

Pupil premium strategy statement: Ilderton Primary School

1. Summary information					
School	Ilderton Primary School				
Academic Year	2016/17	Total PP budget	£219,120	Date of most recent PP Review	December 2016
Total number of pupils	387	Number of pupils eligible for PP	166	Date for next internal review of this strategy	September 2017

2. Current attainment						
	<i>Pupils eligible for Pupil Premium (school data)</i>		<i>Pupils not eligible for Pupil Premium (school data)</i>		<i>National average</i>	
	<i>Year 2</i>	<i>Year 6</i>	<i>Year 2</i>	<i>Year 6</i>	<i>Year 2</i>	<i>Year 6</i>
% achieving age related expectations in reading	75%	71%	87%	93%	74%	66%
% achieving age related expectations in writing	71%	74%	78%	76%	65%	79%
% achieving age related expectations in maths	79%	89%	89%	95%	73%	70%

3. Barriers to future attainment	
In-school barriers	
A.	A significant number of pupils are entering the school at Reception with a baseline in speech and language significantly behind their peers, which continues to impact their engagement and attainment as they move up through the school
B.	The percentage of children eligible for pupil premium at age related expectations for reading when they enter the school and move on into Year 1 is low. This continues to impact attainment as they move up through the school with higher order comprehension skills (inference, evaluating etc.) identified as a particular barrier to higher attainment higher up the school
C.	Poor development of fine and gross motor skills at an early age impacts children's confidence to engage positively with learning activities which then impacts their progress and attainment
D.	A significant number of pupils are not able to access enriching extra-curricular activities outside of school
E.	A significant number of pupils experience social and emotional barriers to their learning affecting their access to the curriculum which has continued impact on their attainment as they move up through the school

F.	Higher ability pupils who are eligible for pupil premium are less likely to achieve their full potential in Key Stage 1 which further impacts their attainment in Key Stage 2.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
G.	Families in our communities face a number of additional pressures (e.g. housing, high mobility, financial etc.) that can be barriers to providing the support they would like to provide to their children in school	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The gap in pupils' language skills closes; pupils have the speech and language skills necessary to access the curriculum and learning in school. Specific speech and language needs are identified to ensure early intervention is put in place.	Tracking of speech and language groups evidences high levels of accelerated progress. Evidence through teacher interviews, lesson observations, learning walks, books etc. demonstrates that all pupils are fully engaged in their learning and have the necessary skills to access and maximise learning opportunities throughout the school day. Children with identified speech and language needs receive appropriate provision and intervention early in their school careers for maximum impact on progress and attainment.
B.	Higher percentage of children eligible for pupil premium finish Year 1 at age related expectations. The gap in attainment for reading closes as the children move up the school. All children leave our schools in Year 6 at, at least, age-related expectation in reading.	Data tracking demonstrates a higher percentage of children eligible for pupil premium at age related expectation from Year 1 and the gap closes as the children move up through the school. Raise Online data reflects an increasing number of children leaving Year 6 at age-related expectation for reading, moving towards 100% of children achieving ARE.
C.	The gap in pupils' physical development closes; early intervention is put in place to support children to develop their fine and gross motor skills so as to confidently access all aspects of the curriculum. Children who require more specialist support are identified quickly to ensure that early intervention is put in place.	Tracking of motor skills groups evidences high levels of accelerated progress. Evidence through teacher interviews, lesson observations, learning walks, books etc. demonstrates that all pupils are fully engaged in their learning and have the necessary skills to access and maximise learning opportunities throughout the school day. Children, identified as needing specialist provision, have intervention put in place early in their school careers for maximum impact on progress and attainment.
D.	All pupils in our schools have access to a wide range of curriculum enrichment and extra-curricular activities to further broaden their learning experiences.	Evidence in books, lesson observations and pupil interviews demonstrates the impact of these enrichment opportunities on pupil outcomes and engagement.
E.	Pupils are able to focus on their learning during the school day; pupils who transition from our schools are resilient, know how and when to ask for help and are able to make informed, healthy and safe choices; pupils with specific social and emotional health needs access targeted and specialist support.	Low level of incidence of disruption to teaching and learning. Evidence, through books, pupil interviews and lesson observations, demonstrates: high levels of engagement of all pupils in their learning; resilient attitudes to facing and overcoming challenges; and pupils able and confident to take risks. When faced with a difficult situation, children are able to reflect on and

