

Pupil premium strategy statement:

1. Summary information

These funds are designed to narrow the gap between pupils considered to be disadvantaged through low-income, and all other pupils, by addressing inequalities and targeting support at these pupils. Any pupil eligible for FSM at any time in the preceding 6 years also attracts Pupil Premium funding, as deprivation at earlier stages of education is perceived to impact upon learning and prior attainment, regardless of the current parental income situation.

All areas identified for action and strategy using the Pupil Premium funding are included as priorities in the School Development Plan. Priorities are informed by rigorous school self-evaluation. Future planning for Pupil Premium spending will be part of the annual evaluation process.

Pupil Premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

Careful analysis of internal and external pupil level data, historical attainment and progress rates, and huge amount of qualitative data was undertaken to ensure these funds are used to maximum effect.

We have used research and publications including those from the Ofsted Good Practice Series, and findings of studies undertaken by the Sutton Trust to enable us to make decisions relating to provisions.

Learning without limits

Our vision for all children. Yet we recognise that one of the biggest barriers for children can be poverty of expectation and so we are determined to create a climate that does not limit a child's potential in any way.

We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to exceed expectations.

'Pupils achieve well and are all encouraged to do their best, irrespective of ability, disability, social background, ethnicity or gender.'
Inclusion Quality Mark 2014

Accreditations reflecting our best practice include: Artsmark Gold, Healthy schools Mark, ICT Mark, Inclusion Mark and we became a 'Centre of Excellence.' 2014 and achieved Flagship School status in 2017.

We recognise that the earlier we can support children the better their chances of closing the gap and this is why from Feb 2015 have introduced nursery provision. The school age range is now 2 years and upwards. We prioritise our spending to catch pupils early and aim to narrow the gap in KS1.

Academic Year	2016/17	Total PP budget	£	Date of most recent PP Review	n/a
Total number of pupils	72 (455 total)	Number of pupils eligible for PP	16%	Date for next internal review of this strategy	Jan 2018

2. Attainment 2017 Year 6					
context- 1 more able PP pupil was absent for the tests adversely affecting our data. Each child was 5.55% and this would have increased figures significantly if she had been present for SATs. There were 4 SEN pupils in this group and 1 child joined at the end of year 5 having missed a year of education.					
	<i>Pupils eligible for PP</i>		<i>Pupils eligible for PP (national average)</i>	<i>National non PP</i>	
% achieving ARE or above in reading, writing and maths	50% (18)	+0.7	39.3%	61%	0.3
% achieving GDS in reading, writing and maths	7%		LA result 2%		
Attainment and progress in reading	50%	0.1	-0.7	71%	
GDS reading	17%		LA result 14%		
Attainment and progress in writing	72%	3.1	-0.3	76%	
GDS writing	11%		LA result 5%		
Attainment and progress in maths	78%	1.89	-0.5	75%	
GDS maths	11%		LA result 9%		

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This results in lower attainment in reading and writing as pupils move through the school.
B.	Literacy and numeracy skills are lower for PP than for other pupils entering the nursery. This results in lower attainment in reading and writing as pupils move through the school.
C.	High level of SEND need for this group of pupils in relation to non PP pupils.
D.	Low attainment at end of KS1 leaves a large gap to narrow.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance rates for pupils eligible for PP are 93% (below the target for all children of 97.5%). This reduces their school hours and causes them to fall behind on average.
F.	Aspirations of parents with pupils eligible for PP are low this results in a lack of support at home and then lack of motivation in pupils to succeed.
G.	Higher levels of pupils requiring help and protection from targeted agencies as parents require additional support to meet their needs and safety. For some of our vulnerable pupils this impacts on concentration and behaviour in class (year 5)
G.	Increased social, emotional and mental health issues related to above are affecting progress.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in nursery and Reception class. Improve oral skills throughout the school to enable pupils to speak persuasively with confidence and articulate academic thoughts using subject specific vocabulary.	Language link intervention with baseline assessment used. Elkan training impacts on provision. Pupils eligible for PP in nursery and reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. In the longer term a higher number of PP pupils achieving the highest levels at the end of KS1 and 2 as they are starting from an improved baseline.
B.	Improve literacy and numeracy skills for pupils eligible for PP in nursery and reception class in order to prevent a gap forming or widening.	Pupils eligible for PP meet age related expectations in literacy and numeracy by the end of KS1. Every Child Counts intervention and number club
C.	Increased attendance rates for pupils eligible for PP. <i>C and D closely linked both support each other. Friendships are better formed when children attend school regularly. Children are also more settled in routine and this supports well being.</i>	Overall PP attendance improves from 93% to 96.5% Results increase across the school. Progress accelerates.
D.	Improvements in general well-being: emotional, social behaviours and consequently improved resilience at coping with pressures and their circumstances.	Pupils cope with external pressures and use support provided in school. High levels of well being ensure the progress is not adversely affected by home circumstances.

