

## Pupil Premium Strategy



*More Amazing Every Day*

The government allocates extra money to schools. Pupil Premium Funding is 'given' to schools so that they can support particular groups of pupils who are known to be at risk of underachievement and close the gap between the expected result and the actual result attained, between them and their peers.

Pupil Premium Funding is in addition to main school funding. It is allocated to address the current underlying inequalities between children eligible for free school meals, (FSM), and their peers. Our key objective in using the Pupil Premium Grant, (PPG), is to narrow the gap between pupil groups.

Further to this, any pupil who was eligible for free school meals (FSM) at any time in the preceding 6 years, also attracts Pupil Premium Funding. This is because it is perceived that deprivation at earlier stages of education can have an impact upon learning and prior attainment, regardless of the current parental income situation. Also included in the Pupil Premium Funding category are pupils who have been in local authority care (CLA) for more than 6 months and/or are now adopted, as well as for pupils whose parents are in the armed forces.

In the 2016/17 year, there were 38 pupils in receipt of PPG (Pupil Premium Grant) for FSM and 2 pupils in receipt because of their adopted/looked after status.

Academic Year	Total number of pupils	Number of pupils eligible for PP	% of pupils eligible for PP
2017-18	411	64	15%

*"By nurturing their exceptional talent, children at Pevensey & Westham School will be self-assured, inquisitive learners who embrace challenge, celebrate success and exceed their expected potential. This inclusive, respectful and encouraging school will deliver excellence for all and by upholding the Christian faith and beliefs will build an environment in which all children will flourish and grow into amazing individuals."*

As stated in our vision, as a school community we are inclusive and will 'deliver excellence for all'. Part of our vision ensures that our pupils are exposed to and actively involved in a rich and exciting curriculum where they are given opportunities to exceed their potential and expectations.

The school motto of 'More Amazing Every Day', is aimed at all pupils and is also embedded within the ethos and Christian Values of our school.

***Ofsted – Feb 2017: 'Pupils want to do well in lessons. They are enthused by their use of the school's core learning values.'***

***SIAMS – Feb 2017: 'The commitment of the headteacher and staff has created a strong community which nurtures the well-being of the whole child, enabling them to be personally valued, happy and secure.'***

Attainment for 2016-17		
	Pupils eligible for PP (PaWS)	Pupils not eligible for PP (National)
% achieving expected standard + in Reading, Writing and Maths	36.4%	TBC Dec 2017
Progress in reading	-3.6	TBC Dec 2017
Progress in writing	-3.4	TBC Dec 2017
Progress in maths	-5.2	TBC Dec 2017
EYFS – GLD	37.5%	TBC Dec 2017
Year 1 – Phonics	75%	TBC Dec 2017
Year 2 – Reading	42.9%	TBC Dec 2017
Year 2 – Writing	42.9%	TBC Dec 2017
Year 2 – Maths	28.6%	TBC Dec 2017

Attendance for 2016-17		
Pupil Premium	Whole school (inc PP)	National
92%	95.1%	96%

Barriers to future attainment for 2017-18	
<b>In-school barriers</b>	
<b>A.</b>	Year 1 Pupil Premium pupils struggle with literacy skills required as they enter the school and therefore finish EYFS at a standard in reading and writing which is lower than expected. These literacy skills are essential to establish a solid grounding for lifelong learning.
<b>B.</b>	A large number of Pupil Premium pupils lack opportunities to take part in wider curriculum experiences as well as real world experiences.
<b>C.</b>	Current assessment and predictions for Maths and Writing for Year 6 suggests that a large proportion of Pupil Premium pupils are 'borderline' when considering the expected standard.
<b>External barriers</b>	
<b>D.</b>	Attendance rates for PP pupils in 2016-17 were 3.1% below those of non-PP pupils and 4% below the national expectation.

Desired Outcomes for 2017-18		Success Criteria
<b>A.</b>	Year 1 Pupil Premium pupils to pass the phonics screening test.	80% of Year 1 PP pupils pass the phonics test.
<b>B.</b>	Pupil Premium pupils across the school are given priority places at extra-curricular activities to ensure they are given a wide range of opportunities and experiences. Pupil Premium pupils have the opportunity to attend all trips offered to them.	80% of Pupil Premium pupils are part of an extra-curricular activity at least once during the club cycles. 90% of Pupil Premium pupils attend all trips offered to their year groups.
<b>C.</b>	Year 6 Pupil Premium pupils to achieve the expected standard in maths and writing in line with non-PP pupils.	Attainment of Year 6 PP pupils is such that 80% meet the expected standard in maths and writing. The gap between PP and non-PP pupils has been reduced in Maths from 17.1% so that both groups are in line.
<b>D.</b>	Increased attendance rates for pupils eligible for Pupil Premium.	PP attendance rate improves 96% in line with the national expectations and there are no more than 2.5% persistently absent (PA) pupils from the PP cohort.

