

Panshanger Primary School- Pupil Premium

Academic Year	2016/17	Total PP budget	£24,364.00	Date of most recent PP Review	Sept. 2016
Total number of pupils	240	% of pupils eligible for PP	5%	Date for next internal review of this strategy	Sept. 2017

The Pupil Premium is allocated to children who are known to be eligible for Free School Meals (FSM), or have been eligible in the last 6 years and / or looked after children.

Schools, head teachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Source DfE website

Review of 2015 - 2016

Panshanger Primary School received a Pupil Premium allocation of £29,612.40. This, together with other school funds, was used to support eligible children in the following way:

	Provision	Targeted Pupils	Expected Impact	<i>Impact on pupil attainment and achievement (2015-2016)</i>
1	ICT	All year groups	To ensure full access to all learning opportunities has been achieved. To continue to support children with specific needs e.g. Fine Motor skills and recording difficulties, language support and limited attention span. To enhance a range of teaching and learning styles. To continue to support the implementation of the new curriculum in all areas. To enhance independent learning skills.	<i>Continued developments in ICT over the past year have allowed the children access to a wide range of learning opportunities. This has enhanced teaching and learning through a range of different approaches and styles, used by individuals and the whole class. A range of programs and equipment have supported the progress of any specific needs of individual children e.g. fine motor skills, recording difficulties, language support, attention and concentration. Examples of programs / apps / hardware being used are: phonics play / story creator / puppet pals / sound buttons / recording devices / whole school sound system etc.</i>
2	Additional teaching/ class splits.	Year 6	To allow split class teaching to ensure identified children make at least expected progress across the year in target core subjects.	<i>Split class teaching occurred throughout the year in upper KS2 primarily in year 6. The children were split for English and Maths sessions both taught by experienced teachers. The targeted children made good progress - see information table below.</i>

3	Booster classes	Year 6	To ensure the FSM children make at least expected progress across the year in targets core	<p><i>Booster sessions for maths were held throughout the year lead by the Deputy Headteacher. The sessions focussed on gaining confidence / independence and problem solving - helping the children to identify their own barriers to learning. A range of sessions were held which were differentiated, catering for all abilities e.g. HA focussing on the mastery of maths at a higher level and identified children working towards the national expectations.</i></p> <p><i>See information table below.</i></p>
4	Maintain Pastoral Support	All year groups	To further increase self-esteem and confidence to allow positive impact in learning within whole class lessons	<p><i>Pupil and parent feedback has continued to show that the increased pastoral support and guidance has had a positive impact on children's self-esteem and confidence. The children have developed a range of resilience skills at school and within the home.</i></p> <p><i>Teachers have recognised the increased self confidence in children's learning.</i></p> <p><i>The SENDCo has developed a support package to aid teachers and teaching assistants to assist the identification of specific needs with subsequent strategies.</i></p>
5	Focused Teaching Assistant (TA) support in class	All year groups	To ensure that children with specific learning needs are supported and learning intentions are reinforced set by the teaching staff.	<p><i>The developed role of teaching assistants in each class has allowed specific needs to be addressed in small group and 1:1 e.g. individual reading, booster sessions, reinforcing instructions and expectations etc. This has also had a positive impact on self-esteem / confidence and independent learning.</i></p> <p><i>The SENDCo has developed a support package to aid teachers and teaching assistants to assist the identification of specific needs with subsequent strategies.</i></p>
6	Consolidate and further develop	All year groups	To assess and identify specific needs, build self-esteem and raise confidence through	<p><i>Continued monitoring and development identified through the Advanced SENDCo's action research, has shown an</i></p>

	children's Independent Learning Skills.		<p>development of Independent learning skills. To deliver inset and CPD training to help teachers and support staff to develop independent learning skills in children. Children will become confident and reflective learners that make at least expected progress. To allow early identification of need, planning of intervention programmes and implementation of specialised group work to raise achievement.</p>	<p><i>increase in independent learning skills which has had a positive and profound impact on learning and achievement. It has enabled students to gain ownership and take the initiative in their own learning, which will give them the confidence to become reflective, independent lifelong learners.</i></p> <p><i>The SENDCo has developed a support package to aid teachers and teaching assistants to assist the identification of specific needs with subsequent strategies.</i></p>
7	To develop Growth Mind-set skills.	All year groups	<p>To develop independent learning skill (linked to above). To deliver inset and CPD training to help teachers and support staff to develop independent learning skills in children to move from a fixed to growth Mind-set. Children will become confident and reflective learners that make at least expected progress. To allow early identification of need, planning of intervention programmes and implementation of specialised group work to raise achievement.</p>	<p><i>Inset was delivered to all staff concentrating on Carol Dweck's 'Mindset' work. Activities were completed in all classes (age appropriate) and self-review through pupil voice shows that the children found the work both interesting and informative. They felt it helped them to identify how they learnt and how to improve their learning. Many classes concentrated on changing attitudes to learning and this was seen to have a positive impact on the whole school reflected in the children's end of year self-reviews.</i></p> <p><i>The use of team building activities in all year groups has had a positive impact on identified children through increased self-esteem and independent self-help skills e.g. PE activities.</i></p> <p><i>The SENDCo has developed a support package to aid teachers and teaching assistants to assist the identification of specific needs with subsequent strategies.</i></p>

