

1. Summary information					
<b>School</b>	Etwall Primary School				
<b>Academic Year</b>	2016-17	<b>Total PP budget</b>	£38,320	<b>Date of most recent PP Review</b>	Dec 2016
<b>Total number of pupils</b>	281	<b>Number of pupils eligible for PP</b>	28	<b>Date for next internal review of this strategy</b>	Apr 2017
2. Current attainment					
			<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>	
<b>% achieving in reading, writing and maths</b>			61%, 54% and 71%	86%, 74% and 90%	
<b>% making expected progress in reading</b>			93%	94%	
<b>% making expected progress in writing</b>			87%	91%	
<b>% making expected progress in maths</b>			90%	96%	
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>					
<b>A.</b>	The difference is not being diminished in pupils whose attainment is below the national average (Source: in school data from iTrack).				
<b>B.</b>	Pupils who are eligible for PP are not making accelerated progress across Key Stage 1. This prevents sustained high achievement in Key Stage 2 (Source: in school data from iTrack).				
<b>C.</b>	Year 6 pupils eligible for PP are not diminishing the difference between themselves and national expectations quickly enough (Source: in school data from iTrack).				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
<b>D.</b>	21% of pupils eligible for PP are also SEN. This compares to 8% across the school as a whole.				
<b>E.</b>	The socio-economic profile of a number of the children precludes them from participating in whole school opportunities and extra-curricular activities.				
4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
<b>A.</b>	To improve the rate of progress amongst LA children who are eligible for PP.			The gaps amongst LA children are identified quickly and interventions are tailored to specific needs in order to make accelerated progress.	
<b>B.</b>	To improve the percentage of children eligible for PP who exceed national expectations.			Children who have the potential to exceed national expectations are identified early and tracked as to their progress, allowing them to make accelerated progress where possible.	
<b>C.</b>	To provide high impact, short term boosters for Year 6 pupils in order to facilitate accelerated progress.			Year 6 children eligible for PP make accelerated progress, to diminish the difference between themselves and their peers.	
<b>D.</b>	To ensure that provision for SEND pupils who are also eligible for PP is sufficient to meet their needs.			SEND pupils eligible for PP are assessed as to their needs and funding is spent appropriately, clearly defined between SEND and PP allocation.	
<b>E.</b>	To provide financial support for children eligible for PP as and when required for school activities.			Children eligible for PP are not excluded from school activities on the grounds of cost.	

## 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?
<p>A. To improve the rate of progress amongst LA children who are eligible for PP.</p> <p>B. To improve the percentage of children eligible for PP who exceed national expectations.</p>	Staff training in Talk for Writing and Mastery Mathematics.	The approaches taken in both Talk for Writing and Mastery Mathematics rely heavily on the metacognitive approach to learning advocated by The Sutton Trust in their EEF Toolkit. The planning, monitoring and evaluating of a pupils own learning can add 8 months of progress to learners. All staff are to be involved in the training to ensure that support staff are highly trained as per the findings in the recent Ofsted document 'The Pupil Premium – How Schools are Spending the Funding'. This also provides an opportunity to focus on high quality teaching rather than 'bolt on' strategies, as discussed in a recent NFER research report.	INSETs and staff meetings on both Talk for Writing and Mastery Mathematics will be held regularly in order to monitor effectiveness and overcome any difficulties staff are having with implementation.	English and Maths Co-ordinators	Apr '17
	Revise marking policy to ensure that feedback is of sufficient quality to move children on.	'The Pupil Premium – How Schools are Spending the Funding' details that marking which is systematically focussed on ways to improve, giving pupils clear, useful feedback is one of the most effective ways of diminishing the difference. Revising the way we mark and feedback to children is intended to have that effect. The policy will be discussed with governors prior to implementation as governor involvement is considered one of the key drivers of a successful Pupil Premium strategy.	Regular consultation with staff will take place to ensure that the marking policy is clear, management and effective. Children will be trained in the new expectations and progress of quality and effectiveness of strategies such as blue pen work will be monitored.	SLT	Apr '17
	Increased monitoring of vulnerable groups to identify gaps and establish what is being done to diminish the difference.	An improvement in the assessment and tracking of all pupils is required in order to identify the gaps in learning for specific pupils at a faster pace. Further discussions between SLT and staff can then take place as to what is being done to diminish the difference. An improvement in tracking systems was highlighted in the 2014 Ofsted report Pupil Premium Update – Analysis of Pupil Progress and states that it is even more effective when findings are shared with teachers.	A system with a proven track record, devised by the Assessment Co-ordinator will be rolled out throughout the academic year. The intention is to begin with PP children and then broaden this out over a longer period of time.	Assessment Co-ordinator	Apr '17
<b>Total budgeted cost</b>					£0

