

Panshanger Primary School- Pupil Premium

Academic Year	2017/18	Total PP budget	£31,360.00	Date of most recent PP Review	Nov. 2017
Total number of pupils	240	% of pupils eligible for PP	11%	Date for next internal review of this strategy	Jan. 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 2016 - 2017

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	Impact on pupil attainment and achievement (2016-2017)
A: Independent Learning	Increased self-esteem and raised confidence in children through the development of Independent learning skills	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 was identified through the Advanced SENDCo's action research shows that children have developed a better understanding of the skills to demonstrate a growth 'mind set; towards all their learning demonstrated through the attendance / achievement and progress in all lessons.</i> ✓ <i>Overall Children have become more confident and reflective in their learning and have made least expected progress.</i> ✓ <i>This has had a positive impact on achievement and enabled students to gain ownership in their learning, developing confidence and a range of skills to become lifelong learners.</i> ✓ <i>Teachers and support staff have continued to develop confidence and strategies in supporting children to become independent learners with a growth mind-set.</i> ✓ <i>Early identification of need has supported the planning and implementation of specialised group work.</i>

B: Low level of Language	Improve oral language skills for pupils eligible for PP in FS / KS1.	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>To narrow the gap between PP children and non PP children.</i> ✓ <i>Teachers and support staff have developed confidence in supporting children to reach their potential.</i> ✓ <i>Feedback from parents has shown that they have a better understanding of the age related expectation and gained confidence to support their child's learning and development.</i>
C: Narrowing the Gap	For the gap between the PP children and the non PP children to have narrowed.	Whole School	<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>Pupil Voice has shown a greater involvement in children's own learning.</i> ✓ <i>Observations and monitoring of planning has shown that Lessons contain the appropriate levels of challenge and support maintaining high expectations.</i> ✓ <i>Children have demonstrated a better understand how to improve their work through oral and verbal feedback.</i> ✓ <i>Pupils eligible for PP made at least expected progress.</i>
D: Parental Involvement	Parents who feel confident and are able to take on an active role supporting their child's learning.	FS/KS1	<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 have reported that they feel more confident helping their children at home and are happy to make direct contact with</i> ✓ <i>Children will make at least expected progress.</i> ✓

PUPIL PREMIUM ALLOCATION 2017 - 2018

Panshanger Primary School has a Pupil Premium allocation of £31,360.00 and 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.	Lower levels of self-esteem/ confidence in PP children compared to non-PP (linked to whole school SIP priority 3)	
B.	Children are entering FS/KS1 with a low level of general language skills (linked to SIP priorities 1, 2)	
C.	Closing the gap between PP children and non PP children specifically in Maths and Writing 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 1)	
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
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/ Self Esteem	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 - Learn-o-saurus • Teaching assistant / LSA • CPD • Links with achievement of the Wellbeing Award. 	<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 • Link with Speech and language service. 	<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> ✓