

Princefield First School Pupil Premium Strategy 2016 - 2017

At Princefield First School we have high aspirations and ambitions for all our children and believe that no child should be left behind. We believe all children should aspire to be the best that they can and are determined to ensure that all are given every chance to reach their potential.

Key Priorities and Objectives:

- To ensure that the Pupil Premium funding reaches the groups of pupils for whom it was intended and that it makes an impact on their education and lives.
- To diminish differences between achievement of Pupil Premium children in school and Pupil Premium children nationally.
- To ensure that all teaching maximises opportunities for Pupil Premium children to engage and achieve successfully in learning.
- To ensure Pupil Premium children are socially and emotionally capable to support their learning capacities.

Barriers To Learning:

- Lack of support /capacity from home in terms of ability or time.
- Emotional / social / low esteem attitudes create barriers to future attainment
- Low attainers or gaps in learning create barriers to future attainment
- Lack of funding to support extra-curricular / club participation
- Lack of motivation/ excitement in core subjects due to home expectations / aspirations

Pupil Premium Grant Evaluation 2015 - 2016

Reception - children achieving a Good Level of Development (GLD)

	All Children Princefield	Pupil Premium Children Princefield	Pupil Premium Children LA	All Children LA	Other Children Princefield	Other Children LA
% achieving a Good Level of Development (GLD)	75.7%	0%	58.4%	73.8%	80%	75.3%

Year 1 Phonics

	All Children Princefield	Pupil Premium Children Princefield	Other Children Princefield
% of children meeting the required standard	87%	100%	86%

End of Key stage 1 (Year 2 SAT's)

	All Children Princefield	All Children Nationally	Pupil Premium Children Princefield	Pupil Premium Children Nationally
Reading	90%	74%	100%	785
Writing	81%	65%	0%	70%
Maths	81%	73%	50%	77%

- For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects for all EYFS development groups was close to or above national figures for other pupils.
- The proportion of disadvantaged pupils that met the expected standard in phonics was above the national figure for other pupils in year 1.

Summary Information 2016 / 2017

Total number of pupils on roll (Jan 2017):

Total number of pupils eligible for PP (Jan 2017):

Pupils eligible for free school meals (FSM) / Ever 6 (Jan 2017)

Pupils in care/adopted from care (Jan 2017)

Area of Spend	Intended Outcomes - why these approaches are being taken	Actions
Support to allow pupils to participate in extra-curricular activities and clubs to increase levels of self-esteem and confidence.	<ul style="list-style-type: none"> • Social skills are developed through participation in a range of clubs/ extra-curricular activities provided by the school or external providers • Pupils enjoy the experience of being at school and are keen to stay later to participate in chosen activities • Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence 	<ul style="list-style-type: none"> • Staff to talk to children/parents about possible interests and available clubs • Office staff to arrange funding (as appropriate) for clubs/ extra-curricular activities (including residential trips) and resources required.
To develop an engaging and motivating programme for supporting mental maths knowledge and skills (Maths-A-Day- in conjunction with Sports Premium Spending)	<ul style="list-style-type: none"> • Pupils are fully supported through the use of an active learning resource being made available to them • Pupils enjoy using the Maths-A-Day resources to complete games/tasks that consolidate mental maths learning 	<ul style="list-style-type: none"> • Enrolment to Maths-A-Day initiative to develop mental maths skills through active learning strategies. • CPD training for all staff in the use of Maths-A-Day strategies and resources. • Maths co-ordinator to support staff in

	<ul style="list-style-type: none"> • A range of learning styles can be catered for 	<p>implementing and evaluating materials and strategies available.</p> <ul style="list-style-type: none"> • Development of a wide range of maths resources which can be used during lessons. • Maths co-coordinator to evaluate the impact of Maths-A-Day to consider continuing with subscription.
Supporting the provision of an additional teacher (0.8) across years 3/ 4 to enable more focussed/ smaller group teaching in reading, writing and maths.	<ul style="list-style-type: none"> • Reduce the % of PP pupils in years 3/ 4 who do not achieve Age Related expectations in writing and maths • Support pupils in developing high expectations and high self esteem • Planned work tailored to specific needs of the group, linked to learning needs and styles. 	<ul style="list-style-type: none"> • KS2 lead to monitor and analyse needs of PP pupils within KS2 to ensure their needs are catered for and extra small group support with VC is provided where necessary • Clear communication between KS2 lead, teachers and VC - additional teacher - regarding needs and expectations. • VC to plan for specific learning needs taking into account of learning styles • Regular team meetings to review interventions, reshape groupings and identify focuses for PP pupils - sharing of ideas and resources.
Provision of 1:1, small group additional learning support and intervention to accelerate progress and attainment	<ul style="list-style-type: none"> • 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting) • Support within lessons to improve understanding of learning in reading, writing and maths • Priority reading with TAs if pupils are unable to read at home • Tracking of pupils who are also on SEN register - teaching tailored to needs of pupils in specific areas 	<ul style="list-style-type: none"> • Close communication between HT/DHT and teachers to track pupils with concerning attainment and progress to plan for extra support or intervention. • TA timetables carefully planned and adapted, making best use for pre-teaching, intervention and consolidation activities. • Clear communication between teachers and TAs regarding expectations within lessons • Regular team meetings to review interventions reshape groupings and identify focuses for PP pupils - sharing of ideas and

		resources.
Provision of nurture sessions to develop confidence and social skills	<ul style="list-style-type: none"> • Barriers to learning can be specifically targeted • Pupil confidence and expectations grow through the setting of small, manageable targets • Behaviours improved 	<ul style="list-style-type: none"> • 1:1 or small group nurture sessions, including PP and non PP children planned for and delivered over short periods of time. • Assessment of children within these groups closely monitored to ensure impact, need and groupings are appropriately addressed. • Clear communication between Nurture lead and teachers ensure practice and expectations can be continued outside nurture sessions.