5. Planned expenditure					
Academic year		2017/18			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
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	When will you review implementation?
A. B. D. Improved reading outcomes at expected levels	<p>Research project: reading inquiry. Teachers research current pedagogy surrounding teaching reading.</p> <p>Junior Librarian</p> <p>Accelerated Reader</p> <p>Reading Raffle</p>	<p>Research carried out demonstrates a move away from the traditional guided reading. Through the Inclusion Quality Mark process the 'Destination reader' approach was recommended.</p> <p>Schools in Hackney reported an increase in results.</p> <p>Exploring approaches in this project which include 'Reciprocal Reading' and building on the work carried out last year in school which impacted so positively on GDS levels. To adapt our own reading approach, 'Reading without Limits'</p>	<p>Use INSET days to deliver training lead by HT. Structure and aims of project outlined to ensure staff share vision and rationale. Teachers visit outstanding schools in Hackney as part of INSET.</p> <p>Allocation of twilight sessions to feedback and sharing.</p> <p>Peer observation of attendees' classes after the project, to embed learning and share good practice.</p> <p>Monitoring by SLT</p> <p>Objective in all Perf. Management – teachers and TAs.</p> <p>Showcase event to school governors</p> <p>Appropriate allocation of TAs to support year 1 and ensure the gap does not form and all pupils are at least ARE.</p> <p>Lessons from training embedded in school reading policy.</p>	HT	Jan 2018

<p>E. Improved attendance for all pupils but especially PP pupils.</p>	<p>Rewards to encourage pupils to attend school and apply pressure to parents to support their aims. A balance of Individual rewards and Class rewards. Raise profile of different groups' attendance and how detrimental this is. Change in policy- 3 days must have Dr note. Any absence must be explained in writing. Family Key Worker to monitor vulnerable families weekly.</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. Research within school showed that with our previous aim of 100% for all rewards it resulted in children feeling very demoralised when they were genuinely ill for one day and knew that they would not be eligible for a reward or recognition. What to maintain that motivation to encourage good attendance. Research in other schools showed that a prize draw at the end of the year for all children that reached our target of 97%. Good practice in schools with high attendance showed policy was stricter.</p>	<p>Disseminated to parents through newsletter with rationale behind changes. Regular feature in all newsletters. Monitoring weekly Teachers have list of pupils with low attendance in previous year. Meetings at early stages of low attendance Change in policy ensures consistency. Regular reporting to governors.</p>	<p>HT FKW</p>	<p>July 2018</p>
<p>D. Improvements in general well-being: emotional, social behaviours and consequently improved resilience at coping with pressures and their circumstances.</p>	<p>Scrap Store Playpod</p>	<p>In school monitoring revealed that a high number of PP children had behaviour incidents during the lunchtime period in less structured times of the day. Bristol project trialled the scrap store-imaginative, open ended play with loose parts. Research showed it increased speaking and listening linked to A.</p>	<p>Mentoring of midday staff Play training and on going support Termly monitoring and observation by SLT. School council feedback Introduction session for parents.</p>	<p>HT</p>	<p>Feb 2018</p>
Total budgeted cost					<p>£</p>

