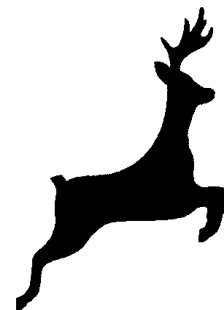


Decoy Primary School

Pupil Premium Strategy

Report to Parents and Governors: 2017/18



Pupil Premium Strategy to be submitted to Governors: September 2017

Reviewed with Pupil Premium Governor: 4th July 2017

Most recent Ofsted: 30th November 2016

Most recent External Pupil Premium Review: 20th May 2015 S.Gale and J.Byrne

Most recent Excellence for All Review: July 2016 Janet Ross

Pupil Premium Strategy Review Date: July 2018

This document explains how our school delegated Pupil Premium Grant funding last year (2016-17) and the impact it had. It also shows how we plan to spend the PPG funding this upcoming year (2017-18).

Number of pupils and pupil premium grant (PPG) expected for 2017/18	
Total number of pupils on roll	398 exc Nursery
Total number of pupils on roll eligible for PPG	37
Total number of pupils in Nursery eligible for EYPP (Early Years Pupil Premium grant)	Possibly 2 who will need to reapply
PPG Pupil Breakdown	
FSM/Ever 6 only	29
Looked After Children (LAC/CiC)	1
Adopted from Care	2
Special Guardianship	3
Service Children	2
Amount of PPG received per pupil	
FSM/Ever 6 only	£1320
Looked After Children (LAC/CiC)	£1900
Adopted from Care	£1900
Special Guardianship	£1900
Service children	£300
Total amount of PPG predicted to be received after January census	£50,280

Barriers to future educational achievement for PPG children

In-School Barriers	<p>On average, Reception children come into Decoy with a baseline below the national average. In 2015 it was 57% on track for GLD, compared with 66% of the year group as a whole. In 2016 it was 33% on track for GLD, compared with 67% of the year group as a whole.</p> <p>There is a considerable overlap between our PPG children, those with special needs and those receiving additional THRIVE support. In the majority of cases the PPG children have additional barriers to their learning.</p>
External Barriers	<p>The attendance rate for PPG children in 2016-17 was 96.2% in comparison to 97.9% for all children. This reduction in their school hours has a detrimental effect on their progress.</p> <p>PPG children often have difficulties completing homework and regular reading practice at home. This means that they are not having the same opportunities as their peers to consolidate their learning. This is particularly apparent after a holiday where the gap widens between them and their peers.</p>

Progress and Attainment of Y6 Pupils Last Year 2016-17 (6 Children, 1 child disagg. and 1 child didn't have KS1 data)

	Expected Progress or better over Key Stage 2	Rapid Progress over Key Stage 2	Working at ARE		
	PPG	PPG	PPG	Non-PPG in school	Non-PPG National
Writing	100%	14%	67%	78%	79% last year
Reading	86%	14%	67%	78%	71% last year
Maths	86%	0%	67%	84%	75% last year

Progress over KS2 of Y6 Pupils Last Year 2016-17

	VA Progress Score over KS2			
	PPG	Non-PPG in school	ALL in school	ALL Nationally
Writing			+0.8	0
Reading			+0.3	0
Maths			-0.6	0

Progress of Y6 Pupils in Previous Years							
	2013-14		2014-15			2015-16	
	PPG (12 children)	Non-PPG in school	PPG (5 children)	Non-PPG in school		PPG (9 children)	Non-PPG in school
Writing - % making expected progress over KS2	92% 8% rapid progress	84%	100% 20% rapid progress	100%	Writing - % making Expected Progress over Y6	86% (6/7) 14% rapid progress	88%
Reading - % making expected progress over KS2	92% 17% rapid progress	89%	100% 0% rapid (However 33% L3 at KS1 to L5A at KS2)	98%	Reading - % making Expected Progress over Y6	78% (7/9) 0% rapid progress	81%
Maths - % making expected progress over KS2	100% 17% rapid progress	89%	100% 20% rapid progress	93%	Maths - % making Expected Progress over Y6	86% (6/7) 14% rapid progress	77%