Planned Actions and Expenditure for 2017-18				
Desired outcome	Action	How this will be implemented well	Staff Lead	Cost
A, B, C and D	High proportion of curriculum time is delivered by teachers or subject specialists.	Wider Curriculum: Pupils to have opportunities for a rich and varied curriculum. This will be include: <ul style="list-style-type: none"> <li>STEM focused workshops (including the creation of electronics) led by an outside DT expert.</li> <li>Forest School</li> <li>Music</li> <li>RE</li> <li>PE</li> <li>Science (Empiribox)</li> </ul>	Headteacher – R.Thomas	<b>£35000</b>

		<i>Ofsted: Parents value the rich and inspiring curriculum which is a strength of the school. Pupils have a wide range of opportunities which include days for the arts, visits and visitors. Pupils are encouraged to be ambitious. One 'learner of the week' wrote, 'When I am older I would like to be a biologist, archaeologist and astronomer.'</i>		
A and C	'Responsive teaching' – High quality immediate feedback	<p>Pupils are given regular feedback via a range of strategies. This enables not only the pupils to progress effectively but also allows the teacher the opportunity to fully understand the needs of their pupils.</p> <p>Staff leading the implementation of Responsive Teaching have now become the Core Curriculum Team. They will continue to embed RT throughout the core curriculum areas.</p> <p>Staff development will continue to take the form of peer observations to share skills and expertise across the school.</p>	Core Curriculum Team – K.Daines S.Nanuck J.MacDonald	<b>£5000</b>
A, B, C and D	Pupil Premium Lead to monitor and track Pupil Premium pupils across the school.	<p>The focus will be on narrowing the gap between the progress/attainment/attendance of Pupil Premium pupils compared to non-PP pupils.</p> <p>The strategy will be implanted and shared with all staff as a key priority for the whole school.</p> <p>Termly tracking and monitoring will allow for targeted support for those PP pupils not on track.</p> <p>Evaluating the impact of specific interventions</p> <p>Complete regular pupil voice with PP pupils.</p>	Pupil Premium Lead/Assistant Headteacher - K.Kerr	<b>£10000</b>
D	Attendance	<p>Attendance Officers to closely monitor Pupil Premium pupil's attendance for those whom attendance falls below the expected % set by the government of 96%.</p> <p>Supportive meetings to take with parents to ensure pupils are in school and learning.</p> <p>Attendance Officers to ensure persistent absences of Pupil Premium pupils does not exceed 3% of the total PP pupils.</p> <p>Attendance will be monitored each term by the Pupil Premium lead alongside attainment/progress data.</p>	Attendance Officers - S.Standley L.Davenport	<b>£8000</b>

A, C and D	Thrive	<p>Screening of all pupils to ensure that emotional well-being does not have a negative impact on progress, attendance, learning behaviours.</p> <p>Strategies used to develop and support the 'whole pupil' and ensure they are confident, self-assured and happy. This will be evident in improved attendance, progress and active participation in the wider-school life.</p>	<p>SENCO- N.Beal</p> <p>Thrive Practitioner - S.Standley</p>	<b>£7000</b>
C	Subject specialist TA intervention	<p>Focused interventions using responsive teaching strategies and feedback to ensure Year 6 Pupil Premium pupils are meeting the expected standard in writing and maths. Therefore, closing the gap between Pupil Premium pupils and non-PP pupils.</p> <p>Phonics focused intervention given to those Pupil Premium pupils who require further support with the early skills of reading.</p>	<p>Year 6 Teachers - E.Skillen and K.Kerr</p> <p>EYFS Middle Leader – L.Holmes</p>	<b>£19300</b>
A and C	Pupils working out of year	<p>Support given with those Pupil Premium pupils who are working out of their year groups with regards to curriculum content.</p> <p>Progress will be tracked and monitored to suit the tailored/alternative curriculum path they will follow and ensure they are making expected, if not exceeded progress.</p>	SENCO – N.Beal	<b>£5000</b>
B	Breakfast Club and After School Club	<p>Pupil Premium pupils will be given opportunities to attend Breakfast or After School club if this support is required.</p> <p>PaWS Xtra staff to keep note of Pupil Premium pupils and support with academic/well-being.</p>	PaWS Xtra Lead- D.Cooper	<b>£2000</b>
B	Extra-Curricular Clubs / Trips	<p>Pupil Premium Lead to ensure all Pupil Premium pupils are given opportunities to attend clubs/trips offered to them as part of their curriculum.</p> <p>Monitoring of attendance by Pupil Premium pupils will be tracked to ensure as many opportunities/experiences are being taken up as possible.</p>	Pupil Premium Lead/Assistant Headteacher – K.Kerr	<b>£3000</b>

