

Pupil Premium Strategy Statement: 2017/18

1. Summary information					
School					
Academic Year	2017/18	Total PP budget	£44,000 *	Date of most recent PP Review	Sept 2017
Total number of pupils	194	Number of pupils eligible for PP	23	Date for next internal review of this strategy	Sept 2018

* Total: £47,857 (Carry forward 16/17: £3,857, Allocation 17/18: £44,000)

Barriers to future attainment (for pupils eligible for Pupil Premium)

A.	Speech and language skills in Early Years and Key Stage 1 are lower for pupils eligible for Pupil Premium than for other pupils.
B.	High ability pupils who are eligible for Pupil Premium are making less progress than other high ability pupils. This prevents sustained high achievement in subsequent years.
C.	Social and emotional issues for a small group of pupils eligible for Pupil Premium is having detrimental effect on their academic progress.

Outcomes

Success criteria

A.	Improved oral language skills for pupils eligible for Pupil Premium in Early Years and Key Stage 1.	Pupils eligible for Pupil Premium make rapid progress by the end of the year so that all pupils eligible for Pupil Premium meet age related expectations.
B.	Higher rates of progress for high attaining pupils eligible for Pupil Premium.	Pupils eligible for Pupil Premium identified as high ability make as much progress as 'other' pupils identified as high ability in maths, reading and writing.
C.	Social and emotional issues addressed for pupils eligible for Pupil Premium.	Fewer behaviour incidents recorded for these pupils on the school system.
D.	Higher rates of progress for pupils eligible for Pupil Premium in Year 1.	Pupils eligible for Pupil Premium make rapid progress by the end of the year so that all pupils eligible for Pupil Premium meet age related expectations.

Planned expenditure

Desired outcome	Chosen action / approach	Cost	What is the evidence and rationale for this choice?
C. Social and emotional issues addressed for pupils eligible for Pupil Premium.	Residential visit (Year 6, Autumn).	£1284	Education Endowment Foundation (EEF): Outdoor adventure learning (+4) <ul style="list-style-type: none"> • Studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. • Understanding why adventure learning interventions appear to improve academic outcomes is not straightforward. One assumption might be that non-cognitive skills such as perseverance and resilience are developed through adventure learning and that these skills have a knock-on impact on academic outcomes.
	Residential visit (Year 5, Autumn).	£1188	
	Beach School visits (EYFS, Summer).	£750	
B. Higher rates of progress for high attaining pupils eligible for Pupil Premium.	Fast Feedback (training).	£778	EEF: Feedback (+8) <ul style="list-style-type: none"> • Feedback studies tend to show very high effects on learning. Feedback has effects on all types of learning across all age groups.
	Mark, Plan. Teach. (training).	£778	
B. Higher rates of progress for high attaining pupils eligible for Pupil Premium.	Visible Learning (John Hattie) Conference	£540	EEF: Feedback (+8) <ul style="list-style-type: none"> • Feedback studies tend to show very high effects on learning. Feedback has effects on all types of learning across all age groups.
B. Higher rates of progress for high attaining pupils eligible for Pupil Premium.	Accelerated Reader.	£2608	EEF: Accelerated Reader (+5) <ul style="list-style-type: none"> • The intervention group exposed to Accelerated Reader recorded higher literacy scores than the control group, using the GL Assessment New Group Reading Test. The overall effect size of +0.24 is the equivalent of approximately 3 months of additional progress in reading age after 22 weeks.
B. Higher rates of progress for high attaining pupils eligible for Pupil Premium.	Reading (Autumn and Spring, 3 afternoons per week).	£650	EEF: Reading comprehension strategies (+5) <ul style="list-style-type: none"> • On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress. • Successful reading comprehension approaches carefully select activities for their reading capabilities, and ensure that texts provide an effective, but not overwhelming, challenge.
A. Improved oral language skills for pupils eligible for PP in Early Years and Year 1.	Speech and Language Therapist (All, 1 morning per fortnight).	£3040	EEF: Oral language interventions (+5) <ul style="list-style-type: none"> • Studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension.
	Additional adult support (Autumn and Spring, 3 hours per week).	£1490	
A. Improved oral language skills for pupils eligible for PP in Early Years and Year 1.	ELKAN training	£525	EEF: Oral language interventions (+5) <ul style="list-style-type: none"> • Studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension.
D. Higher rates of progress for pupils eligible for Pupil Premium in Year 1.	Early Excellence: Transformation Project (Effective transition from Early Years to Year 1) (training).	£2240	EEF: Early years intervention (+5) <ul style="list-style-type: none"> • Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.
C. Social and emotional issues addressed for pupils eligible for Pupil Premium.	Additional adult support (Year 1 Autumn and Spring term, 3 days per week).	£4509	EEF: Behaviour interventions (+3) <ul style="list-style-type: none"> • Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.

