



Pupil Premium Strategy Statement

1. Summary information					
School	Perry Wood and Nursery School				
Academic Year	2017-18	Total PP budget	£219.120	Date of most recent PP Review	December 2017
Total number of pupils	418	Number of pupils eligible for PP	176	Date for next internal review of this strategy	April 2018

2. Current attainment – 2017 KS2			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving in reading, writing and maths	48%	67%	
% making progress in reading	-1.40	+0.33	
% making progress in writing	-2.13	+0.17	
% making progress in maths	-2.98	+0.28	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor language skills. Children arrive into EYFS with poor language and communication skills.
B.	High levels of EAL and SEND pupils.
C.	WBB vulnerable group in writing.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Poverty, low attendance, high mobility, parents with mental illness.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PPG pupils make at least similar and at best accelerated progress compared with non PPG. Pupils are curious, resilient learners who enjoy taking part in new tasks. Robust tracking ensuring concise information for governors and external validation.	Analysis of data, Learning walks, Work scrutiny shows that PP children are making accelerated progress



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B.	Impact of intervention programmes analysed each half term. Robust tracking ensuring concise information for governors and external validation Impact of intervention programmes analysed each half term as part of pupil progress meetings. Attendance of PPG children to increase to 97%	Evaluations of interventions shows that PP children are making accelerated progress. Evaluations through Wave 2 paperwork and PPMs.
C.	Attendance of PPG children to increase to 97% Increase attendance at all school clubs and events PPG children make at least similar and at best accelerated progress compared with non PPG Pupils are curious, resilient learners who enjoy the challenge of new tasks	Breakfast club and after school club attendance registers show good attendance of PP children SIMS Attendance data shows increased attendance for PP children Analysis of attendance at clubs, sports events and school events shows high participation from PP children
D.	PPG and vulnerable pupils and their families are engaged through family learning opportunities such as gardening club and let's play club	Attendance of PP children and their families improves each term Positive feedback from families and children

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?
PPG children make the same progress as their peers or accelerated progress if not meeting ARE	Wave one interventions Engaging and differentiated curriculum High quality teaching and learning Trips and outside visits External visitors Multisensory approaches	Our professional knowledge with robust evidence shows that children make best progress when these strategies are used. Please refer to the Sutton Trust Teaching and Learning Toolkit 2015	Learning walks Book Trawls Planning trawls Pupil voice Pupil Progress Meetings Data Analysis	Karen King	Every 6.5 weeks

	<p>Concrete and practical materials</p> <p>TA support for targeted groups</p> <p>Use of ICT for recording e.g. Claro Read, Clicker and Co Writer</p> <p>Visual timetables</p> <p>Writing frames</p> <p>Coloured paper</p> <p>Communicate in print resources</p> <p>High quality verbal and written feedback</p> <p>Collaborative learning</p> <p>Pre-teaching</p> <p>Staff teachers to assess wave 1 intervention regularly to ensure impact.</p>				
Total budgeted cost					£39,000
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?



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PPG children make the same progress as their peers or accelerated progress if not meeting ARE	Wave 2 and 3 interventions: Language link Rapid Reading SALT Precision teaching BST PBT Thrive Learning support Family support Educational Psychology Indoor provision at lunchtime OT exercises 1 to 1: tutoring SENCO assessments	Evidence from PPMs and Data analysis shows that pupils require further intervention to make accelerated progress Families engaging in family support are more able to support their children at home Educational	Learning walks Book Trawls Planning trawls Pupil voice Pupil Progress Meetings Data Analysis	Karen King	Every 6.5 weeks
Total budgeted cost					£109,220
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?
Improved attendance and ready for learning	Breakfast, after school clubs and walking bus	Due to the needs of our families, the provision of food and wrap-around care is a strong factor in ensuring children are at school on time and are ready to learn. Please refer to Maslow's Hierarchy of Needs	Liaise with breakfast club and after school club leaders to ensure PP children are regularly attending. AHT's are responsible for monitoring attendance within their phase and meeting with parents and putting action plans in place.	Karen King	Every 6.5 weeks