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	When will you review implementation?
<p>A. Improved oral language skills in nursery and reception</p> <p>Speaking confidently and articulately throughout the school to build progressively on A.</p>	<p>Focus of staff training and performance management for all staff in nursery. INSET Weekly meetings</p> <p>Reading Recovery Teacher</p> <p>Language ink Intervention</p> <p>Speech therapy fortnightly to nursery and reception.</p> <p>Debate Examination through English Speaking Board.</p>	<p>Exploring interventions for children and young people with speech, language and communication needs: A study of practice (2010 research commissioned by UK government) Language Link Education endowment fund and our own previous analysis demonstrates substantial impact</p> <p>In year 6 providing pupils with the opportunity to sit the examination in Debate ensures they leave us able to voice their own opinions and articulate these in a convincing way. It is an essential life skills that equips them well for interview beyond school.</p>	<p>Monitoring nursery provision with focus on opportunities for speaking.</p> <p>Assessment and pupil progress information.</p> <p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Dissemination of reading recovery methods to TAs (training in BRP) October INSET All TAs to support Year 1 pupils.</p> <p>English Speaking Board external assessor. Training to teachers in formal debate. Timetabled lessons across the school from reception to year 6.</p>	<p>Reception and nursery class teachers</p>	<p>Jun 2018</p>

B. Improved progress for high attaining pupils. Raise parents aspirations. Expose pupils and parents to highly selective universities they may not have	The Brilliant Club	Year 5 PP pupils Research shows that less PP pupils apply or select the top universities. Raising parents awareness of opportunities increases aspiration.	Communication with parents Liaison with PHD Tutor Pupils questionnaire Parent survey Assessment Assessment summary and outcomes	HT	Mar 2018
C. Improve PP outcomes in R, W and Ma	Early morning Interventions	We do not allow pupils to be removed for intervention during the school day all additional support is provided either before or after school. Education Endowment Fund and evidence collated in school over 7 years demonstrates impact.	Accurate data collection supported by moderation. Accurate identification of need. Pre assessment followed by assessment at end of intervention to measure impact. SLT involvement in selection. Liaison with parents.	DHT	Nov 2017 January 2018 March 2018 May 2018 July 2018
Total budgeted cost					£
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	When will you review implementation?
Improve transition to KS3 and local secondary school in order to reduce exclusions at KS3 and	Transition TA	.Our responsibility to these pupils does not end when they leave primary. We have a duty to ensure they get the possible start at KS3. This is a well established post and over	Liaison with year 7 transition lead Liaison between KS3 and KS2 Identification of vulnerable pupils Planned transition timetable and programme	HT	Jan 2018

improve attendance at KS3		many years our own evaluation proves it reduces stress for pupils, improves attendance and therefore academic achievement.	of study Liaison between parents and Transition TA.		
D. To improve the behaviour of a very small number of Fair Access Protocol PP pupils new to the school.	<p>Identify a targeted behaviour intervention for identified pupils Use support worker to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours.</p> <p>Resources to support this. Scrap store playpod. Lunchtime nurture groups Develop the Sanctuary as a place for pupils to reflect. Forest School and whole school approaches to teaching that are more active and hands on.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective. The aim would be to reduce need for this so they respond to the whole school behaviour system and incidents reduce.</p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p> <p>Train all staff in Thrive approach Oct INSET</p> <p>Ensure resources – sensory support pupils needs through audit.</p> <p>Liaison with parents</p> <p>Match support staff working with individuals closely.</p>	SENCO	Jun 2018
Total budgeted cost					£

6. Review of expenditure				
Previous Academic Year		2016-2017		
i. Increase results in reading at GDS				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on	Lessons learned (and whether you will continue with this approach)	Cost

