

Corringham CE Primary - Pupil premium strategy statement

1. Summary information					
Academic Year	2016-17	Total PP budget	28500	Date of most recent PP Review	March 2017/Sept 2017
Total number of pupils	105	Number of pupils eligible for PP	13	Date for next internal review of this strategy	July 2017
2. Previous attainment End of year review 2016 Attendance: PP group 94.2% / Non PP group: 97.3%					
End of KS2	<i>Pupils eligible for PP (no. of pupils/cohort)</i>		<i>Pupils not eligible for PP (no. of pupils/cohort)</i>		
% achieving ARE in reading, writing and maths	100% (2/2)		53% (7/13)		
Scaled scores in reading, writing and maths	104.5		104.0		
Scaled progress in reading, writing and maths	+1.4		+0.1		
End of KS1					
% achieving ARE in reading, writing and maths	33% (1/3)		64% (9/13)		
Phonics Y1					
% achieving the Y1 phonic screening	50% (2/4)		75% (9/12)		
3. Current attainment – End of year review 2017 Attendance: PP group 95.2% / Non PP group: 96.3%					
End of KS2	<i>Pupils eligible for PP (no. of pupils)</i>		<i>Pupils not eligible for PP (no. of pupils)</i>		
% achieving ARE in reading, writing and maths	0% (3)		89% (9)		
%age achieving ARE Reading (scaled progress)	33% (-2.2)		100% (+0.57)		
%age achieving ARE writing (scaled progress)	33% (-2.7)		89% (-0.30)		
%age achieving ARE maths (scaled progress)	67% (-0.3)		89% (-2.11)		
%age achieving ARE SPaG	100%		89%		
End of KS1					
% achieving ARE in reading, writing and maths	33% (1/3)		78% (11/14)		
Phonics Y1					
% achieving the Y1 phonic screening	50% (1/2)		100% (11/11)		
EYFS					
%age achieving GLD	75% (3/4)		77% (10/13)		

4. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Pupils who have a special educational need in addition to PP. (39% in 2016/58% in 2015)	
B.	Behaviour issues for some of these children.	
C.	Low attendance/poor punctuality rates for some families.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance rates for some families.	
5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Teaching and learning opportunities meet the needs of all the pupils.	Observations will confirm good or better teaching. All pupils needs are being met.
B.	Increased attendance and punctuality rates.	Attendance for all children is in line with national requirement. Punctuality for PP children improves.
C.	Progress of pupils in receipt of PP is in line with peers.	Pupils eligible for PP will make as much progress, from their starting points as their peers.
D.	The emotional and social needs of all the children are met and supported.	Children will feel the school is a safe place. They will have access to a nurturing environment and support will be available if required. Though Peer Review – children spoke positively of how they feel safe and how this is achieved. A number of PP children have had access to a 1:1 counsellor to support the emotional needs and wellbeing.

6. Planned expenditure					
Academic year	2016-17				
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	Review Notes:
<p>To support learning in all classes.</p> <p>To support individual and small groups with their targets.</p> <p>Children with SEND are supported.</p>	<p>Split class in 1/2, 3/4 and 5/6 in Maths using additional adult support.</p> <p>Additional adults are available to support the teacher and small group learning where needed.</p>	Smaller teaching groups and/or targeted interventions.	Through pupil outcomes.	EWJ	<p>KS2 - One child achieved expected for W, M & SPaG with reading at 99.</p> <p>See PP Analysis Report Baseline-Autumn 2017.</p> <p>The new curriculum development in March has already begun to show improvements in outcomes across the school. A pupil questionnaire shows a positive impact. This will continue to be a priority in the coming year to monitor and to provide additional support.</p>
<p>To improve the teaching of maths for all classes and improve outcomes for the children.</p>	<p>Continued professional development in maths for all teaching staff.</p> <p><i>March 2017: Withdrawn from MMS scheme. External support accessed. SL support in March and twilights planned.</i></p>	Smaller teaching groups and/or targeted interventions.	<p>Through classroom observations, peer review outcomes.</p> <p><i>March 2017 Notes: Desired outcomes not met, therefore review of whole maths curriculum took place in February. Additional SL support and twilight session to plan medium term curriculum is planned in May.</i></p>	LB	<p>Following training, TAs feel confident in delivering high quality interventions to children. They are able to identify gaps in learning and discuss with the class, next steps.</p>
<p>The use of teaching assistants is valued and staff receive appropriate training.</p>	<p>Engagement in Mobilise</p> <p>Review of TA timetable.</p>	EEF research – on going as part of LLP	Monitoring through research. Staff questionnaires.	LB	