### Review of Expenditure for 2016-17

<b>Budget:£100300</b>		<b>Spent:£100300</b>
<b>Desired Outcomes</b>		
<b>A-</b>	PP pupils in Year 3 to achieve an increase of at least 10% from Year 2 in the proportion of the NC that is met in R, W & M	
<b>B-</b>	PP pupils in Year 4 to achieve an increase of at least 10% from Year 3 in the proportion of the NC that is met in reading and a 20% increase in the proportion of the writing NC	
<b>C-</b>	PP pupils in Year 6 to achieve an increase of at least 10% from Year 5 in the proportion of the NC that is met in maths	
<b>D-</b>	Increased attendance rates for pupils eligible for PP	

Desired Outcome	Chosen Actions/Expenditure	Impact	Lessons learned	Cost
A, B, C, D	High proportion of all curriculum time delivered by teachers or subject specialists	Pupils experience lessons which are consistently good or outstanding.	Subject specialists and strong teachers are having a positive impact on progress and results. <b>This will continue to be a focus.</b>	£35000
A, B, C	'Responsive teaching' – High quality immediate feedback	<b><i>Ofsted: 'The new assessment systems have helped teachers to identify how well pupils are progressing in their learning.'</i></b>  Pupils are given regular feedback via a range of strategies. This enables not only the pupils to progress effectively but also allows the teacher the opportunity to fully understand the needs of their pupils.	Staff development will continue to take the form of peer observations to share skills and expertise across the school.  <b><i>Ofsted: 'The recent introduction of new approaches to teaching, assessment and feedback for pupils have been successful, and they are making a positive difference to outcomes.'</i></b>  <b>This will continue to be a focus.</b>	£8000
C	Subject specialist TA intervention	Year 6 borderline pupils made accelerated progress and 58.2% of PP pupils achieved expected standard in the Maths SATs compared to 75.3% of non-PP.	There is still a large gap between PP pupils and non-PP pupils with regards to Maths outcome.  <b>This will continue to be a focus along with closing the gap for writing.</b>	£19200
D	Improved first day response Headteacher to work closely with parents of PP whose attendance is below 95% Continue employment of welfare TA	Attendance improved from 90.8% in 2015-16 to 92% for 2016-17.	<b><i>Ofsted: 'Leaders' recent actions have ensured that attendance has improved markedly over the last year from a low starting point.'</i></b>  Despite not reaching the target, progress has been made. This year a core team of Attendance Officers are focusing on PP pupils. Already for this year (2017-18) attendance for PP pupils is at 94.4%, which is an excellent start.  Attendance will be monitored each term by the Pupil Premium lead alongside attainment/progress data.	£5300

			<b>This will continue to be a focus.</b>	
<b>A, B</b>	Engage pupils in Gardening and Forest School projects designed to improve literacy – 1 day/week	Pupils were more engaged in the curriculum and were able to develop their social and emotional skills further through these areas of the extended curriculum.	Gardening was successful, but not impact on attendance, etc. was greater with Forest School.  <b>Therefore, Forest School will continue to be a focus and offer targeted support to PP pupils.</b>	£9800
<b>A, B</b>	Phonics/Dyslexia trained TA continues to provide phonics supports to PP pupils as necessary.	<b><i>Ofsted: 'The teaching of phonics (letters and the sounds that they represent) is a strength, and pupils read well.'</i></b>  75% of PP pupils passed the Phonics test.	<b>This will continue to be a focus with an aim to ensure pass rate of PP pupils is 80%.</b>	£13000
<b>A, B, C, D</b>	Thrive assessment system introduced to support vulnerable groups of pupils	1 member of staff has successfully completed Thrive training. Screenings across all classes has been completed and shared with teaching staff.	New teaching staff are using screening results to plan for support with emotional wellbeing as well as building self-esteem to ensure they are confident learners.  <b>Thrive will continue to be a focus and ongoing action.</b>	£10000