

Written September 2016 for academic year 2016-17
 To be reviewed September 2017

Pupil Premium Strategy 2016-17

Summary of Pupil Premium Funding 2016-17

Number of children on roll	333
Number of pupils in receipt of Pupil Premium	160
Percentage of pupils in receipt of pupil Premium	48%

Pupil Premium Funding	£211,200.00
EYFS Pupil Premium	£2583.75 (estimate)
Service Children	£600
Looked After Children	£3200.00
Total	£217,583.75
Planned Expenditure	£218,000

Barrier	How and why?	Expenditure (£)	Expected Impact and how it will be measured	Impact		
Parents unable to support their children at home.	Family learning (literacy and numeracy) in EYFS, 'Solihull Parenting' parents coffee mornings and 'cooking on a budget' so that parents know how to support their children physically,	£800	<ul style="list-style-type: none"> Number of parents attending will be monitored and questionnaires given to parents 	Parents Consultation attendance 2016/17		
					Difference of DP Autumn	Difference of DP Spring
				Rainbow Fish	0	+6
				Blue Whales	-18	+18
				Sharks	-22	+3

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	behaviourally and academically at home		to assess the impact. <ul style="list-style-type: none"> Improved parental engagement measured through attendance at meetings, parents' evenings and assemblies/workshops. 	<table border="1" data-bbox="1480 193 2029 491"> <tr><td>Dolphins</td><td>+6</td><td>-12</td></tr> <tr><td>Coral</td><td>-6</td><td>-25</td></tr> <tr><td>Seals</td><td>-8</td><td>-59</td></tr> <tr><td>Seahorse</td><td>-7</td><td>-19</td></tr> <tr><td>Pirhanas</td><td>0</td><td>-9</td></tr> <tr><td>Stingray</td><td>0</td><td>-13</td></tr> <tr><td>Starfish</td><td>+1</td><td>+10</td></tr> <tr><td></td><td>-1.8</td><td>-10</td></tr> </table> <p>Solihull Comments: More confident to deal with my child's behaviour, How to interact with my child to understand them better My family is stronger and my child's outbursts have reduced I can deal with my child's emotional needs</p> <p>Healthy eating comments Helped my family understand that there are alternative ingredients which are healthier You don't need sugar for it to taste good</p>	Dolphins	+6	-12	Coral	-6	-25	Seals	-8	-59	Seahorse	-7	-19	Pirhanas	0	-9	Stingray	0	-13	Starfish	+1	+10		-1.8	-10
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	Study club for parents and pupils so that pupils can receive support if parents can't support them alone.	£1000	<ul style="list-style-type: none"> Number of parents attending will be monitored and questionnaires given to parents 	This wasn't completed this year but the funding was used to fund ThirdSpace 1:1 maths tuition instead (see below)																								

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			to assess the impact.	
	Parents' Handbook so parents aware of school's high expectations.	£200	<ul style="list-style-type: none"> Improved parental engagement measured through attendance at meetings, parents' evenings and assemblies/workshops. Number of children completing homework increases Number of children reading at home increases. 	The prospectus and home/school agreement was updated to reflect our expectations. This is now printed for parents annually to remind them of our expectations.
Pupils have low starting points and need to make accelerated progress to achieve in line with age-related expectation.	Teacher Training to improve standards of teaching in core subjects	£8000	<ul style="list-style-type: none"> 100% of teaching good or outstanding Pupils make better than the expected rate of progress from their starting points 	<p>100% of teaching is good or outstanding.</p> <p>Upper KS2</p> <ul style="list-style-type: none"> The cohort gap reduced from KS1 for HA children in reading, writing and maths in the end of Key Stage 2 results and Y5 for HA reading. The cohort gap from KS1 reduced for ARE in Writing in Y6 and Y5.

