

# Warden House Pupil Premium Strategy Statement 2016-17



1. Summary information					
School	Warden House				
Academic Year	2016-17	Total PP budget	£170,280	Date of most recent PP Review	September 2016
Total number of pupils	433	Number of pupils eligible for PP	129	Date for next internal review of this strategy	September 2017

2. Current attainment			
	Pupils eligible for PP (Warden House)	Pupils not eligible for PP (Warden House)	National Average (All children)
% achieving in reading, writing and maths	42%	39%	53%
% achieving the expected standard in reading	46%	42%	66%
% achieving the expected standard in writing	65%	67%	74%
% achieving the expected standard in maths	54%	61%	70%
% achieving the expected standard in GPS	42%	48%	72%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	High deprivation area which increases amount of pupils needing additional SALT input on entry.
B.	High levels of family support required across the school community through Early Help and Social Service intervention.
C.	A number of pupils from disadvantaged backgrounds also have specific learning difficulties that reduce their rates of progress.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Low household incomes deprive children of additional extra curricular activities to enrich their life experiences.

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	Diminish attainment gap between PP children & other pupils national average in Reading.	PP pupils to achieve national expectation in reading by end of Key Stage 2.

<b>B</b>	Diminish attainment gap between PP children & national average in GPS for pupils with similar starting points.	To achieve national expectation in GPS in line with pupils with similar starting points.
<b>C</b>	Secure formative and summative assessment so that it allows accurate tracking of progress across the school for PP pupils.	Analysis of interventions and challenge through TLC meetings..
<b>D</b>	Ensure progress for high ability PP children is strong across the curriculum, especially in reading.	Progress for more able PP children above national expectations in reading for all pupils nationally from similar starting points.

## 5. Planned expenditure

Academic year

2016-2017

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?
Quality of teaching & learning improves reading progress and attainment	<p>Building resilience for pupils in reading comprehension, leading to accelerated progress for all.</p> <p>Ensure objective led teaching &amp; learning ensure deepening of reading skills for all.</p> <p>Approaches include:                      -Auditory memory skills                      -Fizzy                      -Language through Colour                      -Booster classes                      -Nessy</p>	<p>64% of PP children reached ARE at end of KS1 2016 (Overall 69%)</p> <p>46% of PP children reached ARE at the end of KS2 2016. (Overall 42%, 66% national).</p>	<p>Training for all staff from Kent's Literacy School Improvement Advisor.</p> <p>Moderation opportunities within Deal Learning Alliance</p> <p>Monitoring of teaching and learning across the school</p>	AMM/ RH/TL	Termly assessment updates, review of interventions and focused TLCs,
Gap between disadvantaged and rest of pupils diminishes in GPS and improves in line with national expectations for pupils with similar starting points.	<p>Strengthen the depth of learning to ensure pupils deepen their knowledge, skills and understanding.</p> <p>Target PP pupils not currently on track to achieve ARE for GPS and provide additional activities / staffing.</p> <p>Approaches include:                      -Mentoring                      -Toe by Toe                      -Visual skills builder</p>	<p>KS1 37% ARE for GPS 2016</p> <p>KS2 42% ARE for GPS 2016 (77% National)</p>	<p>Agreed development of spelling scheme throughout the school. Close monitoring of teaching of GPS skills and development of deepening opportunities throughout the curriculum</p>	CG	<p>Termly assessment updates, review of interventions and focused TLCs</p> <p>Data reviewed 3x across year with final review of Inspection Dashboard / Raise in Autumn term 2017.</p>

Higher than average pupils require speech and language support on entry to school.	2 x TAs appointed to develop SALT profile across the school.  SALT room built and resourced.	High proportions of new intake require SALT support following Speech and Language Link assessments. Proportion of children Y1 - 6 needing continuing support against SALT treatment plans	Termly monitoring of progress by SENCo and Speech and Language Therapists	CG	Termly review of SALT impact
Clear assessment strategy in place to securely track progress and development	Research and development of Pebbles tracking system to measure small step progress of vulnerable groups	Class Track and Deeper Learning tracking not sufficient to accurately measure small step progress of vulnerable groups	Staff training and follow up support to ensure all staff, including TAs, can access and effectively track small step progress	RH	Small step assessment system demonstrates clear progress for PP pupils.
All children participate in enrichment activities	Oracy week - Shakespeare, Lost in Time  Activities include: - Booster classes for High ability and low ability pupils. - Rainbow Club (social - emotional) - Minibus travel costs - Class visits	Focus on oracy and performance. Engagement and enjoyment of all pupils demonstrated in a shared performance, high quality writing and speaking & listening activities.	Strategic review of the impact from the week. Work scrutiny to ascertain the quality of writing across the year.	AMM	Marshalling meetings (3x per year)