<b>ii. Targeted support</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>
<p>A. To improve the rate of progress amongst LA children who are eligible for PP.</p> <p>B. To improve the percentage of children eligible for PP who exceed national expectations.</p> <p>C. To provide high impact, short term boosters for Year 6 pupils in order to facilitate accelerated progress.</p> <p>D. To ensure that provision for SEND pupils who are also eligible for PP is sufficient to meet their needs.</p>	<p>Weekly 1-2-1 and small group sessions led by experienced, high quality teaching staff, whilst HLTAs cover classes.</p> <p>Chosen foci will be down to the needs of each group, but must focus on one of the desired outcomes.</p>	<p>A raft of research points out that for interventions to be successful, they must be delivered by high quality teachers and the deployment of a school's best staff. The learning points must be extremely focussed and should also be underpinning by the EEF metacognition and independent learning strategies in order to succeed. Without regular checking of achievement data and adjustments made if required, the intervention programme will not prove to be as effective as it might otherwise be.</p>	<p>Regular monitoring of both teaching and outcomes will be done. Achievement data will be reviewed regularly and the progress of children will form an integral part of any performance management or pupil progress meeting.</p>	<p>Headteacher and Co-headteacher</p>	<p>Apr '17</p>
<b>Total budgeted cost</b>					<p>£33,725</p>

<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>
D. To ensure that provision for SEND pupils who are also eligible for PP is sufficient to meet their needs.	The needs of SEND pupils also eligible for PP are identified and required provision discussed with SENCo.	It is recognised that the use of Pupil Premium funding to improve confidence, resilience and behaviour leads to improved outcomes for pupils. Whilst these areas are currently monitored closely by the SENCo, there also needs to be a closer relationship between them and the Pupil Premium Co-ordinators with regard to spend and impact of strategies.	Regular meetings between Head, Co-head and SENCO will take place to discuss the specifics of Pupil Premium monitoring and impact.	Headteacher , Co-headteacher and SENCo	Apr '17
E. To provide financial support for children eligible for PP as and when required for school activities.	Discuss with parents what extra-curricular activities children would like to participate in and discuss options for additional elements of Pupil Premium expenditure	The EEF Toolkit suggests that participation in activities such as dance, drama, music and residential visits has a moderate impact on English, Maths and Science attainment. It also states that there are benefits in areas such as spatial awareness, attitudes to learning and wellbeing.	Regular meetings with parents will take place to discuss not only opportunities that exist within school, but also the impact that they have had once undertaken.	Headteacher and Co-headteacher	Apr '17
<b>Total budgeted cost</b>					£4,555

**Summary of Current Pupil Premium Expenditure for 2016-17**

<b>Area</b>	<b>Allocation</b>	<b>Expenditure to end of Dec '16</b>	<b>Funds Remaining</b>
<b>Enrichment Activities</b>		<b>£1,289.65</b>	
Breakfast club		£70.00	
Sports club	<b>£2,100.00</b>	£512.25	<b>£810.35</b>
Music lessons		£536.40	
French club		£171.00	
<b>Literacy and Numeracy Support</b>		<b>£20,804</b>	
TA support @ 1hr per day	<b>£28,234.00</b>	£16,240.00	<b>£7,430.00</b>
HLTA support @2.5hrs per day		£4,564.00	
<b>Funding for Inclusion</b>		<b>£1,942.06</b>	
Uniform		£115.40	
Milk	<b>£2,455.00</b>	£466.18	<b>£512.94</b>
Learning resources		£352.48	
School trips		£1008.00	
Learning resources		£352.48	
<b>Interventions</b>		<b>£4,522.00</b>	
Outdoor nurture		£900.00	
Pupil Premium interventions – KS1	<b>£5491.00</b>	£1795.00	<b>£969.00</b>
Positive Play and Talk Time		£1015.00	
Pupil Premium interventions – KS2		£812.00	
<b>Total</b>	<b>£38,280</b>	<b>£27,871.71</b>	<b>£9,722.29</b>