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			<ul style="list-style-type: none"> • Progress and attainment are above national expectations for our disadvantaged pupils. • There is a reduced gap or no gap between disadvantaged and non-disadvantaged pupils. • Evidenced through reading, spelling and maths ages as well as Best-Fit Judgements 	<ul style="list-style-type: none"> • Progress in reading and writing better for PP in Y6 and gap in attainment points has reduced in these subjects. • In Y5, the gap in attainment step has reduced significantly and there is very little gap in progress <p>Lower KS2</p> <ul style="list-style-type: none"> • Progress in writing and maths better than NDP and hardly any difference in reading (Y4). • Gap in attainment steps has reduced. • Cohort gap from KS1 decreased in ARE in Year 3 and in ARE reading and HA maths in Y4 <p>Y2</p> <ul style="list-style-type: none"> • Cohort gap from EYFS decreased in ARE Maths and HA Writing <p>Y1</p> <ul style="list-style-type: none"> • Cohort gap from EYFS reducing in ARE in all subjects and HA reading and writing • Gap in attainment levels reducing in writing and maths and progress is the same as NDP
	TA Training in social and emotional interventions, marking and feedback,	£1300	<ul style="list-style-type: none"> • 100% of teaching assistants support 	100% of TAs observed were good or better.

	<p>maths, guided reading, writing and phonics.</p>		<p>children at a good level.</p> <ul style="list-style-type: none"> • Pupils make better than the expected rate of progress from their starting points • Progress and attainment are above national expectations for our disadvantaged pupils. • There is a reduced gap or no gap between disadvantaged and non-disadvantaged pupils. • Evidenced through reading, spelling and maths ages as well as Best-Fit Judgements 	<p>Upper KS2</p> <ul style="list-style-type: none"> • The cohort gap reduced from KS1 for HA children in reading, writing and maths in the end of Key Stage 2 results and Y5 for HA reading. • The cohort gap from KS1 reduced for ARE in Writing in Y6 and Y5. • Progress in reading and writing better for PP in Y6 and gap in attainment points has reduced in these subjects. • In Y5, the gap in attainment step has reduced significantly and there is very little gap in progress <p>Lower KS2</p> <ul style="list-style-type: none"> • Progress in writing and maths better than NDP and hardly any difference in reading (Y4). • Gap in attainment steps has reduced. • Cohort gap from KS1 decreased in ARE in Year 3 and in ARE reading and HA maths in Y4 <p>Y2</p> <ul style="list-style-type: none"> • Cohort gap from EYFS decreased in ARE Maths and HA Writing <p>Y1</p> <ul style="list-style-type: none"> • Cohort gap from EYFS reducing in ARE in all subjects and HA reading and writing
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	<p>Boosters, Homework Club, writing and maths clubs to support accelerated learning outside of the classroom.</p>	<p>£12,000</p>	<ul style="list-style-type: none"> • Pupils make better than the expected rate of progress from their starting points • Progress and attainment are above national expectations for our disadvantaged pupils. • There is a reduced gap or no gap between disadvantaged and non-disadvantaged pupils. • Evidenced through reading, spelling and maths ages as well as Best-Fit Judgements 	<p>Upper KS2</p> <ul style="list-style-type: none"> • The cohort gap reduced from KS1 for HA children in reading, writing and maths in the end of Key Stage 2 results and Y5 for HA reading. • The cohort gap from KS1 reduced for ARE in Writing in Y6 and Y5. • Progress in reading and writing better for PP in Y6 and gap in attainment points has reduced in these subjects. • In Y5, the gap in attainment step has reduced significantly and there is very little gap in progress <p>Lower KS2</p> <ul style="list-style-type: none"> • Progress in writing and maths better than NDP and hardly any difference in reading (Y4). • Gap in attainment steps has reduced. • Cohort gap from KS1 decreased in ARE in Year 3 and in ARE reading and HA maths in Y4 <p>Y2</p> <ul style="list-style-type: none"> • Cohort gap from EYFS decreased in ARE Maths and HA Writing