Green = No gap between PPG children and their peers (or a positive gap)

Orange = Narrow gap between PPG children and their peers

Red = Wide gap between PPG children and their peers

Review of Expenditure 2016-2017

Our desired outcomes for PPG funding 2016-17 were:

Priority A:

To narrow the gap for pupil premium children through positive discrimination (SIP Section 2)

To further develop learning behaviours of *all* pupils and see the application of the skills inside and outside school, particularly for our vulnerable groups (SIP Section 2)

To increase attendance and punctuality for *all* learners and narrow the gap between attendance of pupil premium children and their peers to less than 1%. (SIP 3.1)

To ensure that all PPG children make expected progress in Reading and Writing by the end of KS2 and an increased number make rapid progress.

To ensure that the gap in KS1 Maths Attainment between PPG children and their peers narrows.

Priority B:

To support PPG families outside school hours.

To support PPG Foundation families to try to close the gap early on.

Summary of PPG expenditure and actions taken 2016-17

Last year we had 51 PPG children which included 2 Service children and 7 children who received Pupil Premium Plus. The total amount of PPG received was **£65,420**.

We spent the funding on:

- Effective CPD for teachers to ensure that the teaching across the school remains at least good.
- Effective targeted intervention in class from teachers and teaching assistants.
- Thrive provision for children with social and emotional difficulties.
- Activities for children outside school hours which could be in the form of extra-curricular clubs or holiday clubs.
- Parent support including Family Thrive, Parent Support Advisor and an on-site Counsellor. We'd particularly like to use this range of support to help us increase attendance and punctuality.
- Support for our PPG Foundation families particularly with speech and language skills.

Please see below for a breakdown of this spending.

PPG spending by item/project 2016/17

Item/project	Cost	Desired Outcome and Rationale	Ensuring Implementation
<p>QUALITY FIRST TEACHING Staff CPD</p> <p>Leadership Teachers TAs</p> <p>See School Improvement Plan for further information</p>	£2000	To ensure that all teaching across the school is at least Good and that Quality First Teaching is meeting the needs for all children but especially our vulnerable groups.	<p>GON, SB and SMT to monitor teaching and learning and address areas of development. VS to run CPD staff meetings on the current research around PPG children.</p> <p>Teaching and Learning Documents to be updated regularly with points of development.</p> <p>VS to monitor individual teacher's impact on progress made by Pupil Premium children.</p>
<p>Teaching Assistant support within the classroom.</p> <p>TA led interventions – small group and 1:1 support. E.g. Phonics boosting, additional reading support, Counting to Calculate Maths programme, Handwriting, Funfit</p>	£50,000 (approx. 1/8 of TA time)	To ensure that individual targets for pupils are met swiftly – T.A.s supporting engagement in classroom and intervention programmes. PPG prioritised for intervention programmes.	<p>Pupil Progress Meetings with team leaders</p> <p>Meetings with SENCo</p> <p>Lesson observations by SMT</p>
PPG Coordinator role created	VS Management time	To increase leadership capacity to help ensure systems for Pupil Premium children are in place and sustained.	VS to be appointed from September 2016
Support with the cost of Breakfast and After School Club provided on a case by case basis.	£6600	To ensure that targeted pupils have improved attendance, breakfast and a calm start to the day which will impact their potential to learn.	VS and GON to monitor
Half of the residential in Year 5 and 3 paid for.	£1100	To ensure our FSM children have full access to life enriching experiences.	GON and Business Manager to oversee.
Priority and financial support for in school enrichment activities and school uniforms.	£300	To develop confidence and raise self-esteem of children.	GON and Business Manager to oversee.
Lunchtime Projects – Dining Hall, Playtime Leaders and Lunch Clubs	Management Time	SIP 3.11 To make lunchtimes successful for all children.	SMT to oversee. Regular MTA meetings. Y5 to train Playtime Leaders.
3 x Thrive trained support assistants. 1 works full time with thrive, the others have a	£1700	SIP 3.7 To develop individual provision for children who lack emotional resilience / have poor mental health (3.12)	VS to line manage. Fortnightly supervision meetings with VS. Termly Thrive assessments to monitor impact and progress.