PP children data end of Year 6 KS2 SAT results
 5 children were eligible for PP money (17% of the cohort)

There is no scaled score for writing as it is TA

	Average Scaled Score		% of pupils who met standard		Value Added	
	PP children (5)	Rest of the cohort (25)	PP Children (5)	Rest of the cohort (25)	PP children (5)	Rest of the cohort (25)
Reading	106.6	104.5	80	76	1.5	0.4
Writing TA	NA	NA	100	97	1.1	3.2
Maths	105.8	105.9	80	92	1.3	1.6
GPVS	104.8	104	80	72	NA	NA
R/W/M			80	72		

At the end of KS1 there was 1 child eligible for pupil premium money

This child achieved the expected standard in reading / writing and maths

PUPIL PREMIUM ALLOCATION 2016 - 2017 = £24,364

For 2016 - 2017, Panshanger Primary School has a Pupil Premium allocation of £24,364. This is being used to increase attainment and achievement through the following: **Priorities (Linked to School Improvement Plan)**

In-school barriers to learning (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Lack of independent learning skills in PP children compared to non-PP (linked to whole school SIP priority 2 & 3)	
B.	Children are entering FS with a low level of general language skills (linked to SIP priorities 1 & 3)	
C.	Closing the gap between PP children and non PP children specifically in maths and reading / phonics attainment (SIP priority 1)	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Lack of parental involvement / awareness of how to help their child (SIP priority 3)	
Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased self-esteem and raised confidence in children through the development of Independent learning skills	Children will develop the necessary skills to demonstrate a growth mind set attitude towards all their learning.
B.	Improve oral language skills for pupils eligible for PP in FS / KS1.	Pupils eligible for PP in FS / KS1 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
C.	For the gap between the PP children and the non PP children to have narrowed.	Accelerated progress / achievement in reading / phonics and maths
D.	Parents who feel confident and are able to take on an active role supporting their child's learning.	For the gap between the PP children and the non PP children to have narrowed. School to offer support to parents through a series of meeting / workshops / class sessions

	Targeted Pupils	Provision	Expected Impact
A Independent learning	Whole school	<ul style="list-style-type: none"> • Pastoral support worker • Whole staff inset Growth mind set • Development of PSHE curriculum • UNICEF rights of the child award • Development of whole school / class charters • Children encouraged to take responsibility for their learning • Children expected to understand the different learning styles • Differentiated tasks • Whole school ethos of respect • Award system • Teaching assistant / LSA • CPD 	<ul style="list-style-type: none"> ✓ <i>Monitoring of the school systems identified through the Advanced SENDCo's action research will show that children have developed the necessary skills to demonstrate a growth 'mind set'; towards all their learning demonstrated through the attendance / achievement and progress in all lessons.</i> ✓ <i>Children will become confident and reflective learners who will make at least expected progress.</i> ✓ <i>This will have a positive impact on achievement and will continue to enable students to gain ownership in their learning and will give them the confidence to become life long learners.</i> ✓ <i>Teachers and support staff will develop confidence in supporting children to become independent learners with a growth mind-set.</i> ✓ <i>Early identification of need will support the planning and implementation of specialised group work to raise achievement.</i> ✓
B Low level of Language	FS / KS1	<ul style="list-style-type: none"> • Early identification of children with specific needs • Clear program of support e.g. Elklan, Welcomm • Differentiated tasks • Good modelling of correct language / sentence construction • Continuing CPD for all staff • Parental workshops offered - early phonics / reading / supporting children at home • Resources audited / new ones purchased as required. • Additional teaching / class splits 	<ul style="list-style-type: none"> ✓ <i>Pupils eligible for PP in FS / KS1 to make accelerated, rapid progress by the end of the year.</i> ✓ <i>To narrow the gap between PP children and non PP children.</i> ✓ <i>Teachers and support staff will develop confidence in supporting children to reach their potential.</i> ✓ <i>Parents will have a better understanding of the age related expectation and gain confidence to support learning and development.</i>

<p>C Narrowing the gap</p>	<p>Whole school</p>	<ul style="list-style-type: none"> • Analyse the end of last year's results for each class and identify target groups for reading, writing and maths • Identify the most effective model of provision to address different needs • Differentiated planning • Develop smart , progressive weekly / half termly targets -involve children and parents. • Provide targeted booster and intervention sessions as appropriate • Enables good match between support, resources and learning styles • Additional teaching / class splits, offer of booster sessions to support children 	<ul style="list-style-type: none"> ✓ <i>Children will have a greater involvement in their learning.</i> ✓ <i>Lessons will contain the appropriate levels of challenge and support maintaining high expectations.</i> ✓ <i>Children will understand how to improve their work</i> ✓ <i>Pupils eligible for PP will make rapid progress by the end of the year.</i> ✓ <i>To narrow the gap between PP children and non PP children.</i> ✓
<p>D Parental involvement</p>	<p>FS / KS1</p>	<ul style="list-style-type: none"> • School to offer appropriate workshops / courses for parents e.g. Parent2parent course, curriculum specific e.g. reading. • All staff to offer 'surgery' days to encourage parental involvement • SENDCo drop in sessions • Family Support worker • Pastoral support worker • Open door policy • Pastoral Support worker 	<ul style="list-style-type: none"> ✓ <i>Parents who feel confident helping their children at home.</i> ✓ <i>Children will make at least expected progress.</i> ✓