

**SAXMUNDHAM PRIMARY SCHOOL**  
**PUPIL PREMIUM STRATEGY 2016-2017**



Summary Information					
<b>School</b>	Saxmundham Primary School				
<b>Academic Year</b>	2016-17	<b>Total PP Budget</b>	£96,340	<b>Date of most recent PP Review</b>	01/09/16
<b>Total Number of Pupils</b>	300	<b>Number of Pupils eligible for PP</b>	70 + 1 SC	<b>Date for next internal review of this strategy</b>	01/09/17

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<b>Outcomes for 2015-16 - KEY STAGE 1</b>	<b>Pupils not eligible for PP (35 children)</b>	<b>Pupils eligible for PP (8 children)</b>	<b>Pupils not eligible for PP (national average)</b>
% achieving the expected standard in reading	81	38	78
% achieving the expected standard in writing	67	38	70
% achieving the expected standard in maths	69	38	77
% achieving the 'greater depth' standard in reading	28	13	27
% achieving the 'greater depth' standard in writing	17	0	15
% achieving the 'greater depth' standard in maths	22	0	20
% progress (from ELG) measure reading to expected	87	33	87
% progress (from ELG) measure writing to expected	63	100	83
% progress (from ELG) measure maths to expected	73	67	87
% progress (from ELG) measure to reading to greater depth	7	0	21
% progress (from ELG) measure to writing to greater depth	6	0	14
% progress (from ELG) measure to maths to greater depth	18	0	20

<b>Outcomes for 2015-16 - KEY STAGE 2</b>	<b>Pupils not eligible for PP (26 children)</b>	<b>Pupils eligible for PP (14 children)</b>	<b>Pupils not eligible for PP (national average)</b>
% achieving the expected standard in reading, writing and maths	77	36	53
% achieving the expected standard in reading	92	64	72
% achieving the expected standard in writing	77	36	79
% achieving the expected standard in maths	88	50	76
% achieving the 'high score' in reading, writing and maths	15	0	5
% achieving the 'high score' in reading	35	7	23
% achieving the 'high score' in writing	38	7	18
% achieving the 'high score' in maths	19	7	20
Proportion of pupils in Y6 eligible for PP - Progress comparison			
Progress measure reading	2.57	-1.01	0.33
Progress measure writing	0.69	-2.25	0.12
Progress measure maths	-0.15	-2.52	0.24

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<b>Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school)</i>	
A	Language and vocabulary of children is often limited - affecting their ability to gain solid attainment on reading papers, interpret maths problems to be able to solve them and affecting the quality of writing.
B	In-school strategies and initiatives are often not followed up at home - eg daily reading, spellings and maths homework.
C	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
D	Raise on-line has identified poor attendance among PP children, this is part of a wider issue around parental engagement.

<b>Desired Outcomes</b> (and how they will be measured)		<b>Success Criteria</b>
A	To improve the children's understanding and use of English vocabulary in reading, writing and maths	★ The percentage of disadvantaged children achieving the expected standard in reading, writing and maths at KS2 increases to the national average of 53%.
B	That all children receive appropriate support at home.	<ul style="list-style-type: none"> <li>★ Home/school reading diaries evidence increased levels of engagement with parents.</li> <li>★ Children take pride in completing their homework to a good standard.</li> </ul>
C	For disadvantaged children to make as much progress as 'other' children in all Key Stages.	★ From their assessed starting points (FSP, KS1), disadvantaged children make at least as much progress as non-disadvantaged children do nationally.
D	To improve the attendance of disadvantaged children.	★ The attendance of disadvantaged children increases to 96% or higher.

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<b>Planned Expenditure: 2016-2017</b>					
These headings enable us to demonstrate how we are using Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>1 - Quality of teaching for All</b>					
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will we review implementation?</b>
A - To improve the children's understanding and use of English vocabulary in writing.	Teaching of writing through whole-school resource based approach.	Approach developed through BFI materials - internally-led inset	Sample of work to be collected at the end of the two week block for display purposes. Evidence from teaching staff about the amount of progress made by children.	TI	At the end of the two-week block
A - To improve the children's understanding and use of English vocabulary in maths	Introduction of new resources aimed at developing reasoning skills.	Children develop basic skills well but need to further develop their comprehension to identify what they must do to achieve well on reasoning assessments.	Feedback from staff through the year	PR	Termly through school data.
D - To improve the attendance of disadvantaged children.	Attendance monitored on a termly basis and communicated to parents through 'traffic-lights' letters.	This approach has steadily increased our attendance over the last two years.	Monitored through half-termly meetings between HT and EWO	EPS	Half-termly basis
<b>Total budgeted cost</b>					£1,500
<b>2 - 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 we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will we review implementation?</b>
A - To improve the children's understanding and use of English vocabulary in reading.	Acceleread/accelewrite	EEF recognise Accelerread/Accelwrite as an effective intervention	By using new Salford to assess reading age and chronological age at start and finish of intervention	TI	Termly through school data and governors progress conversations.

