

## Pupil Premium Strategy 2016/2017 – Perryfields Primary PRU



At Perryfields Primary PRU Leadership and Management have reviewed our strategy for tackling underperformance of Pupil Premium children. We aim to for our pupils to maximise their academic and social, emotional and behavioural potential in order for them to have high aspirations and a love of lifelong learning. We have a duty to ensure best value for money and our strategy is reflective of this.

### Summary:

<b>Academic Year</b>	2016/2017
<b>Total Number of Pupils</b>	35
<b>Total Number of Pupils Eligible for Pupil Premium</b>	20
<b>Total Pupil Premium Budget £</b>	10 560
<b>Date of Pupil Premium Strategy</b>	September 2016
<b>Date of next Pupil Premium Strategy Review</b>	September 2017

### Attainment 2016/2017:

#### KS2:

	<b>Pupils Eligible for Pupil Premium - School</b>	<b>Pupils not eligible for Pupil Premium - National</b>
% Making Progress in Reading	100	
% Making Progress in Writing	100	
% Making Progress in Maths	100	

### We have identified our Pupil Premium children as having the following barriers to future attainment:

- Additional SEND needs such as moderate or specific learning needs;
- Complex family circumstances having an impact on pupil welfare – E.g. LAC, Child in Need, Family Support, Child Protection;
- Attendance issues from previous mainstream school;
- Parental engagement with school from previous mainstream school – especially regarding access to supporting learning at home;
- Behaviour – pupils with specific social and emotional needs which affect their learning;

- Self esteem and independence.

These are the most common but should any other barriers be present then individual needs will be catered for.

**Desired outcomes (for pupils eligible for PP, including high ability):**

- A. To prepare pupils to return to mainstream school by improving social, emotional and behavioural aspects of learning;
- B. To develop the pupil’s interests in a wide variety of curriculum areas in order to recognise talent and maximise their potential;
- C. Increased Progress and Attainment for Pupil Premium children across the school – the focus is on Reading and Handwriting;
- D. To improve the attendance rates of Pupil Premium children compared to Non Pupil Premium children.

Our strategy is based on providing support via quality teaching for all, targeted support and using other approaches for pupils with specific needs. We have used the DfE recommended Education Endowment Federation (EEF) Toolkit to inform us of strategies of support that will have the maximum amount of impact on the learning outcomes for our Pupil Premium children. As part of this process we are now aware of best value for money in relation to cost and the suggestion of impact from research. As part of the review process we will assess impact on the pupils in our unique school setting to check whether this is different to the Toolkit analysis. Ongoing Review of impact takes place termly using a variety of monitoring activities such as: Pupil Progress Meetings, Book Scrutiny, Data Analysis, Learning Walks, SEND Assessment, Lesson Observations and Pupil Voice. This data is used to inform our future Pupil Premium Strategy.

**Quality Teaching for All:**

Desired Outcomes	Chosen Action/Approach	Rationale for Choice	Staff Lead
<p>To prepare pupils to return to mainstream school by improving social, emotional and behavioural aspects of learning;</p> <p>To develop the pupil’s interests in a wide variety of curriculum areas in order to recognise talent and maximise their potential;</p>	<p><b>Collaborative Learning</b> - learning activities where students work together in a group small enough for everyone to participate. This can be where group members do different aspects of the task but contribute to a common overall outcome, or a shared task where group members</p>	<p>Pupils learn together recognising one another’s skills and providing role models. The ability to work together, recognise points of view, empathise and discuss tasks to deepen learning are important lifelong skills.</p>	<p>Headteacher Deputy Headteacher Class teachers</p>