		<p>articulate difficult decisions.</p> <p>Children, identified as needing specialist provision, receive appropriate provision and intervention in a timely manner for maximum impact on their outcomes.</p>
F.	Higher rates of progress across key stage 1 and 2 for higher ability children.	Pupils eligible for pupil premium identified as high ability make as much progress as all pupils identified as high ability across Key Stage 1 and 2 in maths, reading and writing.
G.	Families are able to access support both in school and externally with the conflicting pressures that they are facing so that they are in a better position to be able to support their children and participate in school life.	<p>Increased number of families of pupils eligible for pupil premium engaging in parent workshops, parent activities e.g. reading in school.</p> <p>Increased engagement in family learning.</p> <p>Higher school attendance for identified families.</p> <p>Families, in need of more targeted support, accessing appropriate internal and external support.</p>

5. Planned expenditure						
Academic year		2016/17				
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?	Cost
B., F.	<p>Daily Supported Reading programme in place for all Year 1 children and Reception children from the Spring/Summer term as well as targeted children in Year 2.</p> <p>Coordination, monitoring and support for this programme is an integral part of the Reading Recovery teacher leadership role across our schools.</p>	<p>Evidence-based programme created by Hackney Learning Trust and implemented in Hackney with proven long-term impact on reading outcomes.</p> <p>Programme was researched and observed by a team of lead practitioners, year leaders and SLT prior to implementation.</p>	<p>Reading Recovery teachers on each site have been trained as Daily Supported Reading coordinators. They monitor the programme on a weekly basis and provide support to all staff delivering the programme. Data tracking and monitoring procedures (observations, work scrutiny, learning walks etc.) as well as termly and mid-termly pupil progress review meetings.</p>	DSR lead on each site	Summer 2017	£36,963
B., F.	<p>Destination Reader programme in place from Year 2/3 upwards throughout the school</p>	<p>Evidence-based programme created by Hackney Learning Trust and implemented in Hackney with proven long-term impact on reading outcomes.</p> <p>Programme was researched and observed by a team of lead practitioners, year leaders and SLT prior to implementation.</p>	<p>Identified teachers on each site have been trained as Destination Reader leads. They support SLT to monitor the programme and provide support and are models of best practice to all staff delivering the programme. Data tracking and monitoring procedures (observations, work scrutiny, learning walks etc.) as well as termly and mid-termly pupil progress review meetings.</p>	<p>SLT</p> <p>Destination Reader leads</p>	Summer 2017	£2,250

F.	Leading practitioner teacher posts to develop best practice models and provide coaching/support to all teachers to ensure accelerated progress for all learners in all classrooms.	Wide range of research evidencing impact of classroom focused CPD and coaching models for improving classroom practice and therefore pupil outcomes.	Rigorous cycle of half-termly monitoring by SLT and middle leadership including learning walks, lesson observations, work and planning scrutiny, pupil interviews etc.	Head of CPD / Innovation Headteachers SLT Leading Practitioners	Summer 2017	£5,299
F.	Targeted resources (ipads, kindles) to develop independent learning and research skills for higher ability children.	Importance of independent learning and research skills for higher ability children as they go through their school careers and beyond to meet their full potential.	Termly tracking of pupil progress for all groups of pupils including higher ability pupils.	SLT	Summer 2017	
A.	Independent speech and language therapist team employed by our federation of schools. Dedicated time within this team to develop and implement universal services to improve speech and language outcomes for all children e.g. Chatterbugs groups in EYFS; development of communication friendly environments; parent workshops and programmes; staff training etc.	Universal approaches put in place are all evidence-based and reflect best practice recommended by e.g. The Communication Trust.	Termly reviews/evaluation of universal services and their impact with Head of Inclusion and the independent speech and language therapy team following review/evaluation with Deputy Headteachers for Inclusion and SENCOs. Annual impact reports for language groups e.g. Chatterbugs.	Head of Inclusion Deputy Headteachers for Inclusion SENCOs	Summer 2017	£2,451
A.	SEN practitioners on each site support the independent speech and language therapist team in the development and implementation of universal services to improve speech and language outcomes for all children.	As above. The SENP model creates capacity to ensure that universal approaches are fully rolled out across all sites and are monitored and modelled to reflect best practice and to have the desired and intended impact on pupil outcomes.	As above – SENCOs and Deputy Headteachers for Inclusion liaise with SENPs prior to review/evaluation meetings.	Head of Inclusion Deputy Headteachers for Inclusion	Summer 2017	£12,807