C. Social and emotional issues addressed for pupils eligible for Pupil Premium.	Dual registered pupil (Year 1 Autumn and Spring term, 2 days per week). Contribution to First Base Ipswich Pupil Referral Unit.	£352	EEF: Behaviour interventions (+3) <ul style="list-style-type: none"> Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.
C. Social and emotional issues addressed for pupils eligible for Pupil Premium.	Positive Handling training (Dynamis)	£1050	EEF: Behaviour interventions (+3) <ul style="list-style-type: none"> Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.
B. Higher rates of progress for high attaining pupils eligible for Pupil Premium.	Additional adult support (Key Stage 2, Autumn and Spring term, 5 mornings and 2 afternoons per week).	£11857	EEF: Small group tuition (+4) <ul style="list-style-type: none"> Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three. Once group size increases above six or seven there is a noticeable reduction in effectiveness. However, although the above pattern is usually consistent, there is some variability in impact within the existing evidence. For examples, in reading, small group teaching can sometimes be more effective than one to one or paired tuition. EEF: Reducing class size (+3) <ul style="list-style-type: none"> Reducing class size appears to result in around 3 months additional progress for pupils, on average. Intuitively, it seems obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive. EEF: One to one tuition (+5) <ul style="list-style-type: none"> Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact.
C. Social and emotional issues addressed for pupils eligible for Pupil Premium.	Mental Health and Wellbeing Conference (training). Wellbeing Award for Schools. Play therapist (1 morning per week).	£798 £1050 £3355	EEF: Social and emotional learning (+4) <ul style="list-style-type: none"> On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).
C. Social and emotional issues addressed for pupils eligible for Pupil Premium.	Extra-curricular activities.	£226	EEF: Sports participation (+2) <ul style="list-style-type: none"> The overall impact of sports participation on academic achievement tends to be positive (about two additional months' progress). There is recent evidence from the UK that sports participation can have a more dramatic effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to 10 months' additional progress). In this circumstance the 'participation' acted as an incentive to undertake additional instruction.

Review of expenditure

Desired outcome	Chosen action/approach	Impact
Improved oral language skills for pupils eligible for PP in Early Years and Year 1.	<p>Speech and Language Therapist (All, 1 morning per fortnight).</p> <p>Additional adult support (Autumn and Spring, 3 hours per week).</p> <p>ELKAN training.</p>	<ul style="list-style-type: none"> • Speech and Language Therapy reports demonstrate that pupils are meeting targets. • Interventions have resulted in 66% of pupils (2/3) being signed off from the NHS Speech and Language Therapist. • 1 member of staff completed ELKAN training.
Higher rates of progress for high attaining pupils eligible for Pupil Premium.	<p>Fast Feedback (training).</p> <p>Reading (Autumn and Spring, 3 afternoons per week).</p> <p>Mark, Plan. Teach. (training).</p> <p>Visible Learning (John Hattie) Conference.</p> <p>Accelerated Reader.</p>	<ul style="list-style-type: none"> • 75% of pupils (3/4) made good progress in reading from high starting points. • 66% of pupils (2/3) made good progress in writing from high starting points. • 50% of pupils (1/2) made good progress in mathematics from high starting points. • Work scrutiny records show examples of pupils responding to marking and feedback.
Social and emotional issues addressed for pupils eligible for Pupil Premium.	<p>Additional adult support (Year 1 Autumn and Spring term, 3 days per week).</p> <p>Dual registered pupil (Year 1 Autumn and Spring term, 2 days per week).</p> <p>Contribution to First Base Ipswich Pupil Referral Unit.</p> <p>Positive Handling training (Dynamis).</p> <p>Mental Health and Wellbeing Conference (training).</p> <p>Wellbeing Award for Schools.</p> <p>Play therapist (1 morning per week).</p> <p>Extra-curricular activities.</p> <p>Residential visits.</p>	<ul style="list-style-type: none"> • Play Therapy reports demonstrate that pupils are meeting expectations. • Successful placement at Pupil Referral Unit. • 15 members of staff completed Positive Handling training. De-escalation strategies have been effective. Restraint limited to 1 pupil. • All Year 5 and Year 6 pupils agreed that the residential had been beneficial and had helped them to challenge themselves and experience new opportunities. <ul style="list-style-type: none"> “I pushed myself to complete the trapeze even though I got scared at the top when it began to wobble a lot” (pupil) “It helped with teamwork and understanding others” (pupil) “I was surprised that I made it to the top of the pole because I didn’t know I could do it” (pupil) • All Year 5 and Year 6 pupils stated that the residential had supported their emotional health and wellbeing as well as developed their resilience. <ul style="list-style-type: none"> “Paddle boarding helped me to believe in myself” (pupil) “I kept thinking I was going to fall but I didn’t fall once” (pupil) “The rock wall I said I would only get to the blue dot but I got about three quarters which was way more than I thought I would” (pupil) • Behaviour summaries show 0 behaviour incidents recorded at the beach. • The 2 pupils eligible for Pupil Premium reached the expected standard in all areas of their Personal, Social and Emotional Development. • Observation records show that pupils had opportunities to share ideas and solve problems in groups e.g. stopping the water/tide from knocking down castles. • All pupils agreed that the visits had been enjoyable and had helped them experience new opportunities. • All Early Years pupils stated that they had enjoyed the Beach School visits.

	Beach School visits.	<p>"I liked flying a kite because I'd never done it before" (pupil)</p> <p>"We could make castles with our friends. My friend found a crab too" (pupil)</p>
Higher rates of progress for pupils eligible for Pupil Premium in Year 1.	Early Excellence: Transformation Project (Effective transition from Early Years to Year 1) (training).	<ul style="list-style-type: none"> • 100% of Year pupils (4/4) made good progress in reading. • 100% of Year pupils (4/4) made good progress in writing. • 100% of Year pupils (4/4) made good progress in mathematics.