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				<p>Y1</p> <ul style="list-style-type: none"> • Cohort gap from EYFS reducing in ARE in all subjects and HA reading and writing • Gap in attainment levels reducing in writing and maths and progress is the same as NDP
	<p>1:1 tuition for Year 6 Pupil Premium children in maths and literacy to accelerate learning out of timetabled time.</p>	<p>£2000</p>	<ul style="list-style-type: none"> • Pupils make better than the expected rate of progress from their starting points • Progress and attainment are above national expectations for our disadvantaged pupils. • There is a reduced gap or no gap between disadvantaged and non-disadvantaged pupils. • Evidenced through reading, spelling and maths ages as well as Best-Fit Judgements 	<p>Upper KS2</p> <ul style="list-style-type: none"> • The cohort gap reduced from KS1 for HA children in reading, writing and maths in the end of Key Stage 2 results. • The cohort gap from KS1 reduced for ARE in Writing in Y6. • Progress in reading and writing better for PP in Y6 and gap in attainment points has reduced in these subjects. <p>Additional funding of £6,600 was used to fund Third Space 1:1 maths Tuition. 95% of the children who received this intervention have made an expected or accelerated progress during the term they received this intervention.</p>

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	<p>Additional teaching assistant support. Increase in the TAs/ Senior EYFS Staff available to support targeted learning needs of pupils.</p>	<p>£82,000</p>	<ul style="list-style-type: none"> • Pupils make better than the expected rate of progress from their starting points • Progress and attainment are above national expectations for our disadvantaged pupils. • There is a reduced gap or no gap between disadvantaged and non-disadvantaged pupils. • Evidenced through reading, spelling and maths ages as well as Best-Fit Judgements 	<p>Upper KS2</p> <ul style="list-style-type: none"> • The cohort gap reduced from KS1 for HA children in reading, writing and maths in the end of Key Stage 2 results and Y5 for HA reading. • The cohort gap from KS1 reduced for ARE in Writing in Y6 and Y5. • Progress in reading and writing better for PP in Y6 and gap in attainment points has reduced in these subjects. • In Y5, the gap in attainment step has reduced significantly and there is very little gap in progress <p>Lower KS2</p> <ul style="list-style-type: none"> • Progress in writing and maths better than NDP and hardly any difference in reading (Y4). • Gap in attainment steps has reduced. • Cohort gap from KS1 decreased in ARE in Year 3 and in ARE reading and HA maths in Y4 <p>Y2</p> <ul style="list-style-type: none"> • Cohort gap from EYFS decreased in ARE Maths and HA Writing <p>Y1</p>
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Some pupils have a chaotic start to the morning with no breakfast, late and worrying about home issues, low self-esteem therefore not ready to learn.	Therapeutic Circle Time to ensure children are socially and emotionally ready to learn.	£200	<ul style="list-style-type: none"> • Pupil questionnaire • Less children requiring THRIVE intervention 	11 pupils received 1:1 THRIVE intervention during the year 2016-17. Only 5 pupils require this intervention in September 2017 due to improve social and emotional provision across school.																	
	Thrive intervention and resources so children are socially and emotionally ready to learn.	£2000	<ul style="list-style-type: none"> • Improved THRIVE scores so children are more prepared for learning 	83% of those children receiving THRIVE 1:1 intervention had an improved score by the end of the year.																	