<p>Increased Progress and Attainment for Pupil Premium children across the school – the focus is on Reading and Handwriting;</p>	<p>work together throughout the activity.</p> <p><b>Feedback</b> – information is given to the learner about their performance relative to learning goals. It can be verbal or written. The school uses teacher assessment, self and peer assessment strategies.</p> <p><b>Meta-cognition and self-regulation</b> - This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one’s own motivation towards learning.</p> <p><b>Mastery Learning</b> – Learning content is split into units with clearly specified objectives which are pursued until they are achieved. Pupils must demonstrate a high level of success on before progressing to new content. Those who do not reach the required level are provided with additional targeted support.</p> <p><b>Peer Tutoring</b> - Learners work in pairs or small groups to provide each other with explicit teaching support. The common characteristic is that learners take on responsibility for</p>	<p>It will produce improvement in students’ learning. Feedback leads to pupils achieving the next steps in their learning.</p> <p>The intention is to give pupils a repertoire of strategies to choose from during learning activities. These ‘learning to learn’ approaches help learners think about their own learning more explicitly. They will be ready for High School challenges.</p> <p>Learners work through each block of content in a series of sequential steps, thus clarifying learning. Teachers will avoid unnecessary repetition by regularly assessing knowledge and skills, ensuring accelerated progress.</p> <p>Peer assessment involves the peer tutor providing feedback to children relating to their performance and can have different forms such as reinforcing or correcting aspects of learning. This enables all pupils to</p>	
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	<p>aspects of teaching and for evaluating their success.</p> <p><b>Phonics</b> - an approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of hearing, identifying and using sound patterns.</p> <p><b>Reading Comprehension Strategies</b> - improving learners' understanding of text. They teach a range of techniques that enable pupils to remember, understand, apply, analyse, evaluate and create when reading.</p>	<p>recognise the next steps in their learning.</p> <p>Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns. Children will improve attainment in Reading, Spelling and Writing.</p> <p>Raised attainment and improved progression Reading which will prepare pupils to achieve across the whole curriculum.</p>	
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**Targeted Support:**

Desired Outcomes	Chosen Action/Approach	Rationale for Choice	Staff Lead
<p>To prepare pupils to return to mainstream school by improving social, emotional and behavioural aspects of learning;</p> <p>To develop the pupil's interests in a wide variety of curriculum areas in</p>	<p><b>Behaviour Intervention</b> - This covers interventions aimed at reducing a variety of behaviours, from low-level disruption to general anti-social activities, aggression and bullying.</p>	<p>Improved student engagement and promoting positive aspirations for all pupils, to enable them to overcome any social, emotional or behavioural barriers to learning. This will give them a greater access to the</p>	<p>Headteacher Deputy Headteacher Outreach Team Manager</p>

<p>order to recognise talent and maximise their potential;</p> <p>Increased Progress and Attainment for Pupil Premium children across the school – the focus is on Reading and Handwriting;</p>	<p>The interventions themselves can be split into three broad categories:</p> <ol style="list-style-type: none"> <li>1. Approaches to developing a positive ethos across the whole school which also aim to support greater engagement in learning.</li> <li>2. Universal programmes which seek to improve behaviour and generally take place in the classroom.</li> <li>3. More specialised programmes which are targeted at students with specific behavioural issues.</li> </ol> <p><b>Digital Technology</b> - The use of digital technologies to support learning. Approaches in this area are very varied, but a simple split can be made between:</p> <ul style="list-style-type: none"> <li>• Programmes for students, where learners use technology in problem solving or more open-ended learning, and</li> <li>• Technology for teachers such as interactive whiteboards</li> </ul>	<p>curriculum and raise attainment and self esteem.</p> <p>The school ethos is one of developing independent learners who have the skills required for the next stage in their learning at High School. We aim to use the most relevant resources available to promote active learning and research in order to broaden and deepen the curriculum. This approach will be especially relevant for the Most Able Pupil Premium children.</p>	
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	<p><b>Small Group or 1:1 Tuition</b> – Tuition is where a teacher, teaching assistant or other adult gives a pupil or group intensive individual support. It is as a replacement for other lessons by withdrawing the pupil(s) for extra teaching.</p> <p><b>Speech and Language Intervention</b> – Oral language approaches include:</p> <ul style="list-style-type: none"> <li>• Use of a Speech Therapist for pupils with SEND.</li> <li>• Targeted reading aloud and discussing books with young children.</li> <li>• Explicitly extending pupils' spoken vocabulary.</li> <li>• The use of structured questioning to develop reading comprehension.</li> </ul> <p><b>THRIVE</b> – an approach to improving the social, emotional and behavioural responses of pupils when under stress.</p>	<p>We aim to invest in personalising the learning for our pupils. Any gaps in learning will be targeted on an individual/group basis in order to bridge attainment differences.</p> <p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. It is a starting point to improving overall Literacy skills and attainment. There is a high incidence of Speech and Language SEND upon entry to the school.</p> <p>There is a high incidence of the number of pupils entering the school with these needs. Having a high number of staff trained in this response strategy will enable children to be given strategies to overcome their difficulties, thus preparing them for coping in mainstream education.</p>	
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**Other Approaches:**

