%. Non PP reading was 77%, writing 62% and maths 69% the gaps were reading 27%, writing 22% and maths 29%.

Progress of 4 steps or more Year 2 overall reading 72%, writing 70% and maths 70%. PP Year 2 reading was 60%, writing 60% and maths 60%. Non PP reading was 81%, writing 77% and maths 77% the gaps were reading 21%, writing 17% and maths 17%.

Targeted intervention has supported most children particularly in reading and maths. However a large proportion of children in Year 2 were not working on the year 2 curriculum and therefore had too large a gap to fill to make the expected standard. What we have seen is the growth in independent learning behaviours and self confidence from working in small groups with additional teaching, which has supported the progress of children. Writing will continue to be a priority and small group intervention will continue next year focussing on word count reading, reading comprehension, writing skills and maths skills.

Increased progress in phonics and reading in KS1.	Reading 1:1 TA Sound discovery Bug Club	Fewer than 80% of disadvantaged pupils met the expected standard in phonics in year 2. Fewer than 70% of disadvantaged pupils met the expected standard in phonics in year 1. 1:1 tuition (for meeting individual learning needs) has been shown to be effective in raising PP progress in national research. Online interactive tool for parents and children to engage in at home.	Monitoring of use of Bug Club. Monitoring data half termly on Target Tracker. Use of reading assessment grids.	Literacy leader	Termly data review- PP and non PP.
<p>Review:</p> <p>Bug club was not being used often enough - the subscription has been cancelled and more reading support from adults in school put in place instead. Sound discovery has had a positive impact on the children in the groups, all children have increased in their knowledge of the phonic sounds and reading scores increased for those children from their baseline. Data has been analysed 56% of PP (84% non pp- gap 28%) achieved Year 1 phonic test (8 of the 14 children) higher than last year (73% overall year 1). Phonics and spelling has been reviewed for 2017-18, sound discovery to continue and reading 1:1 with support staff in school. 9/10 pp took part in year 2 phonics test and they all increased their scores from a single digit to double digits.</p> <p>Reading and comprehension papers have also been purchased to track progress throughout year (headstart primary resources) Progress in reading in Year 1 73% expected or higher progress and Year 2 76% expected or higher progress.</p>					
Total budgeted cost					£52,000
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	When will you review implementation?

Improved self-esteem and confidence (and behaviour allowing access to curriculum)	Nurture group Thrive Gemstones Gym trail and sensory circuits Counselling and therapy	Children need to be emotionally ready to access learning in the classroom. Some need help and support to do this.	Analysis of interventions. PPMS. Reports from outside agencies.	SENCO	Ongoing.
<p>Review:</p> <p>Nurture Group- Despite success the previous year of Nurture, it was not as successful in the Autumn Term and felt the children needed to be in their classes more. The children benefitted more from 1:1 Thrive work for one-two sessions per week. This was completed by a TA released from class to focus on Thrive with children 1:1 and then teachers continued this with group sessions in class.</p> <p>Thrive- Thrive was introduced. The children developed their social and emotional aspects of learning.</p> <p>Gemstones One pupil. The pupil raised his collective QCA scores (Learning, Conduct and Emotional Behaviour) from 8 in May 16 to 29 in March 17. He also went from attending two hours per week (due to behaviour) to a full time timetable.</p> <p>Gym Trail and Sensory Circuits Gymtrail was not started as Sensory Circuits were to be set up instead. This has been a long process, accessing staff training and resourcing the intervention. It was set up late in the Summer Term, so too early to show progress yet. This is being implemented from September 2017 on a regular basis.</p>					
Improved attendance	Breakfast club	Attendance was low for all pupils & the groups: FSM, non-FSM, girls, boys, SEN support, no SEN (in the lowest 10%). Persistent absence was high for all pupils & the groups: FSM, girls, SEN support, no SEN (in the highest 10%). Missing six days every term of every year is the same as missing one whole school year. 95% attendance means that you are taking one day off a month.	Register for breakfast club. Attendance data.	SENCO Attendance officer Pastoral support manager	Termly

Review: Termly meetings are held with Head teacher, Pastoral Support Manager, Attendance Officer and Education Welfare Officer to monitor children's attendance and suggest ways to improve attendance; meetings are arranged with Head of School. Parents are offered Breakfast club to ensure their children are in school, on time, ready for the day.