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C - For disadvantaged children to make as much progress as 'other' children in all Key Stages.	Disadvantaged children to receive focused attention in lesson planning and provision mapping	By focusing on the needs of disadvantaged children and how we meet them, we are more likely to be successful in ensuring their progress.	This is monitored through pupil progress meetings, lesson observations and termly data returns from staff.	EPS	At least termly.
C - For disadvantaged children to make as much progress as 'other' children in all Key Stages.	Intervention groups to be in place to support those children who are not making progress.	EEF recognise small group tuition as an effective intervention.	Entry and exit data collected, sessions based on tight prior assessment	EPS	At least termly.
<b>Total budgeted cost</b>					£70,000
<b>3 - 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 we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will we review implementation?</b>
B - That all children receive appropriate support at home.	<p>1 - Identify those children without such support and make time and resources available in school to support them. Eg daily reading by TA's in KS1, reading volunteers.</p> <p>2 - Promote communication with less engaged parents through social media.</p> <p>3 - Thrive activities with targeted children.</p>	<p>1 - Disadvantaged children typically receive less support from their parents; through this work we aim to fill much of that gap.</p> <p>2 - Positively engaging parents through social media enables us to bridge the gap between school and home.</p> <p>3 - Developing social and emotional skills develops communication, the ability of the child to self-regulate emotionally and facilitates a better relationship between home and school.</p>	<p>1 - Termly data, book band information</p> <p>2 - Parents feedback - survey in summer term.</p> <p>3 - Thrive plans reviewed every 6 weeks.</p>	<p>EPS</p> <p>EPS/AF/K CJ</p> <p>PB</p>	At least termly.
<b>Total budgeted cost</b>					£25,000

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<b>Review of Expenditure: 2015-2016</b>				
<b>1 - Quality of teaching for all</b>				
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
A - To improve the children's understanding and use of English vocabulary in writing.	Ensure high quality first-wave teaching through monitoring of lessons and outcomes.	Medium - the majority of lessons observed are good. Data does not always reflect this view. Assessment systems have been reviewed and new assessment tools introduced.	Lesson objectives must be carefully selected for children based on their prior attainment.	£500 for cover during lesson observations etc
A - To improve the children's understanding and use of English vocabulary in maths.	Ensure high quality first-wave teaching through monitoring of lessons and outcomes.	Medium - the majority of lessons observed are good. Data does not always reflect this view. Assessment systems have been reviewed and new assessment tools introduced.	Lesson objectives must be carefully selected for children based on their prior attainment.	£500 for cover during lesson observations etc
<b>2 - Targeted support</b>				
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
PP children specifically identified on termly pupil progress meetings between class teacher and HT.	To ensure that class teachers understand and accept responsibility for the progress of all children but especially for those who are disadvantaged.	Medium - Staff are now more aware of these children, their needs and how to effectively support them.	Raising the profile of disadvantaged children means their needs are more likely to be provided for.	£500 for cover during lesson observations etc
C - For disadvantaged children to make as much progress as 'other' children in all Key Stages.	Disadvantaged children to receive focused attention in lesson planning and provision mapping	Low/Medium -	TA time needs to be more specifically focused on those interventions that bring about accelerated progress for children.	£60,000
C - For disadvantaged children to make as much progress as 'other' children in all Key Stages.	Intervention groups to be in place to support those children who are not making progress.	Medium - Disadvantaged children continue to make up a significant proportion of these groups, indicating that they are not making the expected progress through first wave teaching.	Greater focus is need on above actions to reduce the numbers of disadvantaged children included in intervention groups.	£20,000
<b>3 - Other approaches</b>				

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<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
For disadvantaged children to receive effective and timely emotional support so that they can make the same progress as their non-disadvantaged peers.	Thrive programme	Medium/High - children receiving this support have said that they are better able to focus in their lessons due to the self-regulatory skills they have been taught.	The use of Thrive needs to be broadened in the school to provide daily support to all children.	£15,000

<b>Additional detail</b>