



Pupil premium strategy statement

Probus Primary School

1. Summary information					
School	Probus Primary School				
Academic Year	2016/17	Total PP budget	£44,400	Date of most recent PP Review	Oct 16
Total number of pupils	209	Number of pupils eligible for PP	29	Date for next internal review of this strategy	April 2017
2. Current attainment					
2016 SATs		Pupils eligible for PP		Pupils not eligible for PP (national average)	
% meeting standard or above in reading, writing and maths		17%		71% (60%)	
% meeting standard or above in reading – KS2		50%		86% (71%)	
% meeting standard or above in writing – KS2		33%		90% (79%)	
% meeting standard or above in maths – KS2		17%		76% (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.	Low aspiration of higher ability children				
B.	A number of PP pupils also have SEND and attachment needs which may impact on academic progress				
C.	A number of PP pupils are not ‘ready to write’ on entering Reception and have a range of physical needs				
D.	Writing outcomes of PP boys by the end of EYFS is significantly lower than girls and this gap continues through every phase				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
E.	Rural location with limited cultural, enrichment experiences				
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>			Success criteria		

A.	Narrow the in-school gap between PP and non-PP attainment, particularly in maths by implementing an additional maths intervention throughout KS2	Gap between PP and non-PP pupils is reduced in all subjects but significantly in mathematics
B.	Introduce earlier assessment of need through the EY SEN support route. Effectively deploy PSA to focus on support for PP families and PP+ families on entry to school.	Equal access to outside/ enrichment activities; parents/carers know how to access both emotional and financial support
C.	Improve physical abilities through daily, focused outdoor gross motor movement planned activities. Daily fine and gross motor activities such as finger gym & dough disco.	Improved GLD in Physical Development and writing. Children are ready to effectively transfer to Y1.
D.	Increase boys' enthusiasm and engagement in learning, especially writing, through re-deployment of male TA support to EY. Extend use of story stones and story scribing across KS1 and make deliberate choices of study themes to engage and interest boys eg. Superheroes (Autumn Term Y1).	PP boys GLD, interest and achievement in writing will improve at every phase
E.	PP pupil engagement with wider experiences	PP pupils to have access to wider cultural, arts and sports experiences

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?
Teachers have clear data and tracking systems in order to take responsibility for improving progress for PP children.	New pupil tracking system and improved data sharing.	End of Year data gave information on how pupils had progressed year on year. However, the previous tracking was not detailed enough to link with the new curriculum to identify gaps in learning at an early stage (Week on week).	Half-termly progress meetings with Assistant Headteacher and KS1/ EYFS lead. Termly monitoring days and hub council reporting. Additional training has been built in to staff meeting times.	HT, Asst HT and KS1/EYFS lead.	Half-termly.
Total budgeted cost					Paid over the course of the last financial year in readiness for this year.
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?
PP children to be facilitated in experiencing a wider range of sports and arts alongside opportunities to experience different cultures / beliefs to broaden understanding and knowledge of the wider world. To ensure that we provide opportunities that would not have been experienced otherwise.	Increase the variety of cultural experiences available to children and track their engagement in additional opportunities. Ensure that there are no barriers to this e.g. cost.	PP pupils will access school trips (subsidised). A wider range of residential trips offered to more pupils (including visiting cities, places of worship for different faiths and experiencing different performing arts) at a reduced cost. Ensuring that PP children access a variety of extracurricular opportunities to ensure we provide opportunities for them to excel. PP Bursary available termly for Parents of PP children to access for equipment / cost of external clubs/ coaching.	Monitor attendance at school clubs, sporting events and follow up on pupils not accessing additional opportunities. Publication of PP booklet to families advising on what we Probus school offers to support PP children accessing additional opportunities and how they can apply for PP bursary to further broaden experiences out of school time. HT + PP champion available to meet with families to talk through how we can help should there be any barriers to pupils accessing additional opportunities (transport / cost etc.).	HT, Asst HT and class teachers.	Ongoing.
PP Children who are not, or are at risk of not, making required progress are identified and gaps in learning are re-taught.	Employment of a part time qualified, an unqualified teacher (Previously HLTA) and HLTA to be deployed across classes.	Data system to be used to identify gaps and slowed progress. Targeted pupils will receive appropriate intervention to re-teach gaps (linked better with the new curriculum and better recording of day on day progress). Data has shown that maths progress has not been adequate (particularly with boys) smaller group maths teaching within classroom maths sessions to further target support, fill learning gaps and promote accelerated progress (Years 3 and 4).	Weekly planning meetings / discussions between teachers to ensure maths is targeted to plug gaps and enable pupils to work at ARE. Intervention set for HLTA to support PP children in each class to close gaps and promote progress.	Class teachers HT + Asst HT.	Half-termly.
PP children who have Sensory or Social and Emotional needs are supported with regulating these needs.	Development of a sensory room with appropriate resources and furnishings.	Over the past 3 years Probus school has had an increase in children who have additional sensory processing needs. This includes children who require additional support to regulate their processing needs. Including, but not limited to, pupils suffering bereavement, sensory processing difficulties and pupils with autism.	Regular meetings between SENDCo and TA team to ensure the sensory room is resourced and used appropriately.	SLT, Class teachers + TAs.	Weekly.