dual role, supporting individuals in class and with thrive provision. (Approx 10% of time available)			
Counsellor working with children according to need.	£2100	To support children with social emotional and behavioural needs.	VS to line manage. A clear referral and reporting system to be implemented.
Breakthrough Parent Support Advisor	£1000	SIP 1.13 To continue to develop parenting skills and parental involvement - especially vulnerable groups	Referrals made by the school and regular feedback given from PSA.
Family Thrive – one each term	£125 + 9 Management Days	SIP 1.13 To continue to develop parenting skills and parental involvement - especially vulnerable groups	VS to run termly.
Pupil Progress Meetings	Staff Meeting time	To ensure that PPG children have quality first teaching and intervention programmes which are effective in accelerating learning.	Run half termly by members of SMT. These are timetabled into the leadership calendar at the start of the year.
Additional monitoring and tracking systems for PPG children.	Management time VS and governors	To ensure pupils making less than expected progress are identified quickly and provision is put in place to accelerate learning.	Regular meetings between VS, SB and teachers to quickly identify areas of concern.
Attendance Monitoring and Support	Management time GON and VS	To ensure that PPG pupils and their families are supported to improve attendance.	GON and LC to monitor and meet with EWO where necessary. VS to support with home issues which are a barrier to attendance.
Transition Projects in Summer Term	Teacher time	To ensure smooth transition to next year group for vulnerable children.	SB to lead in the summer term. Current teachers identify vulnerable children and the next teacher runs a project over the last few weeks of term.
Staff Training and CPD	Staff Meeting time	SIP 1.8 To continue to drive the positive discrimination for pupil discrimination through effective systems and CPD	VS and SB to lead. Training timetabled on the Leadership Calendar at the start of the year.

Projected total PPG to be received	£65,420
Projected total PPG expenditure	£64,925
Projected PPG remaining	£495

Estimated Impact of PPG expenditure on individual year groups 2016-17

Foundation (Current Y1s) **2 PPG children 58 Non-PPG children**

Whole cohort had 80% GLD with 48/60

	PPG (2)
Baseline	0%
GLD Achieved	0% Non PPG 83% GLD (48/58)
Expected Progress or better	100% (higher than Non PPG)
Rapid Progress	50%

Year 1 (Current Y2s) **7 PPG children 50 Non-PPG children**

	PPG (7)	Non-PPG in school (50)	Non-PPG Nationally
Passed Phonics Screening	100% (second year in a row)	88%	Last year 83%

This is evidence of the gap narrowing in regards to Phonics Attainment.

	Expected Progress		Rapid Progress		Working at ARE+	
	PPG	Non-PPG	PPG	Non-PPG	PPG	Non-PPG
Writing	100%	82%	33%	29%	83%	71%
Reading	100%	86%	50%	31%	100%	84%
Maths	100%	88%	50%	37%	83%	82%

This is evidence of the gap narrowing in this cohort in ALL subjects.

Year 2 (Current Y3s) **5 PPG children 55 Non-PPG children**

	PPG (5)	Non-PPG in school (55)	Non-PPG Nationally
Passed Phonics Screening	100% (all passed first time)	98%	83%

	Expected Progress		Rapid Progress		Working at ARE+	
	PPG	Non-PPG	PPG	Non-PPG	PPG	Non-PPG
Writing	100%	91%	25%	16%	80%	73%
Reading	80%	73%	50%	15%	100%	84%
Maths	80%	89%	0%	16%	40%	80%

This is evidence of the gap narrowing for reading and writing in this cohort.