	Fund some of the cost of Breakfast Club provision to ensure children have a calm and settled start to the day, are fed and punctual.	£6000	<ul style="list-style-type: none"> • Reduced number of lates recorded in class registers. • Reduced behaviour incidents at transition time • Increase in attendance • Diminished difference between attendance and punctuality of disadvantaged 	<p>Attendance</p> <table border="1"> <thead> <tr> <th></th> <th>DP</th> <th>NDP</th> </tr> </thead> <tbody> <tr> <td>2015/16</td> <td>95.27</td> <td>95.79</td> </tr> <tr> <td>2016/17</td> <td>94.62</td> <td>95.45</td> </tr> </tbody> </table> <p>Lates</p> <table border="1"> <thead> <tr> <th></th> <th>DP</th> <th>NDP</th> </tr> </thead> <tbody> <tr> <td>2015/16</td> <td>859</td> <td>494</td> </tr> <tr> <td>2016/17</td> <td>652</td> <td>527</td> </tr> </tbody> </table>		DP	NDP	2015/16	95.27	95.79	2016/17	94.62	95.45		DP	NDP	2015/16	859	494	2016/17	652
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			<p>children and non-disadvantaged children.</p>																																																						
	<ul style="list-style-type: none"> Inclusion Team to support parents requiring additional support, ensure additional behaviour / SEN needs don't affect learning, provide social and emotional support during structured and unstructured parts of the day and to provide alternative learning opportunities. Monitor provision mapping and impact for disadvantaged children. Monitor lessons/ work scrutiny/ data analysis of disadvantaged children 	<p>£74500</p>	<ul style="list-style-type: none"> Number of children participating in Children's university increases Evidence of good/ outstanding provision for disadvantaged children including those with SEN Reduction in behaviour incidents Clear case studies detailing intervention and impact. Pupils make better than the expected rate of progress from 	<table border="1"> <thead> <tr> <th colspan="8">Club Attendance</th> </tr> <tr> <th></th> <th>Aut 2015</th> <th>Spring 2016</th> <th>Summer 2016</th> <th>Aut 2016</th> <th>CU</th> <th>Spring 17</th> <th>Summer 17</th> </tr> </thead> <tbody> <tr> <td>DP</td> <td>49.6%</td> <td>34.2%</td> <td>29.9%</td> <td>24.6%</td> <td></td> <td>34.6%</td> <td>28%</td> </tr> <tr> <td>NDP</td> <td>59.9%</td> <td>43%</td> <td>28%</td> <td>27.8%</td> <td></td> <td>35%</td> <td>21%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">No of behaviour incidents</th> </tr> <tr> <th></th> <th>Spring Term 2016</th> <th>Spring Term 2017</th> </tr> </thead> <tbody> <tr> <td>DP</td> <td>141</td> <td>95</td> </tr> <tr> <td>NDP</td> <td>105</td> <td>49</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>Summer Term 2016</th> <th>Summer Term 2017</th> </tr> </thead> <tbody> <tr> <td>DP</td> <td>149</td> <td>79</td> </tr> <tr> <td>NDP</td> <td>68</td> <td>37</td> </tr> </tbody> </table> <p>Upper KS2</p> <ul style="list-style-type: none"> The cohort gap reduced from KS1 for HA children in reading, writing and maths in the end of Key Stage 2 results and Y5 for HA reading. 	Club Attendance									Aut 2015	Spring 2016	Summer 2016	Aut 2016	CU	Spring 17	Summer 17	DP	49.6%	34.2%	29.9%	24.6%		34.6%	28%	NDP	59.9%	43%	28%	27.8%		35%	21%	No of behaviour incidents				Spring Term 2016	Spring Term 2017	DP	141	95	NDP	105	49		Summer Term 2016	Summer Term 2017	DP	149	79	NDP	68	37
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	<ul style="list-style-type: none"> • Discuss disadvantaged children in Pupil Progress meetings • Update and monitor impact of interventions through case studies for disadvantaged children. • Monitor and encourage disadvantaged children to attend Children's University 		<p>their starting points</p> <ul style="list-style-type: none"> • Progress and attainment are above national expectations for our disadvantaged pupils. • There is a reduced gap or no gap between disadvantaged and non-disadvantaged pupils. • Evidenced through reading, spelling and maths ages as well as Best-Fit Judgements 	<ul style="list-style-type: none"> • The cohort gap from KS1 reduced for ARE in Writing in Y6 and Y5. • Progress in reading and writing better for PP in Y6 and gap in attainment points has reduced in these subjects. • In Y5, the gap in attainment step has reduced significantly and there is very little gap in progress <p>Lower KS2</p> <ul style="list-style-type: none"> • Progress in writing and maths better than NDP and hardly any difference in reading (Y4). • Gap in attainment steps has reduced. • Cohort gap from KS1 decreased in ARE in Year 3 and in ARE reading and HA maths in Y4 <p>Y2</p> <ul style="list-style-type: none"> • Cohort gap from EYFS decreased in ARE Maths and HA Writing <p>Y1</p> <ul style="list-style-type: none"> • Cohort gap from EYFS reducing in ARE in all subjects and HA reading and writing • Gap in attainment levels reducing in writing and maths and progress is the same as NDP
