

# Pupil Premium Strategy Statement 2017-18

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Summary Information			
School Name	Iwade School		
Academic Year	2017-18	Total PP budgeted income	£102480
Total Number of Pupils	532	Number of PP pupils ( excluding CiC)	75

## What is Pupil Premium?

Pupil Premium is additional funding allocated to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Although schools are free to spend the Pupil Premium as they see fit, schools will be held accountable for how they have used the additional funding to support pupils' attainment and progress. There are different levels of funding allocated to support pupils who are or have been in the care of the local authority or who have a parent in the armed forces.

The Department for Education website states the following:

*"The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free schools meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.*

*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."*

At Timu Academy Trust, we ensure that teaching and learning opportunities meet the needs of all our pupils.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups.

## 2017-18 Use of Funding scheduled and planned for

Our teachers are accountable for pupils' attainment, progress and outcomes (Teacher Standards). We have high expectations of our teachers and provide them with a strong level of support and professional development opportunities to constantly improve their practice.

We have embedded a robust monitoring system based on a cycle of termly tracking to ensure that all pupils make good progress. Pupils identified as not making progress or who are at risk of not attaining their end of key stage targets are rapidly identified and strategies put in place. The school has focused on developing teachers' skills in assessment and methods of teaching that effectively meet the needs of groups and individuals for next step learning.

The cycle begins with on-going teacher assessment built into class teaching. Teachers assess with pupils and, along with developmental marking, support pupils to improve their work.

The next step of the termly cycle is the moderation of work within teams, for example, all year 3 teachers, with a senior staff member. The moderation meetings encompass professional discussions between teachers and have developed teachers' skills in accurately assessing work. The agreed assessments are then entered onto the school's tracking system providing assurance and confidence in the data to be analysed.

Following the entry of data on to the school's tracking system, teachers have 1:1 'accountability meetings' with a member of the SLT. At the meetings a senior member of staff, with the individual teacher, will

identify under-achieving pupils (who are not SEN), with a focus on PP pupils. Short term targets are set to address underachievement and close the gap between peers. Other barriers to learning are also shared and discussed such as attendance, behaviour, attitudes to learning etc

These 'short term targets' are shared with the pupils during their 3 x termly meetings with their class teacher. Parents are also informed of their progress and targets.

The posts of Teaching and Learning Advisors were created by the school to work at middle management level. The Teaching and Learning Advisors agree strategies and interventions to meet the set targets from the previous 1:1 meetings. Other members of the team are encouraged to offer support and suggestions that have been effective in similar circumstances. The Teaching and Learning Advisor will then monitor the implementation of the strategy and interventions agreed at the meeting and provide further support, if required.

### **Other main strategies supporting 'closing the gap'**

Teachers are further supported through access to a team of teachers recognised as 'outstanding'. Opportunities are provided for teachers to observe outstanding colleagues, have an outstanding teacher 'model' teaching with their class and to provide support with planning, assessment, etc.

The development of a Community team leaders is the latest step by the school to address barriers to learning of FSM pupils and other groups. This strategy is already having an impact with data, attendance and behaviour logs showing an improvement.

A range of minor strategies, such as a lunchtime Nurture Club and a range of after-school clubs (free of charge to FSM pupils) run by teachers as part of their 'Directed Time' have all contributed to supporting Pupil Premium pupils.

In conclusion, the school constantly reviews its practice with the aim of improving teaching and learning. Systems and processes are manageable with clearly defined roles and support within teams. The strategies above have had a clear impact on the progress of PP pupils, not only in 'closing the gap', but with many PP pupils making accelerated progress across the key stage.

Each school has non class based teaching assistants who are dedicated to raising attainment for Pupil premium pupils. This ensures ALL pupil premium pupils receive individual support, particularly aimed at improving attainment in Reading.

