

Pupil premium strategy statement:

1. Summary information					
School	Tiptree St Luke's Primary				
Academic Year	2016/17	Total PP budget	£50,000	Date of most recent PP Review	n/a
Total number of pupils	308	Number of pupils eligible for PP	37	Date for next internal review of this strategy	Oct 2017

2. Current attainment	
	<i>% of Pupil Premium Pupils</i>
% achieving expected standard or above in reading, writing and maths	25.8%
% achieving expected standard or above in reading	54.9%
% achieving expected standard or above in writing	67.8%
% achieving expected standard or above in maths	48.4%

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 verbal skills, speech and language difficulties
B.	Memory difficulties and other learning difficulties – 29% also have SEN
C.	Significant increase in children presenting with anxiety, low self-esteem and social and emotional difficulties
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Increase in time children spend on electronic devices and reduction in key skills such as conversation, listening and attention and reading
E.	Increase in need for parent/family support from Family Support Worker

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>To provide high quality support to pupils in literacy and maths, focusing on consolidation of key skills, raising expectations and reinforcing high quality teaching.</p> <p>To provide small group/1:1 support and interventions where there is a specific need for children working significantly below expectations to enable them to make accelerated progress.</p>	<p>Children feel confident in literacy and maths and have a 'can do' attitude</p> <p>Children have opportunities to focus on key areas in literacy and maths and gaps in learning are identified and addressed.</p> <p>An increase in the number of children making expected progress.</p>
B.	<p>To ensure that evidence-based, well-delivered interventions are in place which target literacy and numeracy skills.</p>	<p>Interventions are run by HLTAs</p> <p>Interventions are monitored for impact and are only used where there is a clear impact on progress.</p> <p>Children are identified for specific interventions which address individual needs.</p> <p>Learning from interventions is transferred to learning in the classroom.</p> <p>Increase in number of children making age related expectations</p>
C.	<p>To provide well-being/emotional and family support to any pupils who meet the criteria for support.</p> <p>To provide pupils and families with emotional/well-being support throughout the week.</p> <p>To provide families with an early morning access point for queries and concerns.</p> <p>To deliver specific therapeutic interventions to pupils as needed.</p>	<p>Children and families needing emotional support or therapeutic interventions benefit from the in-school support available.</p> <p>Teachers know how to refer a pupil for therapeutic support and liaise well with the Family Support Worker to organise support.</p> <p>Pupils feel more confident and self-esteem is growing across the school.</p> <p>Pupils and parents feel empowered to cope with difficulties they may face.</p>
D.	<p>To enable participation of all children in events or activities where financial contributions are required and not manageable for parents.</p>	<p>A fully inclusive curriculum on offer to all pupils.</p> <p>Increased aspirations for pupils regardless of income.</p>

5. Planned expenditure					
Academic year		2016/17			
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?
High quality support for classes and cohorts with a higher number of children working below age related expectations, provided by HLTA A larger team of HLTAs to help deliver this support	HLTA training x 2 Assessment fees x 2 Allocation of HLTAs linked to assessment data and PP.	HLTA team and SENCO have identified that some of the interventions running last year needed further consolidation in the classroom. By allocating more HLTA time to supporting class teachers, teaching and learning, we aim to help children consolidate learning from interventions carried out by HLTAs. High quality support in the classroom is having a bigger impact in some cases than taking part in many interventions. Specific cohorts have higher numbers of low attaining pupils, or PP pupils, and these areas will be priority for receiving HLTA support.	Senior HLTAs to support and mentor newly trained HLTAs. SLT to monitor HLTA support. SLT will monitor data to assess the impact of this support.	HT/DHT SENCO	July 2017
Children of all backgrounds have full access to learning opportunities available in school, including any trips or opportunities outside of school	PP funding to be used to ensure that all children have access to school trips and other opportunities.	School policy ensures that no child should be disadvantaged because of their background or any other reason beyond their control.	SLT to monitor this and ensure that parents are made aware of how to request support.	HT/DHT	July 2017

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?
Targeted intervention will help to close the gap in maths for a group of learners.	Twice weekly delivery of Numicon, 1 st Class Number 1 & 2, delivered by HLTAs	Data analysis sheets show that these interventions have a positive impact and children make progress over a term	Monitored by SEN HLTA and SENCO Assessment sheets will track progress at the end of each term.	SENCO to support HLTA team	July 2017
Targeted intervention will help to close the gap in literacy for a group of learners.	Twice weekly delivery of specific interventions by HLTA team: Attack Spelling, Catch Up Literacy, Letters & Sounds	Data analysis sheets show that these interventions have a positive impact and children make progress over a term	Monitored by SEN HLTA and SENCO Assessment sheets will track progress at the end of each term.	SENCO to support HLTA team	July 2017
PP children will develop oral story telling and narrative skills, which will also impact on social communication and conversation skills	Specific targeted intervention delivered by HLTA – Narrative Therapy	Class teachers report noticeable improvement in confidence following this intervention. Children feel more confident to participate in discussions in the classroom. This intervention helps children to plan their own writing when narrative therapy techniques are used in advance.	Monitored by SEN HLTA and SENCO Assessment sheets will track progress at the end of each term.	SENCO to support HLTA team	July 2017
Children make better progress in literacy and maths and have opportunities to fill gaps in their learning	LSAs to deliver Running Record 1:1 time for PP children, focusing on identified gaps in learning. This can range from additional time to read with an adult and discuss text, to focusing on specific maths skills such as number bonds to 10.	Running Records are run by an LSA who works closely with Classroom Teacher to work on specific areas of the curriculum. These sessions are planned and monitored by the class teacher and so can be very relevant to the learning for a specific week. Running Records provide the child with valuable opportunities to work 1:1, at their own pace, and on a skill which is specifically targeted to individual needs.	Class teachers monitor weekly. Feedback sheets provide evidence of 1:1 sessions and inform next steps	Class teacher SS to collate and monitor termly	July 2017

<p>PP children feel more confident and there is a rise in self-esteem amongst this group.</p> <p>Families have a direct route to support and feel empowered through support given in school.</p>	<p>1:1 support for emotional well-being from in-school Family Support Officer.</p> <p>Well-being and emotional support for parents and families from in-school Family Support Officer.</p>	<p>Employment of an in-house Family Support Officer enables us to provide full time support and emotional/well-being coaching to children and their families.</p> <p>Early morning drop in means that support is available when it is most needed.</p> <p>Having this level of support in the building avoids the cost of buying in similar support and addresses a growing need in our school.</p>	<p>Intervention Tracker identifies pupils receiving support.</p> <p>Family Support Officer records show impact of sessions</p>	<p>SL</p>	<p>July 2017</p>
<p>Children with specific learning difficulties in literacy are screened to enable us to provide the right strategies for support.</p>	<p>Purchasing of GL Assessment Dyslexia Screener online tool x 10.</p>	<p>Established assessment company provides us with evidence for children who may be displaying signs of dyslexia.</p> <p>This enables us to focus strategies/support in the right areas, or seek further advice where necessary.</p>	<p>Screener to be completed by SENCO. Screener provides detailed report for class teacher and summary report for parents. SENCO then discusses next steps as necessary.</p>	<p>SENCO</p>	<p>July 2017</p>
<p>Children have a clear strategy for learning about and managing their own emotions</p>	<p>Purchasing of Zones of Regulation Scheme</p> <p>SENCO + LSA to attend training</p>	<p>Recognised and recommended by the LA Specialist Teacher Team</p>	<p>SENCO + trained LSA to trial this in one area of the school, with a view to rolling out in Year 2.</p>	<p>SENCO + DM</p>	<p>July 2017</p>