



Stradbroke Primary School

Pupil Premium Strategy 2017/18

1. Summary information

School	Stradbroke Primary School				
Academic Year	2017/18	Total PP budget	£227,460	Date of most recent PP Review	Sep 2017
Total number of pupils	478	Number of pupils eligible for PP	142	Date for next internal review of this strategy	Jan 2018

2. Current attainment

KS2 2017 Results	<i>National Average</i>	<i>Pupils eligible for PP (Stradbroke)</i>	<i>Non-PP (Stradbroke)</i>	<i>Higher Standard (Stradbroke PP)</i>	<i>Higher Standard (National)</i>	<i>PP Progress Score</i>	<i>Non PP Progress Score</i>
Reading 83% (Without the IR 89%)	71%	91% (Without the IR 95%)	78%	22%	25%	2.5	0.97
Writing 73% (Without the IR 79%)	76%	70% (Without the IR 73%)	76%	4%	18%	-1.25	-0.46
EGPS 82% (Without the IR 88%)	77%	83% (Without the IR 86%)	81%	26%	31%	n/a	n/a
Maths 80% (Without the IR 86%)	75%	87% (Without the IR 91%)	76%	35%	23%	2.71	1
Combined R,W,M 67% (Without the IR 71%)	61%	65% (Without the IR 68%)	73%	n/a	n/a	n/a	n/a



3. Barriers to future attainment (for pupils eligible for PP)

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

A.	Children enter school with lower than average starting points (Approx. 70% of children are below typical entry levels)
B.	Low levels of speech and language development
C.	High levels of SEN, above average amount of EHC plans compared to national (particularly within the integrated resource)

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

D.	Above average levels of social economic deprivation
E.	Below average attendance

4. Desired outcomes (Desired outcomes and how they will be measured)

Success criteria

A.	Pupil premium children to make rapid progress compared to starting points	Diminish the differences
B.	To ensure equal opportunities for disadvantaged children	Increased participation
C.	Improved attendance	Attendance above 96%

5. Planned expenditure

- Academic year** **2017-2018**

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?
-----------------	--------------------------	---	---	------------	--------------------------------------



Raise quality of first wave teaching	Bespoke CPD for teachers	Teachers need more strategic support to tailor support for learners.	Evaluate quality of teaching,	JS/SN	Jan 2018
Raise quality of second wave teaching	Bespoke CPD for teaching assistants	To ensure that gaps do not develop or are curtailed swiftly.	Evaluate quality of	JS/SN	Jan 2018
Method of support		Success Criteria		Spend	Analysis/Review
Teresa Heathcote (Literacy Consultant) working with our Literacy Lead		Diminish the difference between disadvantaged and non-disadvantaged in English.		£5000	
Zoe Wilson		SEN Targeted support and personalising learning through high quality IEPs. Learning support assessments.		£2000	
Additional CPD for staff and SLT		Targeted support around key SIP priorities in order to diminish differences.		£3000	
Conrad Burdekin (ESCAL)		Engaging Boys in Writing.		£500	



ARK Maths Mastery Programme	Closing gaps before they start in FS1 and Y1.	£6000	Ongoing project entering its second year at the school. PP progress is positive in Maths in Y1 (+2.7) and PP achievement in Maths (78%) is ahead of national PP figures (75%) when compared with last years (2017) end of KS1 data. Differences are diminishing.
Coaching to Outstanding	Raise standard of teaching > diminish the difference. Targeted support around differentiation in the wider curriculum.	£10,000	The first wave of 'Coaching to Outstanding' targeting HA in Reading was successful with new approaches shared throughout school. End of KS1 Test Results - Reading 78% (76% National) and 15% HS (25% National) End of KS2 Test Results - Reading 83% EXS (71% National) and 32% HS (25% National)
Supply cover for teachers	To continue to allow SLT to plan and deliver CPD and allow teachers to time for professional development (internal and external courses) as well as visiting 'Outstanding' schools.	£20,000	
Supply cover for TAs	To continue to allow TAs to attend targeted CPD aimed at diminishing the differences between vulnerable groups	£6000	