Attendance (this is just termly so beginning to end of each term)

The whole school attendance overall improved from July 2016 to July 2017 by 7%.

2016/17 Whole school 93%, PP 88% not PP 74%- gap of 14% overall and each term.

Autumn (whole) 93% (pp) 90% not PP 76%

Spring (whole) 93% (pp) 86% not PP 72%

Summer (whole) 94% (pp) 88% not PP 74%

2015/16 whole school 86%, FSM 94% and non FSM 79%- gap of 15%

Autumn (whole) 93% (pp) 90% not PP 76%

Spring (whole) 94% (pp) 88% not PP 74%

Summer (whole) 93% (pp) 88% not PP 74%

6 children attended breakfast club, the impact of breakfast club is successful in many ways. The child knows there is consistency and there is someone waiting to greet them. It has a calming effect, eating and chatting together providing a social gathering. The children gain confidence and independence, helping each other and gaining skills such as washing up. There is nurturing time as the children can come in upset and the children get a choice of their breakfast which they enjoy. It has been observed that the children are not constantly asking for snacks and goes into class more alert and ready to learn. Breakfast club is a positive start to the day and improves children's self esteem.

Annual School Absence and Persistent Absence as published in the DFE Performance Table

This table shows the percentage of Unauthorised Absence (Un), All Absence (Abs), and Persistent Absence (PA) for schools and for LA and Nationally for Primary or Secondary (incl. Middle) schools as published in the DFE Performance tables. A blank cell indicates the data is suppressed due to small numbers. Since the start of the 2015/16 academic year, a pupil has been classified as a persistent absentee if they missed at least 10% of their own possible sessions, previously it was at least 15%. Therefore, 2016 figures are not comparable to previous years.

Year	School			LA			National		
	%Un	%Abs	%PA	%Un	%Abs	%PA	%Un	%Abs	%PA
2014	0.9	5.5	4.9	0.7	4.2	2.0	0.8	3.9	1.9
2015		5.9	2.6	0.7	4.1	1.8	0.9	4.0	2.1
2016		5.7	13.9	0.7	4.0	8.0	0.9	4.0	8.2

Increased attendance at clubs, curriculum opportunities and children feeling part of the school in school uniform	£100 allocated amount for each PP child Milk daily	It is important that PP children have access to the same opportunities as the other children.	Spreadsheet of spending and analysis..	Office manager	Ongoing spread sheet on spending
<p>Review: Spreadsheet is kept up to date with usage for uniform, clubs, milk, school trips out and visiting activities to the school. The children who look smart, wear the uniform and feel included will have a positive impact on the child and therefore their learning.</p> <p>Total spent: 13% on trips, 23% clubs, 42% uniform and 21% milk.</p>					
Total budgeted cost					£12,000
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	When will you review implementation?
Children present in school on time and ready to learn with a positive attitude	Pastoral support to work alongside families by engaging with families. Arrange meetings to formulate plans and use outside agencies if needed. Breakfast club to support families with children being in school on time or to give them a positive start before entering the classroom.	Engagement of families and supporting families in the home is key for attendance to rise. Breakfast club provision to help with the morning issues related to arriving at school on time.	Pastoral support monitoring. Attendance officer monitoring. Breakfast club register.	Pastoral support manager Attendance officer	March 2017

Review: Appointments were arranged for parents to meet with Head of School to discuss attendance. An invitation to Breakfast club was offered to improve lates and one parent took the offer and used it. If it was noticed that children were not attending or arriving on time for Breakfast club, a meeting was arranged to discuss. After the meetings, two parents brought their children through the office, in the morning, rather than onto the playground. Others improved their attendance and some were illnesses which improved and then attendance improved.

Total budgeted cost	£13,000
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