Desired Outcome	Chosen Action/Approach	Rationale for Choice	Staff Lead
<p>To improve the attendance rates of Pupil Premium children compared to Non Pupil Premium children.</p> <p>To prepare pupils to return to mainstream school by improving social, emotional and behavioural aspects of learning;</p> <p>To develop the pupil's interests in a wide variety of curriculum areas in order to recognise talent and maximise their potential;</p>	<p><b>Parental Involvement -</b> Parental Involvement covers the active engagement of parents in supporting their children's learning at school. The school monitors all groups attendance and follows up any persistent absenteeism (and late registration) by working with parents on the importance of attendance. This is in the form of face to face meetings, letters and home visits from the Education Welfare Officer. Getting to know the families and brokering positive working relationships will enable teachers to recognise individual needs.</p> <p><b>Enrichment –</b> Engaging the pupils in a wide variety of activities that will provide aspiration and lifelong skills. These include: martial arts, ukulele, drums, art, cooking, football, community projects and working on a farm.</p> <p><b>Educational Visits –</b> Providing children with real life experiences and activities that encourage personal development, improve knowledge and understanding and</p>	<p>There is a strong link between attendance and attainment of pupils. Historically, vulnerable groups of pupils have lower attendance than their peers and the school is committed to bridging that gap. The school places great emphasis on pastoral support and effective partnership and sharing of information with parents will enable staff to personalise children's learning and offer support with social and emotional needs.</p> <p>Providing pupils with extra opportunities they may not have experienced will lead to higher aspiration and engagement. The activities aid the children's development socially, morally, spiritually and culturally.</p> <p>It is important for pupils at Perryfields to experience a wide variety of learning strategies. Visits inspire and ensure that children see the purpose of subsequent work.</p>	<p>Headteacher Office Manager Deputy Headteacher</p>

	<p>raise spiritual awareness. Visits include: RAF Cosford, Space Centre, West Midlands Safari Park, residential, outdoor pursuits, Severn Valley Railway...</p> <p><b>Community Projects</b> – a strategy for promoting citizenship and giving help to people less fortunate than ourselves. Children develop good moral values by working on the gardens for nearby residents and the church.</p>	<p>Given the often disadvantaged background of the pupils providing them with memorable moments will increase motivation in school and develop a thirst for learning and exploration of the world around them.</p> <p>Research by Young Minds suggests that pupil’s mental health can be improved significantly by giving them a sense of ‘belonging’ within their community. The projects also encourage citizenship and the need to engage in team activities.</p>	
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**Impact:**

- Ensuring all children have the same equality of opportunity;
- Smaller class sizes mean year group(s) with differentiation in ability is catered for;
- Ability to improve pupil/staff ratios to enable all pupils to gain more individual attention and thus consolidate/develop skills;
- Greater personalised support for pupils;
- All pupils able to develop skills in Reading and Handwriting, with 1:1 support where necessary;
- A higher number of KS1 and KS2 pupils were able to access the SATS tests in 2017 – with exceptional results in comparison to mainstream schools (particularly in Reading);
- Better integration for children experiencing social and/or emotional difficulties.
- Improved attendance for Pupil Premium children – to 94.2% which is well above the figure in other local referral units and some mainstream schools;
- Pupil Premium children in KS2 have represented the school in sports competitions/fixtures;
- Lower incidence of poor behaviour allowing even more focus on learning, thus raising achievement;

- Parents and pupils indicate an improved opinion of school life, leading to a greater potential for returning successfully to mainstream educations and lifelong learning;
- A broad and balanced approach to learning with more opportunities for self regulated independence and engagement with an exciting curriculum.

	<b>Total Cost £</b>
<b>Quality Teaching for All</b>	£10,000
<b>Targeted Support</b>	£6,988
<b>Other Approaches</b>	£1,369.00

<b>Total Income for Pupil Premium £</b>	£10 560
<b>Total Expenditure for Pupil Premium £</b>	£18,357