Time for monitoring	Diminish the difference between pupil premium and non-pupil premium children.	£3000			
Total budgeted cost		£55,500			
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?
Diminish the differences between disadvantaged and non-disadvantaged.	Additional teachers to support boosting and interventions CPD.	Identified gaps in attainment between vulnerable groups in previous years.	Monitoring interventions CPD evaluations Evaluate impact through careful data scrutiny	JS/SN	Jan 2018
Quality interventions	Resourcing and training	Identified gaps in attainment between vulnerable groups in previous years.	Monitoring interventions Evaluate impact through careful data scrutiny	JS/SN	Jan 2018
Method of support	Success Criteria		Spend	Analysis/Review	
Additional teacher for boosting and interventions in Maths and Literacy. Aimed at lower attaining children who are working considerably below their year group counterparts.	To raise the attainment of disadvantaged pupils with low starting points.		£29,260		



Additional teacher to support boosting and interventions 0.8.	To provide support for lower attaining disadvantaged children in Maths and English	£32,000	
Additional TAs to deliver same day interventions (gap-filling).	Diminish the differences between pupil premium and non-pupil premium children in line with SIP	£30,000	SLT closely monitor application of TAs via observation and work scrutiny.



Additional P.E. Coach	Increase the participation of pupils (specifically disadvantaged children) in sports and extra-curricular activities at school.	£19,000	
Gap Filling and Pre-Emptive Intervention Training	Differences in line with SIP target for Reading, Writing and Maths	£9000	
Speech and Language Training	Targeted intervention for KS1 children who require extra language skill support.	£2,000	
Lego Theraplay	Social and communication skills building for our most vulnerable children.	£7000	



Teacher 0.2	To provide support for lower attaining children in English	£5000	
Rainbow Reading (2 TAs trained)	Ensure reading gaps remain below SIP target	£3000	
Project X Reading Programme (2 TAs trained)	Ensure reading gaps remain below SIP target	£3000	
Toe by Toe Intervention (Training and Resources)	Gaps in line with SIP target > continue to close gaps between pupil premium and non-pupil premium	£6000	
Total budgeted cost		£145,260	

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?
Equal opportunities for disadvantaged children	Extra-curricular visits to support learning experiences	All children have the opportunity to experience extra-curricular activities.	Attendance registers for extra-curricular activities.	JS/SN	Jan 2018



Improved attendance	Change in role of learning mentor to help improve attendance. Additional training for attendance officer. Support strategies to improve attendance with disadvantaged pupils.	Attendance to improve above national average.	Regular attendance reviews. Each class to monitor attendance (with good attendance incentives).	JS/SN	Jan 2018
Efficient external support for children with complex and significant learning difficulties	SENCO Support (Locality SENCO 0.5 days a week)	To provide additional support for vulnerable children and to support EHCP application process. CPD	SEN review. Data analysis.	JS/SN	Jan 2018
Method of support	Success Criteria	Spend	Analysis/Review		
Zoe Wilson (Locality SENCO support)	Tailored IEPs and in class support for disadvantaged pupils	£3000			
Rewards for attendance	Focus on PP children	£1000			
Tracking system updates	Changes to track interventions and targeted monitoring of disadvantaged pupils	£3000			
Support strategies to improve attendance with disadvantaged pupils.	Attendance was 95% last year. Target of over 96% this year.	£7000			
Extra-curricular visits to support learning experiences	Equal opportunities for all	£10,000			



Learning Mentor	Support our most vulnerable children in school.	£2000	
Mental Health Support	Provide support for our most vulnerable children from outside agencies and CPD for existing staff	£5000	
After School Clubs	Encourage disadvantaged children to take part in extra-curricular activity	£3000	
Resources (Bespoke learning aids)	Laptops, I-Pads etc.	£7000	
Total budgeted cost		£34,000	

6. Review of expenditure	
Previous Academic Year	<i>See Pupil Premium Strategy from 2016-2017</i>