C.	Commissioned time from the NHS Occupational Therapy service to support our inclusion team to develop whole-school approaches to support the development of children's fine and gross motor skills e.g. handwriting policy.	Universal approaches put in place are all evidence-based and reflect best practice as per research in Occupational Therapy.	Regular reviews/evaluation of universal services and their impact between inclusion team and Occupational Therapist	Head of Inclusion Deputy Headteachers for Inclusion SENCOs	Summer 2017	£1,720
D., A.	Specialist music teaching for all pupils. Specialist music teachers run weekly singing assemblies for all pupils.	Access to high quality music teaching has been proven to have a positive impact on pupils' outcomes in a range of curriculum areas e.g. maths, English etc. Singing assemblies also support children's language acquisition and development.	Rigorous monitoring cycle to quality assure music provision. Director of Music oversees music curriculum to maximise curriculum links and opportunities as well as to ensure progression of skills	Director of Music Specialist music teaching team	Summer 2017	£23,895
E., G.	Specific CPD planned for and delivered to support teachers to understand and address the impact on learning/progress of social and emotional difficulties as well as environmental pressures. Key members of the inclusion team attend external CPD training to be able to access and disseminate best practice.	Class teachers and support staff report an increase in the impact of social and emotional difficulties on children's ability to access the curriculum, make progress and therefore meet their full potential. This is in line with national trends.	Termly tracking of pupil progress for all pupil groups including vulnerable groups and in depth detailed discussion about the progress of all individual pupils at pupil progress meetings.	Head of Inclusion Head of CPD / Innovation Deputy Headteachers for Inclusion SENCOs	Summer 2017	£3,366
					Total budgeted cost	

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?	Cost
B.	Reading Recovery 1:1 intervention programme	Reading recovery is an evidence-based intervention programme with proven impact across a high number of schools over a number of years nationally. Reading Recovery has been in our schools for a number of years and evidence of the impact on progress and attainment in our schools has been very positive.	Termly tracking of pupil progress and detailed discussions at pupil progress meetings, which Reading Recovery (RR) teachers attend. RR teachers also carry out daily assessments for learning as well as benchmarking of pupils' progress both during the programme and following pupils' graduation from the programme.	Deputy Headteachers for Inclusion RR teachers and RR teacher leader	Summer 2017	£25,752
A., B., C., F.	Targeted HLTA and TA support in class and for focused interventions	MITA research has been used to shape the model for targeted HLTA and TA support and interventions to bring about maximum impact on pupil outcomes.	Termly tracking of pupil progress and detailed discussions at pupil progress meeting. Class provision map meetings following pupil progress to review and adapt interventions accordingly.	SLT SENCOs	Summer 2017	£23,788
A., B., C., F.	Specific CPD planned for and delivered to ensure HLTA and TA interventions are evidence-based and directly impact pupil outcomes. Key members of the inclusion team attend external CPD training to be able to access and disseminate best practice.	MITA research has been used to shape the model for targeted HLTA and TA support and interventions to bring about maximum impact on pupil outcomes.	Termly tracking of pupil progress and detailed discussions at pupil progress meeting. Class provision map meetings following pupil progress to review and adapt interventions accordingly.	SLT SENCOs	Summer 2017	£3,366

A., B., C., F.	Small sets for pupils who are underachieving or significantly behind age-related expectations taught by SENCO and deputy headteachers.	Children facing the most complex barriers to their learning should be taught by the most qualified. SENCOs and deputy headteachers are all outstanding classroom practitioners prior to appointment into role.	Termly tracking of pupil progress and detailed discussions about each individual pupil at pupil progress meetings.	SLT	Summer 2017	£11,629
E.	Creative Arts Therapy team to deliver specialist support for children with social and emotional health needs.	Very few primary school children are meeting threshold for support for CAMHS despite the high level of need. Social and emotional difficulties are a very significant barrier to some of our pupils' ability to access and engage with the curriculum, therefore preventing them from meeting their full potential. Creative Arts Therapy provision in our schools targets these children.	Termly reviews/evaluation of creative arts therapy services and their impact with Head of Inclusion and the creative art therapy team lead following review/evaluation with Deputy Headteachers for Inclusion and SENCOs. Half-termly caseload review meetings between SENCO and creative art therapist.	Head of Inclusion Creative Art Therapy Team Lead Deputy Headteachers for Inclusion SENCOs	Summer 2017	£2,451
E.	CPD for SENCO and one member of the inclusion team for accreditation to deliver FRIENDS intervention programme for targeted groups of children (3 year accreditation)	Evidence-based programme of intervention for pupils who are facing social and emotional difficulties. Despite additional creative arts therapy provision as detailed above, a number of children face difficulties who do not meet threshold for this service. This will target children for whom emotional and social difficulties are a barrier to their learning.	Impact of intervention will be reviewed at the termly class provision map meetings.	SENCO Head of Inclusion	Summer 2017	£3,366

