

# Tarka Federation Pupil Premium Strategy Plan 2016-17

## The Clinton C of E V.A. Primary



Summary of Information			
Total number of pupils on roll	33	Date of most recent review	July 2017
Number of pupils benefitting from PPG	7	Dates to be review this strategy	January 2017 April 2017 July 2017
<b>Total amount of PPG received</b>	<b>£9240</b>		

Current Attainment			
	Achievement *2 or less pupils N/A - no pupils were eligible for PP grant	Comparison to other pupils in the cohort	Comparison with all other pupils nationally
Early Years Foundation Stage	NA	67%	76%
Year 1 Phonic Screening	NA	25%	81%
<b>Year 2 – End of KS1</b>			
Reading attainment of expected standard or above	*50%	40%	74%
Writing attainment of expected standard or above	*0%	20%	65%
Maths attainment of expected standard or above	*0%	20%	73%
<b>Year 6 – End of KS2</b>			
% Achieving expected standard or above in Reading / writing/ maths	*0%	25%	53%
% Achieving expected standard reading or above	*50%	38%	66%
% making expected progress in reading	*-6.29	-5.66	0

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% Achieving expected standard writing or above	*0%	38%	74%
% making expected progress in writing	*-13.18	-4.85	0
% Achieving expected standard maths or above	*0%	25%	70%
% making expected progress in maths	*-8.03	-4.71	0%

Attendance		
	School 2015 / 16	National
All pupils	97.03%	96%
Pupil Premium Pupils	97.74%	94.6%
Non Pupil Premium Pupils	97.04%	96.5%

Barriers to Future Attainment
<p><b>In School Barriers:</b></p> <p>Impact of assessment of learning to target and close gaps in learning                      % of pupils not reaching expected in phonic retake Y2                      42% Pupils eligible for pupil premium also have additional Special Educational Needs                      Speech and Language - grammatical sentence structure and vocabulary                      Emotional resilience of learners</p>
<p><b>External Barriers:</b></p> <p>Parental engagement and support particularly with home learning and reading</p>

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<b>Desired Outcomes for 2016-17 academic year:</b>			
<b>What we aim to achieve and how we will measure impact:</b>			
<b>Success criteria</b>			
<b>Evidence from external assessments, Governor monitoring reports, observations and pupil discussions and other monitoring</b>			
<b>Learning in the Curriculum</b>			
Ensure that teaching is effective in raising attainment for pupils:			
Pupils eligible for pupil premium in all year groups close the gap to expected in Reading, writing and maths			
Pupil premium who did not meet expectation at KS1 make rapid progress to meet expectations in writing and maths			
Pupils eligible for pupil premium in Foundation stage are support to close the gap to reach expected level of development particularly in Speech and Language and PSED			
Pupil Premium Pupils who are identified as SEND have clear intervention that support their needs to achieve closing the gap in learning			
<b>Families and Community</b>			
All parents attend parent/ teacher meetings			
<b>Social Emotional and Behaviour Support</b>			
Pupils eligible for pupil premium in Foundation stage are support to close the gap to reach expected level of development in PSED			
Identified pupils in KS2 improve attitude to learning, developing resilience and self-esteem			
<b>Planned Expenditure</b>			
<b>Action / Strategy</b>	<b>Training / Resources Personnel</b>	<b>Date to be reviewed</b>	<b>Evidence and outcome</b>
<b>Learning in the Curriculum</b>			
Professional Development meetings to ensure that strategies for effective assessment for learning are implemented - particular focus on marking and feedback for these pupils	PDM's lead by HT All staff	Ongoing monitoring through literacy and Numeracy Leaders.	Evidence of impact unknown.
Employment of experienced SEND to support Teachers and LSA in delivering targeted intervention that meets the complex needs of pupils who have been identified	£1000 Parent support meetings LSA support	Jan 17 April 2017 July 2017	Effective in ensuring key interventions are in place across the school and that

