

Pupil premium strategy statement Stroud Green

1. Summary information					
School	Stroud Green				
Academic Year	2016/17	Total PP budget	£175,560	Date of most recent PP Review	09/16
Total number of pupils	346	Number of pupils eligible for PP	133	Date for next internal review of this strategy	31/12/16

2. Current attainment		
KS2	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE or above in reading, writing & maths	23%	41%
Progress in reading	-3.9	-2.2
Progress in writing	2	2
Progress in maths	0.6	0.5
Current attainment		
KS1	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE or above in reading	69%	80%
% achieving ARE or above in writing	62%	77%
% achieving ARE or above in maths	76%	92%
Current attainment EYFS GLD	45%	75%
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Poor language skills	

B.	High EAL	
C.	Emotional and behaviour barriers	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance and Parental engagement	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Diminish the differences between outcomes for pupils eligible for the pupil premium and other pupils at the end of each phase	The gap between the outcomes of disadvantaged pupils and others is narrowed to no more than 15% in all year groups and in all subjects
B.	Ensure pupils eligible for PPG are making progress at least in line with expected. Where there are gaps in attainment progress is accelerated	Pupils in each year group are progressing at least in line with national / making expected progress
C.	Ensure that disadvantaged pupils attendance is at least 96%	Disadvantaged pupils is 96%
D.	Use attachment theory and emotion coaching strategies to ensure behaviour is well managed for all pupils	There is no over representation over disadvantaged pupils in behaviour incidents

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>All teaching meets the needs of all learners so all groups are attaining in line with national.</p> <p>Resources enable all pupils to have access to quality texts.</p> <p>Resources enable all pupils to have access to quality ICT.</p>	<p>Programme of coaching and mentoring for new staff.</p> <p>Using local schools to share outstanding practice.</p> <p>Using local DHT to support new leaders to effectively challenge practice and leadership to be outstanding.</p> <p>Pupils eligible for PPG are tracked as a group in termly assessments and discussed during Pupil progress reviews and teachers challenged to plan accordingly.</p> <p>Pupil premium children have their books marked first – raise profile to the teacher.</p>	<p>Sutton Trust and the importance of quality first teaching.</p>	<p>SLT monitoring.</p>	<p>DHT /AHT</p>	<p>Half termly</p>
<p>£20 000 – seconded support-BS 24x iPads £11,000 Quality home readers -£2000</p>					<p>Total budgeted cost</p>

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?
Disadvantaged pupils achieve in line with their peers	<p>Where there are gaps in achievement between disadvantaged pupils and non teachers are given release time weekly to deliver intervention and to prepare packs for home learning</p> <p>SENCo to run focused interventions where disadvantaged pupils are identified as requiring.</p> <p>Identified pupils receive after school booster clubs Eng and Ma.</p> <p>Easter school is run with places prioritised for those eligible for the PPG (KS2 lead)</p> <p>Identified PPG children are prioritised for enrichment activities eg clubs.</p> <p>Identified pupils are funded for holiday / after school provision Homework sessions are facilitated with priority places given to those eligible for the PPG (SLT).</p> <p>Dedicated sports coach - develop emotional resilience and self esteem.</p> <p>Art therapist to support children with EBD.</p> <p>Music tuition continuation for those eligible for PPG.</p> <p>Identified pupils receive free extended services.4 free places for residential visit for PPG pupils.</p>	<p>Class teachers know their children well and are best paced to ; conference, re-teach or pre-teach.</p> <p>Where specific needs are identified, focus catch up programmes with clear entry and exit data will be used</p> <p>After school and holiday times can be well utilised to enhance experiences for PPG pupils</p>	<p>Cover for C/T built into SENCo and support staff TT's.</p> <p>SENCo tracking entry and exit data</p> <p>Track pupils who attend enrichment as a group – look for impact</p>	<p>SENCo</p> <p>DHT</p>	<p>Dec 16</p> <p>Termly</p> <p>Termly</p>

Total budgeted cost

£40 500 –cover/HLTA
 2 days SENCo – £14,220
 Art therapy £1,920
 Sports Coach - £25,000
 Music tuition - £2,000
 Extended day/ holiday provision - £10 000
 Intervention resources - £5,000
 Easter school £3,880
 Residential trip- £1,000
 Booster classes – staff £5000

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?
Ensure that disadvantaged pupils attendance is at least 96%	Improved administration means all absences are followed up robustly Buy in extra EWO time to support identified pupils		Weekly monitoring of attendance	Acting HT	Weekly and then termly
There is no over representation over disadvantaged pupils in behaviour incidents so that learning is not impacted upon	Use attachment theory and emotion coaching strategies to ensure behaviour is well managed for all pupils Use learning mentor to run targeted interventions for learning and behaviour – prioritise PPG pupils Support families with uniform costs				

Total budgeted cost	EWO silver £4,640 Cost of attachment work – SLT 1 day per week for 24 weeks £4,800 £20,700 % LM salary Uniform support - £5000
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6. Review of expenditure

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

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

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

7. Additional detail

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