Total budgeted cost					£40,400
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?
Increased confidence and engagement of families with school. Support for families with attendance, school work and parenting.	Employment of a cluster (Roseland Partnership) Parent Support Advisor.	Our PSA helps to promote positive links between home and school for both children and parents/carers, supports with issues surrounding attendance, sign posts to additional agencies, supports parents to feel confident supporting their children with their learning and delivers evidence based parenting programmes.	Regular meetings between PSA and SLT (Including SENDCo) to review cases, discuss support in place for families and individual children. Parental feedback will show they feel supported both at home and school.	HT + Asst HT.	Ongoing.
Total budgeted cost					£4000

6. Review of expenditure				
Previous Academic Year		2015 / 16		
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
Better tracking or progress and identification of learning gaps and stalled progress for PP pupils.	Purchase and training in a new objective based tracking system (Classroom monitor).	All teaching staff trialled using Classroom monitor for the duration of the summer term and became more aware of the capabilities of the system in addition to using it as a tool to spot slowed progress.	As this system was new it takes time to build a picture of 'learning over time'. It did show learning and progress on a weekly basis, which enabled its use as an increasingly focused tracking tool. This approach will continue next year with additional training built in to staff meetings.	£1000
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

Rapid progress of pupils in Year 6.	Additional teacher in Year 6 for 4 mornings per week for 1 term.	Smaller teaching groups lead to increased progress for Year 6 pupils. Increased confidence across both Maths and Literacy (including reading and SPaG) lead to rapid progress.	Additional targeted teaching prior to SATS lead to increased confidence for all pupils and accelerated progress in Year 6. We will consider this approach again the next year.	£10, 235
Pupils accessing a range of wider opportunities including trips, residential camps and other sports / arts experiences.	Pupils in receipt of Pupil Premium Grant offered additional opportunities at a reduced cost or free.	An increase in pupils in receipt of Pupil Premium Grant accessing residential and wider, out of school, experiences including pupils accessing Karate / Brownies clubs.	We will continue to offer a Pupil Premium bursary this year in addition to subsidising the cost of additional trips, residential opportunities, sports, arts and other cultural experiences.	£3,950
Pupils at risk of not reaching a good level of development identified and supported in making rapid progress.	A large number of pupils in the Reception class were eligible for PP Grant funding. An additional teacher was paid to work with these children for 1 day per week.	Pupils transferring from Pre-school at risk of not reaching a good level of development were identified for extra support.	Employing an extra teacher for 1 day per week in EYFS was a success. All staff planned provision together to provide a wide range of opportunities aimed at increasing progress for identified pupils.	£3516

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
Increased confidence and engagement of families with school. Additional support for families with attendance, school work and parenting.	Employment of a cluster (Roseland Partnership) Parent Support Advisor.	The PSA worked with a range of families (both PP and non PP) to support with many areas. These included bed time routines, behaviour support, signposting to external agencies, form filling and helping with correspondence. Pupils whose families received support were more settled in school and were given additional 1:1 time in school with the PSA to discuss Social and Emotional needs.	The PSA is an invaluable resource to support parents, pupils and staff. She has been present at both internal and external meetings (including TAC and CHIN meetings) and has acted as an advocate and source of support for families. Parental feedback during informal conversations has been positive. We have had families voluntarily approach school to ask for PSA input. We will continue with this next academic year.	£7241
Increased emotional stability for pupils identified through assessment.	Thrive accreditation and intervention.	Assessments lead to targeted intervention for specific pupils. All pupils identified accessed support and 1:1 or small group sessions focusing on objectives as set through Thrive assessments.	Whilst this was an effective approach, we will not be re-accrediting to Thrive this year but will continue to employ 'Thrive' approach strategies.	£8400

7. Additional detail

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

See SIDP for Summary of whole school priorities.

