

Old Palace Pupil Premium Strategy

1. Summary information					
Financial Year	2016-17	Total PP budget	£261,000	Date for next internal review of this strategy	July 2017
Total number of pupils	420	Number of pupils eligible for PP	148		
2. Current attainment (July 2015)					
				Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving Level 4 or above in reading, writing & maths				97%	85%
% making at least 2 levels of progress in reading				92%	92%
% making at least 2 levels of progress in writing				100%	95%
% making at least 2 levels of progress in maths				95%	91%
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A	Poor oral skills/ language delay				
B	Minimal resources in the home to stimulate the mind and support learning				
C	Minimal experiences beyond the home, such as days out beyond the immediate locality, visits to museums, galleries, theatre.				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D	Some parents have low levels of fluency in English, making it difficult for them to support learning at home.				

E	Overcrowded housing, which means pupils do not have a quiet space in which to learn or may have their sleep disturbed by other family member									
F	Increased number of families housed in temporary housing, which disturbs learning and increases travelling times to school									
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)					Success criteria					
A	Narrow the gap in attainment between more able PP and non PP pupils in all areas KS1				More able PP children make as much progress, measured by teacher assessments, marking in books, writing moderation & end of year tests					
B	Narrow the gap in attainment between more able PP and non PP pupils in English in Yr 5				More able PP children make as much progress, measured by teacher assessments, marking in books, writing moderation & end of year PIRA tests					
5. Planned expenditure										
Academic year	2016-17									
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?					
To ensure all pupils make at least expected progress	Release of AHTs and Intervention Leader to allow setting	Comparison of internal data has shown that pupils at the school make more rapid progress when they are taught in sets. This often reduces the pupil	Through progress meetings and the termly analysis of summative data the AHTs will ensure that setting is having a	Headteacher to deploy resources in collaboration with governors.	July 2017					

		<p>to teacher ratio and allows work to be tailored more precisely to meet the children's needs.</p>	<p>positive impact on progress. Planning & Book scrutinies will be used to ensure the suitable learning activities are being set and completed.</p>	<p>Assistant Headteachers to monitor impact.</p>	
To provide all pupils with the opportunity to participate in quality drama activities which will develop their communication, literacy and general learning skills.	Drama specialist is employed to support high quality drama provision across the school.	<p>Developing the children's confidence in performing in front of an audience, improving intonation and delivery, and helping them to create and perform plays for the whole school, supports communication and literacy skills, teamwork, confidence and emotional intelligence and creativity, both of which employers rate highly.</p>	<p>Through progress meetings, class teachers will identify PP pupils who would benefit from this additional drama support based both on data and the teacher's wider knowledge of the child.</p> <p>AHTs will liaise with Gareth to highlight these pupils and to discuss how their needs will be targeted.</p> <p>Following support feedback will be taken from Gareth, the pupil and their class teacher to judge impact.</p>	<p>Assistant Headteachers in collaboration with the drama HLTA</p>	July 2017
			Total budgeted cost	188,290	

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?
Gaps in attainment between PP and Non-PP pupils where present will continue to narrow	Intervention Leader & KS1 HLTA to provide targeted afternoon small group interventions	Data analysis shows that high quality small group tutoring is an effective way to improve attainment. This allows specific gaps in knowledge/skills to be addressed, alongside quality first teaching in the classroom.	Intervention Leader and AHTs will meet to select the target children. Intervention Leader will plan tailored intervention sessions and train support staff to deliver these. Progress of these pupils will be closely monitored and shared at progress meetings In light of the progress being made the intervention will revised to ensure maximum impact.	Intervention Leader	Interventions will be reviewed at the end of each term following summative assessment.
Pupils with poor oral language will make accelerated progress	Extra day of specialist Speech & Language support is provided	At present 27 pupils have been identified as having a Speech & Language need and are on the Speech & Language Therapist's case load. Previous data analysis shows	Inclusion Co-ordinator will identify the children for initial assessment. If the child is identified as having a need, goals are set and the	Inclusion Co-ordinator	Speech & Language therapist completes ongoing assessments. These are discussed with the Inclusion Co-ordinate to identify the progress made and whether the

		having 1to1 or small group sessions with the SALT has a significant impact on the children's speech and language, which impacts positively on their progress across the curriculum.	children placed into an intervention		intervention needs to continue
Pupils will become keen readers and achieve national expectations	A Beanstalk Reading partner will support 3 targeted children for up to one year, reading with them twice a week	Beanstalk is a national charity, which provides over 3000 trained reading helpers nationally. As the school can no longer afford a Reading Recovery teacher the school would like to trial the use of Bean Stalk Readers as an alternative approach, based on its claim that 93% of the pupils it supported made significant improvements in their reading ability.	AHTs will select the children and continue to monitor the progress that they are making. If suitable progress is not made the children may be changed or the intervention ended.	AHT leading Y1&2	April 2017 to inform budget setting for 2017-18
				Total budgeted cost	66,640

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?
Parents will have the skills and understanding to support their child's learning and will be supported to increase their employability	Employment of a second Parent Support Worker	<p>Increasing the parents understanding of the strategies used in school and the expectations for different age groups, allows them to provide more effective learning support at home.</p> <p>Targeting individual families or groups (such as a specific ethnic group) allows tailored support to be provided to overcome the barriers they face</p> <p>Helping parents to return to work by providing volunteering opportunities and employability courses helps to improve the families overall financial situation.</p>	<p>Data analysis and feedback from parents is used to ensure support is targeted in the correct subject areas.</p> <p>Through progress meeting, teachers highlight families which may benefit from 1to 1 support from one of the Parent Support Workers</p> <p>The Bromley by Bow Centre and Parental Engagement Team are able to offer a range of tried and tested programmes to support parents.</p> <p>Workshop attendance sheets and evaluation forms are used to judge impact.</p>	Parent Support Workers	January 2017

Pupils will be able to access a range of extra-curricular activities which will broaden their life skills and experiences	Cost of after school clubs subsidised to support PP Parents	Financial constraints may prevent some families from accessing these extra-curricular activities. By partly subsidising the cost, it is hoped to that all pupils will have equal access to these opportunities and the learning that they provide and foster.	All club applications are recorded on a spreadsheet allowing the proportion of PP children attending clubs to be tracked. The School Business Manager will inform the Parent Support workers of any PP children not accessing clubs, so Parent Support workers can then approach parents	School Business Manager	April 2017 to inform budget setting for 2017-18
			Total budgeted cost	24,960	