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<p>Attendance of disadvantaged children is low.</p>	<p>Contribution towards the cost of the Attendance and Pupil Premium Admin support to implement support and systems to diminish difference between disadvantaged children and non-disadvantaged children. ?</p>	<p>£15.000</p>	<ul style="list-style-type: none"> • Attendance at least in line with Doncaster and national average • Reduced number of lates recorded in class registers. • Reduced behaviour incidents at transition time • Increase in attendance • Diminished difference between attendance and punctuality of disadvantaged children and non-disadvantaged children. 	<p>Attendance</p> <table border="1" data-bbox="1482 233 2029 355"> <thead> <tr> <th></th> <th>DP</th> <th>NDP</th> </tr> </thead> <tbody> <tr> <td>2015/16</td> <td>95.27</td> <td>95.79</td> </tr> <tr> <td>2016/17</td> <td>94.62</td> <td>95.45</td> </tr> </tbody> </table> <p>Lates</p> <table border="1" data-bbox="1482 475 2029 598"> <thead> <tr> <th></th> <th>DP</th> <th>NDP</th> </tr> </thead> <tbody> <tr> <td>2015/16</td> <td>859</td> <td>494</td> </tr> <tr> <td>2016/17</td> <td>652</td> <td>527</td> </tr> </tbody> </table>		DP	NDP	2015/16	95.27	95.79	2016/17	94.62	95.45		DP	NDP	2015/16	859	494	2016/17	652	527
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	<p>Attendance Rewards to support diminishing difference between disadvantaged children and non-disadvantaged children.</p>	<p>£1000</p>	<ul style="list-style-type: none"> • Attendance at least in line with Doncaster and national average • Reduced number of lates recorded in class registers. 	<p>Attendance</p> <table border="1" data-bbox="1482 1066 2029 1189"> <thead> <tr> <th></th> <th>DP</th> <th>NDP</th> </tr> </thead> <tbody> <tr> <td>2015/16</td> <td>95.27</td> <td>95.79</td> </tr> <tr> <td>2016/17</td> <td>94.62</td> <td>95.45</td> </tr> </tbody> </table> <p>Lates</p> <table border="1" data-bbox="1482 1308 2029 1393"> <thead> <tr> <th></th> <th>DP</th> <th>NDP</th> </tr> </thead> <tbody> <tr> <td>2015/16</td> <td>859</td> <td>494</td> </tr> </tbody> </table>		DP	NDP	2015/16	95.27	95.79	2016/17	94.62	95.45		DP	NDP	2015/16	859	494			
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Partnership with York St John's University, involving Y6 and additional KS2 pupils undertaking activities to raise self-esteem and aspiration around higher education.	Aiming Higher project to improve aspirations, opportunity and choice in the future and raise expectations	£7000	<ul style="list-style-type: none"> • Increased understanding of chances and opportunities available in life. • Qualitative evidence from the project. 	<p>This was adapted to work with Russell Group Universities through Brilliant Club and the Careers Event through Doncaster Chambers.</p> <p>The comments off children were positive with children now aspiring to be judges, lawyers, paediatrician, police officers, Olympian, vet, teachers, authors etc</p>			
Children lack first hand experiences to enhance their learning	Fund some visits and residential visits to ensure disadvantaged children can develop.	£5000	<ul style="list-style-type: none"> • Evidence in work scrutiny of children using the first-hand experiences in their learning. 	<p>Children have visited Forbidden corner and Disney on Ice as part of our Family Enrichment Days.</p> <p>Pupils have also attended a residential in Year 5, a Gurdwara, Conisborough Castle and Normanby Hall to enrich the curriculum.</p>			

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