**Total budgeted cost**

£85,280

## ii. Targeted support

<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>
Disadvantaged pupils will make accelerated progress in reading in line with national expectations, including the more able.	Clear progression of the teaching of reading against milestones.  Development of Pebbles tracking system to ensure small steps progress increases learning.	46% PP children reached expected standard in KS2 reading 2016  Analysis identified weakness in comprehension skills.  Teaching needs to be objective led with clear success criteria that targets PP children to achieve well, including the high ability PP children.	PP children not on track to make ARE in reading clearly identified through TLCs  Training development points monitored through drop-ins, lesson reviews and work scrutiny	RH	Termly during TLC meetings.
Diminish the difference in progress and attainment for PP in maths.	Purchase of Third Space 1:1 intervention for target children in Year 6.	54% PP children secured ARE in year 6 (National 70%).	Continuous monitoring of intervention, regular assessment and pupil voice.	RH / AMM	Termly during TLC meetings.

Provision of additional targeted support in Year 5 & 6 at risk of underachievement	Additional qualified teacher appointed from September 2016 (.6) to increase rate of progress in reading and maths.	54% PP children secured ARE in year 6 (National 70%) 46% PP children reached expected standard in KS2 reading 2016.	Targeted support results in good progress which is monitored through termly TLCs and work scrutiny.	RH / AMM	Termly during TLC meetings.
<b>Total budgeted cost</b>					£45,000
<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>
Children to participate in all learning opportunities in and outside of the school environment to enrich their broad and balanced curriculum	School will subsidize educational trips for PP pupils including:  -Archery -Rock Climbing -Geocaching -Football -Residential Trips -Music lessons -Inter-school visits -Class visits	Parental finances must not be a barrier to children's education. Access to the broad curriculum and enrichment in areas pupils would not usually have access to including the arts, sport and residential trips build resilience as learners.	Finances are clearly tracked and monitored.  Support from FLO and Early Help to ensure no child is excluded because of parental finances.	RB	Termly through finance meetings by trustees and TLC meetings for SLT.
Some children do not have opportunities to develop a passion for reading or have reading role models	Develop reading volunteers from the community to support and improve children's reading	Some children are not supported at home with reading, are not encourage to meet our reading expectations for home reading and have limited opportunities to develop a passion for reading	Volunteers will be trained to develop children's reading skills and act as a good role model	AMM	Termly through TLC meetings.
Social - emotional support for our PP pupils and families	FLO support including Early Help and parenting skills.  -Activities include: -Sensory circuits -Drawing and talking -Mindfulness -Walking bus -Project Salus -Coffee mornings - Breakfast / After School club support	Supporting the social and emotional wellbeing of pupils and families of PP children ensures children are in a fit state of mental health where learning can be at its best.	Impact of these initiatives will be monitored and tracked by FLO and Deputy Principal to ensure there is a positive outcome on pupils and families' well-being.  Data will be tracked through TLC meetings.	RB / AMM	Termly through behaviour review meetings.
<b>Total budgeted cost</b>					£40,000