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			DAFs and outside agency support are in place for pupils with complex needs. IMPs in place for targeted children, ensure that teachers take ownership of the needs of these pupils.
Implementation of language for thinking and Speech Link including junior to improve assessment and opportunities for pupils with speech and Language to develop skills	Speech Link and Language for thinking resources £500 LSA to deliver programme £1000	Half termly through intervention plans, DAF's as appropriate	Effective screening provided detailed analysis targeted for speech and language intervention programs to take place in EYFS. EYFS SP/L data outcomes for PP children show accelerated progress based on starting points.
LSA targeted intervention in Literacy and numeracy to support pupils in closing gap to expected	LSA trained Numbers Count, phonic intervention , Project X, Mighty Maths, spelling £3000	Half termly through intervention plans, DAF's as appropriate	Limited progress made for these pupils due to poor quality first teaching. New staff interviewed and in post for September 2017
Phonic and reading intervention Foundation to ensure that pupils make expected progress and are supported in reading	LSA phonics and reading intervention x £2000	Half termly through intervention plans, DAF's as appropriate	Support obtained from NDTSA, ensured robust CPD for teaching staff and TAs to improve pedagogy. Talk Boost Program purchased and training for TA to run program to support targeted PP children and enable them to develop a wider

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			vocabulary and to be able to express themselves more effectively in a group situation.
<b>Total Budget Cost for Learning in the Curriculum from pupil premium :</b>	<b>£7000</b>		
<b>Families and engagement</b>			
Support parents to engage in curriculum particularly EYFS through open stay and learning mornings and reading support	Early years teacher Reading support meetings	termly	Unknown as no evidence of impact at time of monitoring.
Ensure that attendance strategies continue to promote good attendance	Head teacher /class teacher	Termly t	Attendance was above the National Average for all groups of pupils and considerably above for the PP pupils. (98%) This is compared to 96.3% for non PP children
<b>Total Budget Cost for Families and community from pupil premium :</b>	<b>£0</b>		
<b>Social Emotional and Behaviour Support</b>			
Thrive trained LSA / Parent support advisor to support assessments of pupils and implementation of programme to address needs Support families at home to improve engagement and support mental health pupils	PSA (£1000) LSA training thrive £300 Thrive licence £500 LSA support time £1000	Half termly through intervention plans, DAF's as appropriate	Very effective in supporting pupils with complex SEMH. SEMH plans in place.
Behaviour support implemented to support pupils reach expected foundation stage outcomes in PSED	Behaviour Support LSA £2000	Half termly through intervention plans, DAF's as appropriate	Very effective strategies implemented from BHT have enabled PP pupils who may have been at risk of exclusion to remain in school

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			and regulate their feelings and emotions.
<b>Total Budget Cost for Social Emotional and Behavioural Support from pupil premium :</b>	<b>£4800</b>		
<b>Monitoring Impact</b>			
Head teacher and SENDco to meet fortnightly to discuss impact of actions from intervention	HT/ SENDco	Fortnightly	Outomes unkonown
Pupil premium Governor appointed and to hold school to account for progress of pupils eligible for premium implementation of half term monitoring meetings report to monitoring committee	HT Governor	Half termly	Procedures were deemed not to have been robust in this area. New IEB in place from June 2017.
		<p><b>Outcomes to date: July 2017</b></p> <p>School based information very limited and some date judgements not robust. Little or no specific data on interventions in key stage two is available. Pupils in key stage two did not make enough progress due to poor 'quality first teaching'. New experienced staff have been overhauled in line with pupil needs to ensure rapid catch up and in conjunction with research from the education Endowment Fund.</p> <p>Teachers in key stage one have had extensive training and support to improve their practices and pedagogy from colleagues in the North Devon Teaching School Alliance. As a result this has sharpened teacher focus on all groups of learners, especially the PP group. As a result of enhanced support, all pupils in EYFS that were eligible for PP funding have made good or better progress based on their starting points. This was largely due to the focussed interventions</p>	

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	<p>and staff training on 'Talk Boost', as communication and language skills were highlighted as a considerable barrier to learning for all 3 PP children.</p> <p>Teachers in key stage one were also given support and training on the quality of the curriculum (carefully considering the needs of the PP children), phonics, expectations and moderation to ensure that robust judgements were made at the end of the academic year. These factors combined with targeted PP spending ensured that children in key stage one, eligible for PP funding, passed their phonics screening test and are working at ARE.</p>
Total spend of PP strategy plan	<b>£ 9240</b>
Total spend from School Budget share	<b>£2560</b>
Total cost	<b>£11800</b>