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			PP data v non PP pupils Attendance data		
Inclusivity and increased self-esteem	Free uniform	If children are dressed the same as their peers, they will feel akin to their peers.	Children look smart and are wearing appropriate school uniform	Karen King	Once per year/as necessary
Enrichment and widening children's horizons	33 free clubs every week	Due to the needs of our families, our children do not have access to a range of extra-curricular activities that other pupils may have. The transferrable skills taught in sports and other extra-curricular activities ensure that children can utilise these in their learning.	Analysis of attendance at clubs, sports events and school events.	Karen King	Every 6.5 weeks
Total budgeted cost					£70,900



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6. Review of expenditure				
Previous Academic Year		2016-17		
i. Quality of teaching for all				
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
PPG children make the same progress as their peers or accelerated progress if not meeting ARE	Wave one interventions Differentiated curriculum High quality teaching and learning Trips and outside visits External visitors Multisensory approaches Concrete and practical materials TA support for targeted groups Visual timetables Writing frames Coloured paper High quality verbal and written feedback Collaborative learning	<p>Percentage of PP children making 6 steps or more:</p> <p>Reading: 51.6% Writing: 54% Maths: 46%</p> <p>Although our results didn't have the impact that we were expecting we have looked carefully at the areas that we need to develop further and ensured that we will monitor and evaluate on a regular basis.</p> <p>Although the percentage of children making 6 steps progress or more was low we did have children who made noticeable progress and gained in confidence and attitude to learning. We had a small number of children where the impact of our interventions was extremely positive and the children made accelerated progress.</p>	<p>To improve the progress made by PP children we will carry out the following steps to enhance QFT:</p> <p>Next steps Engaging curriculum ICT for recording Non negotiables for classroom environment Widget for communicate in print Afternoon TAs for pre-teaching</p> <p>Already in Autumn 2017, the steps taken have impacted on progress as follows:</p> <p>Percentage of PP children making 2 steps or more:</p> <p>Reading: 62.9% Writing: 64.5% Maths: 62.1%</p>	£49,000

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
PPG children make the same progress as their peers or accelerated progress if not meeting ARE	Wave 2 and 3 interventions: Language link Rapid Reading SALT Precision teaching Learning support Family support Educational Psychology OT exercises 1:1 tutoring	Percentage of PP children making 6 steps or more: Reading: 51.6% Writing: 54% Maths: 46% Although our results didn't have the impact that we were expecting we have looked carefully at the areas that we need to develop further and ensured that we will monitor and evaluate on a regular basis. Although the percentage of children making 6 steps progress or more was low we did have children who made noticeable progress and gained in confidence and attitude to learning. We had a small number of children where the impact of our interventions was extremely positive and the children made accelerated progress.	A considerable proportion of our PP children also have significant social, emotional and behavioural needs. As a result, we will focus interventions on whole school interventions to meet these specific needs, including: Thrive BST (Behaviour support team from local PRU) PBT (Positive Behaviour Team to carry out whole school audit) SENCO assessments will be carried out in-house Indoor provision at lunchtime to limit the impact of behaviour on afternoon learning	£109,288
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



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Improved attendance and ready for learning	Breakfast, after school clubs and walking bus	PP attendance 2016-17: 93.5%	There needs to be a stronger focus on academic support such as reading during after school provision. After school activities need to be planned and evaluated. Since these actions attendance has already risen to 94.8% in Autumn 2017	£76,672
Enrichment and widening children's horizons	33 free clubs every week	77% of our PP children accessed a place at our after school clubs enabling the children to socialise, increase self-esteem, experience new activities and widen horizons. The impact of these clubs was seen both socially in the children's attitudes and also academically with children's aspirations raised and inspired to achieve great.	Use a wider range of external providers for clubs in order to broaden children's experiences e.g. archery.	

7. Additional detail

N/A