All children are monitored so that trends can be highlighted/actioned.	All children are monitored using Eazmag so that trends can be highlighted and governors and the HT can challenge progress.		Pupil Progress meetings	All teaching staff	Additional training has been accessed for one TA who is working towards L3. One TA is accessing additional training in meeting the needs of children emotionally
--	--	--	-------------------------	--------------------	--

Total budgeted cost £12600

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	Review Notes
Children have access to regular support beyond the classroom so that they can feel comfortable in the school and are able to complete activities such as homework. Children feel listened to and have a named person they can talk to.	Weekly access to the Pupil Premium mentor – the PPM will have protected on timetabled time to allow her to support children as and when needed (homework support/emotional etc)	The EEF Toolkit suggests that targeted support/ intervention matched to specific pupils needs or behavioural issues can be effective especially for older pupils	Pupil questionnaires. Attendance will improve.	CC	Attendance improved by 1.2% See tracking notes. Attendance improved over the year but when talking with pupils, they felt that not being able to achieve 100% attendance after one day of sick was unfair. Action: Introduce termly awards from Sept.
To support identified children with learning and play behaviour concerns.	Targeted children to receive additional adult support to focus on learning and play behaviours.	Children are ready for learning. Behaviour does not impact on peers learning.	Monitoring lunchtime routines. Talking to children.	EWJ	Incidents recorded have reduced. The children have a named adult

To support the learning of those children in receipt of PP and to improve progress.	All PP to receive access to additional time with a qualified teacher to focus on targets in literacy and/or numeracy weekly. 2:1. Access to Specialist Teacher to ensure teachers are able to meet their needs.	EEF - Evidence indicates that one to one tuition can be effective, on average accelerating learning	Through pupil outcomes and pupil interviews.	AJ/JK	All pupils have received 2:1/3:1 support in areas identified by the CT including challenging the more able. See PP report to show academic progress which is in line with peers.
Children are supported in their well-being.	Think2Speak Counselling Support to provide targeted support to individuals and families.	EEF evidence suggests SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself	Talking to children and families. Pupil outcomes.	AJ/E WJ	4 children have had access to a 1:1 counselling service to support their emotional wellbeing. Behaviour both at home and at school is improving. One child now comes into school unsupported.
All children to have the opportunity to experience trips and visits.	Access to trips and visits.	Children respond well to visits and then have first-hand experiences to be able to write and improve attainment.	Pupil interviews	EWJ/ CH	All families have received an element of support so that they can access first hand experiences.
Total budgeted cost					£13500
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	Review Notes:
Attendance is improved.	Monitoring attendance.			EWJ/ CH	Attendance has risen by 1.2% for PP children and the GAP has narrowed from 3.1% to 1.1%.

<p>Families feel supported in their child's life and education.</p>	<p>Providing parent workshops in maths and English.</p> <p>Providing Parenting course through Think2Speak.</p>	<p>Families and school work together to support pupils.</p> <p>Targeted families have access to quality sessions and have the support of professionals.</p>	<p>There will be an improvement in attendance for targeted children.</p> <p>Pupil interviews/parent feedback</p>	<p>All staff/EWJ</p>	<p>Counselling offered to families on a 1:1 basis which has allowed them to also support their child at home. Parents report home life has improved considerably and their child will come into school unsupported.</p> <p>Parent workshop in e-safety - 14 parents attended. Phonics workshop – approx. 8 attended.</p>
<p>All children to have access to calm space in school, particularly during play and lunch.</p>	<p>Develop the library area so that children</p>	<p>Children who are able to access a reflection space, will be more able to learn.</p>	<p>Pupil interviews</p>	<p>All staff</p>	<p>Pupils say they value a quiet space to access. This is also a good place to carry out targeted support. However, classroom noise/telephone calls etc, do impact on times used for counselling, therefore an additional space to be provided next year which will remove these barriers.</p>
<p>To support children during lunchtime.</p>	<p>Additional midday supervisor</p> <p>Additional TA 30 mins daily to support vulnerable children at play.</p>	<p>Lunchtimes will run smoothly with behaviour managed well.</p>	<p>Pupil interviews.</p>	<p>CH CH/EWJ</p>	<p>Vulnerable children have access to targeted support through play and gardening. Behaviour issues outside are reduced.</p>

					Additional training is required to up skill the MDA as much support is currently provided by TA's.
Total budgeted cost					£5500