Year 3 (Current Y4s) 9 PPG children 51 Non-PPG children

	Expected Progress		Rapid Progress		Working at ARE+	
	PPG	Non-PPG	PPG	Non-PPG	PPG	Non-PPG
Writing	71%	82%	29%	12%	71%	71%
Reading	71%	74%	0%	8%	43%	73%
Maths	71%	69%	29%	14%	71%	88%

Year 4 (Current Y5s) 10 PPG children 50 Non-PPG children

	Expected Progress		Rapid Progress		Working at ARE+	
	PPG	Non-PPG	PPG	Non-PPG	PPG	Non-PPG
Writing	89%	98%	22%	26%	67%	82%
Reading	100%	90%	22%	38%	78%	84%
Maths	100%	88%	56%	30%	89%	82%

This is evidence of the gap narrowing for maths in this cohort.

Year 5 (Current Y6s) 9 PPG children 51 Non-PPG children

	Expected Progress		Rapid Progress		Working at ARE+	
	PPG	Non-PPG	PPG	Non-PPG	PPG	Non-PPG
Writing	100%	88%	75%	25%	88%	73%
Reading	75%	86%	0%	27%	75%	75%
Maths	75%	92%	0%	24%	75%	84%

Estimated Impact on Attendance Across the School

In 2013-2014 it was a 2.6% gap. Year 2016-17 - Gap was 1.7%

Whole school attendance for the year 2016-17 until June – 97%. PP attendance for the same period is 95.3% (Back to a 1.7% gap). We have had a narrower gap so this is an issue which continues to need monitoring.

Impact in on children who are NOT PPG children

Research tells us that good Quality First Teaching has the most significant effect on the attainment of Pupil Progress Children. As a school, we invest in effective CPD and collaboration projects which not only have a positive impact on our PPG children but also our children as a whole.

Examples of where non PPG children have benefited from Quality First Teaching and Targeted Intervention include:

Phonics in Year 1 – 6 children were targeted as needing further support to meet the expected standard. 2 of these children were PPG. This support included additional intervention with the class teacher, TA led intervention and a detailed programme of support offered to parents. All 6 children met the standard.

Foundation – We have a large team of TA in Foundation team but they have allowed us to do detailed gap/strength analysis and tailor the provision to meet the needs of all individuals. This

contributed significantly to 78% of the cohort achieving GLD.

Whole school CPD on Effective Feedback and Questioning – All staff had CPD training and monitoring has shown that teachers are now applying a high level of questioning and feedback both verbally in lessons and also when marking books.

Lessons learned and whether we will continue with the approaches

This will feed into our desired outcomes for 2017-18

- Key Stage 1 reading/writing support successful in narrowing the gap – reading in particular where 60% of PP children made rapid progress – was this due to the big reading push we have had this year?
- Key Stage 1 Maths – Needs home support as well as with reading. How much homework is being done? Do they need pre-teaching and consolidation sessions? RM Maths? Changes to teaching approach being trialled in Y1 – will this help?
- 2 PP children in new Y1 cohort will continue to need further support (1 CiC) Their progress will need to be well documented as they might not reach ARE by the end of Y1. SLT will monitor Foundation PPG children for 2017-18 to ensure there isn't more we can do.
- Phonics support is working really well in Foundation and Key Stage 1 – continue
- Year 1 PPG made significant progress in all subjects – positive discrimination and a strong focus on speech and language has had a significant impact.
- Year 4 PPG made significant progress in maths – positive discrimination and targeted leadership support over 2 years has made a significant impact. (50% PPG ARE at the start of the year, by the end 8/9 children at ARE)
- Mobility in Y6 has had a considerable impact. The children who didn't make ARE were children who joined us late (one joined in Y6) However ALL PP children made expected progress over the year.
- Tracking the PP children in Y2 and Y6 closely has and monitoring progress has worked well and has led to teachers being very proactive and effective with their support. This will need to be repeated for the next cohorts.
- The umbrella of Thrive support has been very effective in supporting teaching and learning. It has taken many different guises and has been sometimes directed at the children, sometimes at parents, sometimes both.
- The support from the Pupil Premium governor and the partnership with the Pupil Premium Champion has helped to keep the needs and progress of these children at the forefront. Our Ofsted report in November noted this.

Planned Expenditure 2017-2018

Desired Outcomes for PPG funding 2017-18

Priority A:

To narrow the gap for maths at KS1 and increase the value added progress measure for the PPG group in Y6.

