

# Pupil premium strategy statement (primary)

1. Summary information					
School	Vicarage Park Primary School				
Academic Year	2016/17	Total PP budget	£10,560	Date of most recent PP Review	June 16
Total number of pupils	205	Number of pupils eligible for PP	8	Date for next internal review of this strategy	Feb 17

2. Current attainment		
*At Vicarage Park equivalent progress is there is no negative impact on attainment as a minimum.	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Level 4b or above in reading, writing & maths (or equivalent)	100%	53%
% making at least 2 levels of progress in reading (or equivalent)*	100%	TBC
% making at least 2 levels of progress in writing (or equivalent)*	100%	TBC
% making at least 2 levels of progress in maths (or equivalent)*	100%	TBC

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Poor language skills
B.	Low self esteem
C.	Poor learning behaviours
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	46% of the entire current PPG cohort have attendance at 90% or below for this academic term.

4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
A.	Raise the awareness and impact of Quality First Teaching	%gap of PPG back in line
B.	Increase the impact of targeted support Wave 2 groups	%gap of PPG back in line
C.	Develop learning behaviours to increase independence	Measurable incentive awards

<b>D.</b>	Attendance improves	Less than 46% are below 90%
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### 5. Planned expenditure

<b>Academic year</b>	<b>2016-17</b>
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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?
Raise the awareness and impact of Quality First Teaching (QFT)	Whole staff PDM	Assessment of staff understanding of QFT highlighted this.	Staff feedback Book Scrutiny Planning observation	KG	Half termly
<b>Total budgeted cost</b>					£1000

#### 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?
PPG making expected progress in Maths	Delivery of Numicon Intervention Programme	Research has highlighted this	Initial intervention to be delivered by SENCo before cascading.	SJW	Termly
PPG Early Years language skills support	Delivery of small Sulp programme and speech practise	Initial assessment shows this as a key area of need	EYFS lead and SENCo to liaise	NE	Termly

<b>Total budgeted cost</b>					£3000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increased independence in learning	E-badges for learning	Children can engage in a range of activities so it meets wider needs as well as core curriculum	Online monitoring Pilot implementation in Year 4 before wider roll out	SJW	Half termly – Begin Spring 1
To bridge small but important gaps in understanding	Focussed rolling intervention groups	Clinic approach taken by Y6 in previous academic year	Staff monitoring through own assessment – overviews to be provided	JB/NE	Half termly
<b>Total budgeted cost</b>					<b>£560</b>

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2015/2016</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Teachers to differentiate appropriately to increase impact	CPD  Observations	Staff engaged with identifying gaps in their own understanding.  Positives were found in some year groups	Staff require further development. This has been rolled into the QFT work in 2016/17.	£600

Teachers to target the needs of vulnerable children in the classroom	Professional discussion  Target setting	Support focussed teachers in highlighting the needs of all.	Intervention target setting needed support – in part the PIVATS training fed into this.	£600
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To select children and close broad identified gaps	Small group work during non-core curriculum time	Children were able to have understanding consolidated	Target setting was developed throughout the year as it had been initially unfocussed.  Some year groups excelled at this and made excellent use of resources.	£3000
To respond to immediate academic needs before misconceptions could be embedded	Small rolling group clinics	Children responded well to the pacy nature of this response.  Quality feedback and marking	This approach supported progress and really help children catch up in their learning.  Strong working relationship between CT and STA really important.  Staffing allowing this approach should be continued.	£1800
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Other areas where PPG may have been used regarding extra-curricular activities are unclear at present.