## Attainment and Progress Data 2017

KS1 2017	PP pupils (school)	Non Pupil premium pupils (school)	All pupils national
<b>14 PUPILS</b>			
% achieving ARE or above in Reading	71	81	77
% achieving ARE or above in Writing	79	82	81
% achieving ARE or above in Maths	79	88	80
<b>KS2 2017</b>			
<b>15 PUPILS</b>			
% achieving ARE or above in Reading	40	89	71
% achieving ARE or above in Writing	53	91	76
% achieving ARE or above in Maths	47	87	75

### Progress in Year 3 2017 (6.0 is expected progress)

6 pupils	READING	WRITING	MATHS
Pupil Premium	6.3	6.2	5.7
Not Pupil Premium	5.9	5.8	6.0

### Progress in Year 4 2017 (12.0 is expected progress)

15 pupils	READING	WRITING	MATHS
Pupil Premium	11.4	11.7	11.8
Not Pupil Premium	11.7	12.0	11.7

### Progress in Year 5 2017 (18.0 is expected progress)

12 pupils	READING	WRITING	MATHS
Pupil Premium	17.3	17.5	18.1
Not Pupil Premium	17.7	18.3	17.8

**2017 – 18 A SUMMARY OF THE MAIN BARRIERS TO EDUCATIONAL ACHIEVEMENT FACED BY ELIGIBLE PUPILS AT THE SCHOOL**

<b>Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b>	
A.	Inconsistent focus by teachers on Pupil Premium pupils in implementing booster sessions
B.	Teaching provides enough pace and challenge to the higher attaining PP pupils
<b>Desired outcomes</b>	
A.	Provision maps are in place in every class detailing to support for ALL pupil premium pupils
B.	Improved attainment in Reading for PP pupils in KS1 and KS2
C.	The progress of PP focus groups is frequently tracked and reviewed by teachers and senior leaders to address underperformance.
D.	Higher rates of progress of higher ability PP children in reading, EGPS and maths in KS2.
E.	Improved attendance for persistent absentees who are PP
F.	Strong emotional and social support for key families which fosters positive home/school partnership.

**Allocation of funding 2017/2018 (in addition to the above strategies)**

<b>Allocation of Funding</b>	<b>Desired Impact</b>
Cover release costs for TLAs to regularly coach and mentor all teachers not yet judged as outstanding.	All teachers fully supported to become outstanding teachers
Funding for the Nurture Team to support the removal of barriers to learning, specifically, but not entirely, associated with behavioural and/or emotional needs.	All children able to access behavioural, social and emotional support
Continued Professional Development for Teaching and Learning Advisors to improve their effectiveness in supporting and monitoring Pupil Premium pupils, to include cover release costs and the costs of Teaching and Learning Responsibility salary points.	Effective tracking of PP children and rapid intervention when required. Support for all teachers in strategies for supporting PP children's progress and attainment.
Provide additional 1:1 support for Pupil Premium pupils, particularly for reading and phonics	Increased attainment and progress in reading and ensure PP pupils attain well in the Phonics test at year 1 and in year 2.
Provide additional resources to support 'reluctant' readers, for example, Accelerated Reader	Increased attainment and progress in reading.
Pupil Premium children to be given priority places to attend extra-curricular clubs to improve engagement and self-esteem.	All PP are fully engaged in their curriculum
Funding for specific children to attend breakfast club to support attendance and parental engagement.	Improved attendance for PP pupils
The implementation of intervention strategies aimed to support focus named pupils (following pupil progress	PP pupils receiving the intervention to make accelerated progress and achievement

meetings) to either achieve At Expected or Greater Depth	
Use of Target Tracker to support the tracking of progress of PP pupils	Effective tracking of PP children and rapid intervention when required
EYFS offer high quality language provision to develop oral language skills.	Speech & Language link whole class ideas and support all learners by providing a visual and rich language environment, together with intervention for pupils who are assessed as needing extra support
PP children with potential to achieve Greater Depth at the end of KS1 and KS2 to be identified and to receive booster sessions with TAs and /or specialist TAs	Difference between PP and Non PP to be narrowed in 2016-2017, particularly for those who attain greater depth