C.	Commissioned time from the NHS Occupational Therapy service to support our inclusion team to develop targeted approaches to support the development of children's fine and gross motor skills e.g. motor skills groups.	Targeted approaches put in place are all evidence-based and reflect best practice as per research in Occupational Therapy.	Regular reviews/evaluation of universal services and their impact between inclusion team and Occupational Therapist	Head of Inclusion Deputy Headteachers for Inclusion SENCOs	Summer 2017	
D.	Subsidised/free places for enrichment after-school clubs for targeted children.	A number of children do not have access to extra-curricular and enrichment activities. This impacts language development, physical development, social development, aspirations etc.	These places are reviewed as part of the termly class provision map review cycle.	SENCOs Extended Services Manager Head of Inclusion	Summer 2017	
E.	Chill-out provision at lunchtime and mentoring/transition groups run by TAs and HLTAs	Key times of the day and key times in the school year can be particularly difficult for some children to manage. By providing preventative support at these times for pupils, they are better equipped and able to engage in the curriculum and their learning.	Reviewed as part of the termly class provision map review cycle. Chill-out provision reviewed regularly according to need.	SENCOs SLT	Summer 2017	£327
					Total budgeted cost	

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?	Cost
D.	Commitment to a range of enrichment activities throughout the school year subsidised/paid for from the school budget for all pupils to access e.g. curriculum trips, residential trips, theatre workshops, art workshops etc.	A number of children do not have access to extra-curricular and enrichment activities. This impacts language development, physical development, social development, aspirations etc.	Termly tracking of pupil progress of all groups of learners.	Year leaders SLT	Summer 2017	£4,698
E.	Partnership with Working With Men for a full-time project worker across all the sites in the federation	Transition from Year 6 to secondary school has been identified as a particularly vulnerable time for a number of pupils. Evidence-based programme and approach to prevent incidents of exclusion, anxiety etc.	Reviewed as part of the termly class provision map review cycle. Tracking according to the targets and projected outcomes of the programme. Termly review meetings with Head of Inclusion and Working with Men project worker following review meeting with Deputy Headteachers for Inclusion/SENCOs.	Head of Inclusion Deputy Headteachers for Inclusion SENCOs.	Summer 2017	
A., B., C., F.	Detailed and comprehensive programme of CPD for all staff (teaching and support staff) across the whole federation drawing on internal and external expertise to share and implement best practice for maximum impact on pupil progress and outcomes.	Wide range of research evidencing impact of classroom focused CPD and coaching models for improving classroom practice and therefore pupil outcomes.	Rigorous cycle of half-termly monitoring by SLT and middle leadership including observations and work and planning scrutiny to have triangulated view of impact.	Head of CPD / Innovation SLT	Summer 2017	£3,366
G.	Dedicated Family Services Officer role on each site to support families to support their children to achieve best possible outcomes Dedicated Family Services Manager and Senior Family Services Officer role to provide strategic and practical support across all schools to ensure consistency of best practice.	Importance of holistic view to addressing social and emotional barriers to children's learning.	Vulnerable children trackers and review of trackers. All individual children discussed at termly pupil progress meetings to evaluate support in place and adapt/put further support in place if appropriate.	Family Services Manager Head of Inclusion	Summer 2017	£16,363

B., D., F.	Purchase of high quality texts for all year groups for every half-term to underpin the teaching of curriculum topics (learning across the curriculum) following a curriculum review last year.	Impact of access to high quality texts on pupil engagement, language development, reading and writing outcomes.	Termly tracking of pupil progress including detailed discussion of each individual pupil at pupil progress meetings.	Executive Headteachers Head of Curriculum SLT leads for literacy SLT	Summer 2017	£1,075
E.	Bespoke needs-led PSHEE curriculum development based on recommendations from PSHEE association as well as a cross-federation needs analysis. The curriculum is being developed together with a Health and Well-being consultant.	Evidence-base from a range of research as referred to by PSHEE Association.	Half-termly reflection sheets to be completed by all pupils – to be recorded and monitored as part of the monitoring cycle. Reflection sheets to be sampled by Head of Inclusion to see impact of the curriculum on children's understanding and well-being. Year 1 and Year 3 children at one of the schools to be tracked throughout their primary school career to see impact of the programme from Year 1 to Year 6.	Head of Inclusion SLT Keeping Healthy faculty	Summer 2017	£2,813
					Total budgeted cost	£189,293