To maintain the leadership structure around PPG and the profile of the PP Champion despite reduction in leadership time.

Priority B:

SLT to monitor Foundation PPG children for 2017-18 to ensure there isn't more we can do to support children at the start of their school life, e.g. speech and language.

Summary of PPG expenditure and actions to be taken 2017-18

This year we plan to spend the funding on:

- Effective CPD for teachers to ensure that the teaching across the school remains at least good.
- Effective targeted intervention in class from teachers and teaching assistants.
- Thrive provision for children with social and emotional difficulties.
- Activities for children outside school hours which could be in the form of extra-curricular clubs or holiday clubs.
- Parent support including Family Thrive, Parent Support Advisor and an on-site Counsellor. We'd particularly like to use this range of support to help us increase attendance and punctuality.
- Support for our PPG Foundation families particularly with speech and language skills.

Please see below for a breakdown of this spending.

How we will measure the impact in 2017-18

- Monitoring and evaluation by Pupil Premium Coordinator, SLT and Governing Body
- Monitoring systems such as lesson observations, book scrutiny and analysis of data
- Attendance data
- Internal and external assessment data
- Pupil Premium Governor Visits
- Pupil Progress Meetings
- Individual Teacher Provision and Impact Mapping
- Individual Thrive Assessments
- Intervention entry and exit data
- Behaviour Plans

Planned PPG spending by item/project 2017/18

Item/project	Cost	Desired Outcome and Rationale	Ensuring Implementation
<p>QUALITY FIRST TEACHING Staff CPD</p> <p>Leadership Teachers TAs</p> <p>See School Improvement Plan for further information</p>	£800 (10% of CPD budget)	To ensure that all teaching across the school is at least Good and that Quality First Teaching is meeting the needs for all children but especially our vulnerable groups.	<p>HP, SB and SLT to monitor teaching and learning and address areas of development. PP Champion to run CPD staff meetings on the current research around PPG children.</p> <p>Key staff to attend courses for priority areas of the curriculum as well as SEN and emotional needs.</p> <p>Teaching and Learning Documents to be updated regularly with points of development.</p> <p>PP Champion to monitor individual teacher's impact on progress made by Pupil Premium children.</p>
<p>Teaching Assistant support within the classroom for PP children</p> <p>TA led interventions – small group and 1:1 support. E.g. Phonics boosting, additional reading support, Counting to Calculate Maths programme, Handwriting, Funfit</p>	£36,000 (10% of TA line)	To ensure that individual targets for pupils are met swiftly – T.A.s supporting engagement in classroom and intervention programmes. PPG prioritised for intervention programmes.	<p>Pupil Progress Meetings with team leaders</p> <p>Meetings with SENCo</p> <p>Lesson observations by SMT</p>
<p>TA support for PP+ (6 children) E.g. Phonics boosting, additional reading support, Counting to Calculate Maths programme, Handwriting, Funfit & STAR support</p>	Cost included as part of TA provision and Thrive provision	To ensure that this group of children are accessing the provision they need.	VS and HP to monitor. CiC child to be monitored through PEP meetings by RS.
PP Champion to continue to monitor all PPG children and liaise with governors, head and deputy.	Management time	To ensure that profile and progress of PPG children in the school continues to be a priority.	PP Champion to create action plan for the year and agree dates to meet with PP Governor.
Support with the cost of Breakfast and After School Club provided on a case by case basis.	£3300	To ensure that targeted pupils have improved attendance, breakfast and a calm start to the day which will impact their potential to learn.	PP Champion and MC to monitor.
Half of the residential in Year 5 and 3 paid for. (£110 x 8, £50 x 5)	£1130	To ensure our FSM children have full access to life enriching experiences.	PP Champion and MC to monitor.