		pupils not eligible for PP, if appropriate.		
<p>Improve reading attainment and impact on other subjects as a result at greater depth.</p> <p>Ensure all children learn to read and write early and well. Narrow the gap early.</p>	<p>Reading recovery teacher Early intervention</p> <p>Junior Librarian- online library system</p> <p>Accelerated Reader Online system that tests pupils on understanding.</p> <p>Reading Raffle We encourage pupils to read daily through awarding raffle tickets for those children reading 7 days in a row.</p>	<p>Our focus on very early intervention ensured that our PP pupils in reception exceeded non PP pupils at the end of the year. A higher % reached GLD.</p> <p>Year 1 children eligible for the PPG have outperformed similar children nationally over time. 75% met the required standard.</p> <p>8 children were eligible for PPG in year 2. EXS and GDS attainment in all subjects was above that for similar children nationally.</p> <p>At the end of KS2 there was an increased % of pupils eligible for PPG reaching Greater Depth across all subjects.</p> <p>Analysis of borrowing showed that 12% of the top ten borrows in the school are FSM pupils. A higher level of borrowing takes place in Years 4,5 and 6. This is due to the children being more independent, motivated readers by this stage due to the opportunities offered to them during their first years at school.</p> <p>At the end of 2015 , only 30% of books unreturned were by FSM pupils (41% in 2014). This demonstrates a an improved attitude towards reading with children placing more value on this resource.</p> <p>Parent questionnaires tell us that pupils read for pleasure and love books. Pupil questionnaires show that AR has a motivating effect on pupils. All pupils quiz regularly.</p>	<p>We will continue to support pupils early with their reading through Reading Recovery and implement this approach more widely through BRP and whole class reading as we move forward.</p> <p>We achieved far higher percentage of pupils reaching greater depth in reading and all subjects through a whole school approach.</p> <p>Next year disseminate Reading Recovery skills to our volunteer readers that attend school on a regular basis and include as part of their induction.</p>	<p>20343.65 665 6585 5198</p>

Improve attendance rates	Termly rewards for pupils achieving 100% . different item each term. Pay for Taxis	Medium- changing parents perceptions has been challenging. They feel it is acceptable to take holidays in term time and despite fining some families continue to do this especially our GRT families.	Introduce an incentive for achieving our whole school target of 97%- prize draw at end of year for a bike.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved numeracy results	Numbers Count Teacher Success@ arithmetic Every child counts as part of early morning intervention	High: observed increased progress amongst participating children compared to peers, as measured using scores on the Progress in Maths test. Improved maths results across the school both at expected and greater depth. Success criteria: met.	This seemed to be very effective for the period of the intervention and lasts for the year beyond but then the gap begins to widen again. Close monitoring of these pupils by the Numbers Count teacher is required. Approach will be continued.	£
Improved speaking skills in the early years	Speech Therapy	High- all pupils left reception year at expected level.	Continue to use and now share this support with nursery	
Improve transition between KS2 and 3	Transition TA	High- parent questionnaires show how much parents value this support. They comment on improved transition. Pupils report they are less stressed because of the support they are provided with.	Continue to use. This has proved highly effective over the last 10 years.	

Increase opportunities for our more able PP pupils and raise aspirations	The Brilliant Club	High- 'I enjoyed visiting the university and getting the opportunity to take part in lessons with a PhD tutor. Being a part of the Scholars Programme has made me feel more confident about going to university.' Pupils studied in small groups with a world class expert. It developed speaking and debate skills. A higher number of our pupils achieved a first than other pupils completing this nationally.	Continue next year but offer to year 5 pupils in a year when they have less pressure and allows the skills learnt to have an impact.	
Increase pupils' well being and engagement in learning	Thrive software	High – teachers report improved attitude in class and fewer reported behaviour problems. Scores recorded in Thrive increased.	Continue but increase capacity and impact across the school through a whole school approach. Train teachers and TAs in theory and practice.	

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve experiences for our PP pupils through Extra curricular activities to broaden horizons. French trip Trips	Fund trips and sporting opportunities they may not otherwise access.	High: positive impact for pupils who attended.	Pupils value the experiences provided.	



<p>Support our PP pupils so that they have increased self-esteem and can participate in PE lessons.</p>	<p>Pay for uniform</p>	<p>Wearing the correct uniform does not distinguish pupils from their peers. We have an increased number of families identified as PP because we offer free school uniform since free school meals became an entitlement for all KS1 families. There was no incentive for them to identify themselves before.</p>	<p>Keep the PE kit in school because if it went home it was not returned.</p>	
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