6. Review of expenditure				
Previous Academic Year		2015-16 Allocation: £163,680		
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
Clear assessment strategy in place to securely track progress and development	Development of Class Track and Deeper Learning on O-Track	Significant research and staff training to ensure systems appropriate for accurate and effective tracking of progress and attainment	Not specific enough to measure small step progress. Pebbles system researched	£3,000
All children participate in enrichment activities	Oracy week - The Heroic Journey  Class trips and visits. Minibus trips.	Focus on oracy and performance skills through storytelling. Heightened engagement in writing, as a result, disadvantaged pupils progress was not significantly below average overall or for any prior attainment group in any subject. Mid reading prior attaining disadvantaged pupils were significantly above pupils nationally in reading.	Importance of hooking children into irresistible curriculum	£12,000
1-1 support for targeted pupils	1-1 provision for pupils not currently on track	Although pupils made strong progress, the new measures in the end of Key Stage tests meant a number of PP pupils who would have made strong progress in the levelled system, did not make the ARE in the new , more challenging test. Progress overall, however, was in line with national averages for the PP pupils.	Build resilience in PP pupils in line with the new standardised tests to ensure PP pupils attain well by end of Key Stage.	£25,000
Library support for PP pupils	Library ambassador to support reading for PP pupils	Pupils enthusiasm for reading increased as a result of the rising profile for reading. Pupils allowed to use the library during breaks to develop their reading skills through supported activities.	School staff need to support PP pupils who have not been given the regular encouragement to read at home.	£12,000
Access to trips and visits beyond the school	To fund an additional minibus to ensure school visits in the locality are at no cost to PP pupils.	As a result of the minibus, staff have engaged pupils in a range of inspirational visits at no cost to PP pupils.	Further enrichment activities need to be planned into the curriculum to utilise the locality to enhance learning.	£3,360
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

Improve reading attainment for children at risk of underachievement	Additional adult employed to support Accelerated Reading programme	PP children made good progress in line with AR expectations  More able PP children further supported by purchase of high quality texts.	Adult support for vulnerable children need to ensure challenge was high priority.  Use of Pupil Voice impacted on ensuring challenge and development of reading for pleasure	£6,000
Provision of targeted support to improve English progress for disadvantaged children	Use of specific ICT programmes to ensure teacher input and	Nessy and Nessy number used to target underachievement was very successful and additional licence purchased to support children throughout the school.  Clicker 6 & Spellodrome licences supported class differentiation and improved progress of target children.	ICT hardware problems quickly identified and ICT Support used to fix them  Year 5 & 6 trialled Spellodrome and impact noted for all children. To be trialled in year 3 & 4	£4,000
Children are able to access support for their emotional needs	Development, through training, of Drawing & Talking programmes	Drawing & Talking team meet termly to assess targeted children's progress	Development of SDQs, Pupil Voice and termly reviews have improved Drawing & talking provision	£12,000
Sensory Circuits and provision for settlement of PP pupils into the school day.	Sensory Circuits and support at Breakfast Club.	Pupils who attended Sensory Circuits settled increasingly well to class. High emotions seen by some pupils arriving for school improved as a result of this daily provision.	Staff have trained a number of other schools in Sensory Circuits provision. Pupils are very well supported by this provision, this will continue next year.	£23,000

### iii. Other approaches

<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>
Improved behaviour and attendance of PP children	Employ Family Liaison Officer to support vulnerable families	Regular review of attendance data, development of Pastoral Support Programmes and liaison with School Liaison Officer have impacted of the attendance of targeted PP children.	In school PSP and monitoring practices have improved attendance of target families. Liaison with SLO and Early Help have further supported very complex families to improve attendance	£30,000
Inclusion support for PP children	Rainbow Club lead by experienced TA using Restorative Justice, Social story and active play principles	Support and development of socialisation skills to enable children to successfully reintegrate on the main playground.	Effective use of skilled TAs to improve children's behaviour (measured by Boxall) and development of safe play practices.	£12,000
Improved well-being, socialisation and academic focus	Horse riding	Develop socialisation of PP pupils with low self-esteem and low speech and language skills. Powerful impact for targeted pupils, whose progress across the wider curriculum improved through the confidence gained from this activity.	Powerful impact from this activity that went beyond the initial expectations of the project.	£6,000



Wider opportunities through clubs and activities	Activities included attending clubs, residential trips, school visits.	PP pupils targeted for clubs and visits to ensure they received rich opportunities for a broad curriculum experience. Self esteem has been raised and impacted across the curriculum. This has also led to some pupils taking up a musical instrument supported by the school, or joining a club initiated by a school activity.	We now need to broaden the experiences further for PP pupils across the school.	£15,000
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## 7. Additional detail

Evidence for this evaluation has been harvested from the following sources:

1. Inspection Dashboard 2016
2. RAISE Online analysis 2016
3. School Term Improvement Plan Evaluations 2015-16
4. Principal Reports 2015-16
5. TLC review meetings 2015-16