Priority and financial support for in school enrichment activities, trips and school uniforms.	£5000	To develop confidence and raise self-esteem of children.	PP Champion and MC to monitor.
Lunchtime Projects – Dining Hall, Playtime Leaders and Lunch Clubs	£1596 10% of 6 MTA hours	To make lunchtimes successful for all children.	RS to line manage SL to run KS2 lunchclub L M-A to run KS1 lunch club CF running outside games
1 x full time Thrive trained support assistant	£1545 10% of D Grade TA	To develop individual provision for children who lack emotional resilience / have poor mental health	VS to line manage Referral form for teachers requesting any kind of STAR support. Detailed timetable for Sue's provision. Regular supervision meetings for Sue to monitor progress of children. Thrive Assessments.
Counsellor working with children according to need. Topping up PSP money.	£300 10% of 3 hours counselling support.	To support children with social emotional and behavioural needs.	VS to line manage. Referral form for teachers requesting any kind of STAR support. Detailed timetable for Jerry's provision. Jerry sending half termly reports to HP, VS and RS.
Family Thrive – one each term	£125 + 0.1 Management time for 6 weeks	To continue to develop parenting skills and parental involvement - especially vulnerable groups	VS to run in Autumn Term
Pupil Progress Meetings and Data Meetings with team leaders	Staff Meeting slots	To ensure that PPG children have quality first teaching and intervention programmes which are effective in accelerating learning.	Run half termly by members of SLT. These are timetabled into the leadership calendar at the start of the year.
Additional monitoring and tracking systems for PPG children.	Management time	To ensure pupils making less than expected progress are identified quickly and provision is put in place to accelerate learning.	Regular meetings between PP Champion, SB and teachers to quickly identify areas of concern.
Attendance Monitoring and Support	Management time	To ensure that PPG pupils and their families are supported to improve attendance.	HP and LC to monitor and meet with EWO where necessary. VS to support with home issues which are a barrier to attendance.
Transition Projects in Summer Term	PPA Supply Cover	To continue to drive the positive discrimination for pupil discrimination through effective systems and CPD	SB to lead in the summer term. Current teachers identify vulnerable children and the next teacher runs a project over the last few weeks of term.

Projected total PPG to be received	£50,280
Projected total PPG expenditure	£49,796
Projected PPG remaining	£484

GLOSSARY OF TERMS

ARE	Age Related Expectations
BESD	Behavioural Emotional & Social Difficulties
CAMHS	Child and Adolescent Mental Health Service
CEOP	Child Exploitation and Online Protection
CiC	Child In Care
CME	Child Missing Education
CP	Child Protection
CPD	Continuing Professional Development
CSC	Children's Social Care – sometimes called Social Services
CYPS	Children & Young Peoples' Service – sometimes called Social Services
DAF	Devon Assessment Framework
DAG	Devon Association of Governors
DDSL	Deputy Designated Safeguarding Lead
DSL	Designated Safeguarding Lead
DfE	Department for Education
DSCB	Devon Safeguarding Children Board
EHCP	Education Health Care Plan
EHE	Elective Home Education
EMTAS	Ethnic Minority Traveller Achievement Service
Ever 6	Children who have been eligible for free school meals at any point in the last 6 years
EWO	Education Welfare Officer
EYFS	Early Years Foundation Stage
FSM	Child eligible for Free School Meals
FSW	Family Support Worker

GLD	Good Level of Development (age related expectation by the end of Reception)
ICS	Integrated Children's Services
KS1	Key Stage 1 (Years 1 & 2)
KS2	Key Stage 2 (Years 3,4,5 & 6)
LAC	Looked After Children (CiC)
MASH	Multi-Agency Safeguarding Hub
MTA	Mealtime Assistant
My Plan	Part of the DAF paperwork to use for individual needs of the child and family
Ofsted	Office for Standards in Education
PEP	Personal Education Plan – used for Child in Care
PSA	Parent Support Advisor – may be employed within Learning Communities
PSHE	Personal Social Health Education
SENCo	Special Educational Needs and Disabilities Coordinator
SIP	School Improvement Plan
SMT	Senior Management Team
SWGfL	South West Grid for Learning - help with Intranet Safeguarding
TA	Teaching Assistant
TAC	Team Around the Child – meeting part of the DAF
THRIVE	Emotional Literacy Development Programme
VA Progress	Value Added Progress