

School context

Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC)	Number of post-LAC	Number of service children
111	66	45	111	3	1	0

Pupil Premium Proportions/ Year group:

Year group:	Reception	1	2	3	4	5	6
% of year:	3.3%	15.7%	10.2 %	16.9%	15.9%	25.3%	32.3%
# of ch:		14	9	15	14	22	29

Main Barriers

1. Significant proportion English first language children eligible for PPG with little or no support or aspiration at home. Families may lack time/ resources/ awareness of importance of support
2. Significant proportion of children eligible for PPG also SEND or with SEN support needs (cognition, emotional and mental health)
3. Hard to reach parents / including those with negative perceptions or experience of education/ the school system
4. Pupils not ready to learn with poor self-regulation and learning behaviour
5. Higher attaining KS1 PP pupils do not all “convert” to become higher attaining pupils by the end of KS2. Rates of progress for PP pupils can be less than non PP

Pupil premium objectives for 2017-18

Total pupil premium allocation : Sept 17 – March 18 & April 18 – July 18: £155,701

1. All children read every day, complete home learning daily, parents understand and take responsibility for supporting with home learning and reading, attend learning consultation events with staff skilled and able to establish rapport and go the extra mile to break down barriers for families.
2. The quality of our assessment, teaching and provision ensures that disadvantaged pupils achieve at the expected standards or better in reading, writing and maths.
3. Children take responsibility for their own learning both in school and at home; through the emotion coaching and meta-cognition projects children learn to identify and work with their “point of failure” and apply a more positive mindset to their emotions and academically challenging tasks
4. Reading outcomes for children eligible for PPG demonstrate a diminishing gap between them and their non PP peers in every year group

Objective 1:

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications	Evaluation
Revised home learning strategy	Improved numbers of ch complete daily HL and reading Correlation to improved engagement in class assessed Parents targeted for support report impact on their own ability and confidence	Termly & ongoing	All teaching staff YGL	Daily TA and SLT time to ensure ch complete home learning Admin monitoring time to collect data	Home learning strategy is embedded with 95% of pupils engaging in daily practice of basic skills. Improvement in independent study skills. Weekly testing shows improvement in test scores more most children
Daily book reading monitoring systems improved; books clearly assigned for home reading (LTR); timetable changed to allow for quiet reading time and changing books across the school	Increased numbers of PP children read routinely at home or quietly in school Increased reported enjoyment of reading Increased numbers of PP children “complete” books	Autumn term set up Ongoing evaluation	RT KW YGL All teaching staff	Management time for RT £ assigned for improving book stock and organization of reading time	Monitoring shows greater engagement with reading. Reading records indicate pupils are changing books more frequently. More PP children are accessing the school library
Accelerated reader programme embedded	Middle and senior leaders use the AR programme insightfully and in a targeted manner	Autumn term Termly evaluation of impact of programme	RT KW	KW dedicated hours	Standardised test scores show good progress for the vast majority of PP children who received the AR program
Solihull parenting course	Parent attendees remain through whole course	Spring term 10 weeks	ED CB	ED x 4hrs x 10 weeks	All parents attended whole course. Parent feedback

	Report greater confidence to “be the boss” at home and ensure learning and emotional development go hand in hand				shows greater engagement and understanding of child development. As a result, there is greater willingness to learn from these children.
Black Caribbean Achievement strategy	All BC/ PPG children successfully mentored across the year – parents attend learning consultation evenings – home learning completion and home reading improves	Sept 17 3 x termly meetings	CB LND + admin	Release time to co-ordinate meetings, track information, report to staff, GB, Parents	Parent attendance at Learning consultation meetings improved through the year.
Pilot Kumon project	Pilot project evaluated successfully – child and family see benefit and project continues into 18-19	Sept 17 ongoing weekly	RS to lead	School adult supporting daily home learning + meeting parent	The Kumon project has shown improvement in the child’s learning disposition and focus in class. Handwriting has improved. Stamina for learning has improved.

Objective 2:					
Actions	Success criteria	Timescales	Person responsible	resource implications	Evaluation
Professional learning re. assessment for learning for staff supported by ongoing coaching and lesson drop-ins	Quality of teaching is consistently good showing how teachers are able to adapt groupings and targeted teaching to close gaps	Depends on career stage of CT Termly assessment – impact on PP eligible children	All Instructional and Year group leaders		Coaching and mentoring support from leaders has supported the success of the whole class reading lesson. Novice teachers are making rapid improvement
Training for YGL and key staff to understand PAG and progress tracking from this point	YGL able to demonstrate visible learning of PP and Non PP children on par in writing books	Termly	YGL All teaching staff		Moderated judgements show good progress for many children in reading.

Objective 3:					
Actions	Success criteria	Timescales	Person responsible	resource implications	Evaluation
4 key staff and LT trained on Emotion coaching: learning disseminated across the staff	Language of emotion coaching used by trained staff and SMSAs to focus ch on learning Staff confident to de-escalate negative barriers to learning – modelling resilience for children SMSAs use language to put resp onto ch for their behaviour and to solve problems	Sept 17 – 4 sessions + launch	ED	Release time and coaching 2 hrs “Faculty/ staff PD” time	Emotion coaching as a strategy is used regularly to support pupil self-regulation. Restorative approaches are included in the school behavior and motivation policy. There has been a reduction in poor behaviour incidents involving low level disruption.
ReflectEd project: staff training and lesson resourcing	PP children can articulate their own personal high / low in through learning – can recognize “point of failure” – can articulate how to choose success (SeeSaw evidence)	Launch January 2017 Research group Y1 and 5	RS	2 hrs Staff PD time Resources to facilitate ReflectED lessons SeeSaw licences	Pupil voice shows an increased language when talking about learning and progress.

Objective 4:					
Actions	Success criteria	Timescales	Person responsible	resource implications	
English leader out of class to embed the Reading reconsidered approach and to monitor impact on PP children	Whole school LTR system fully embedded and sustainable for 18-19 onwards Reading habits and behaviours of PP children tracked routinely	Sept 17 ongoing	RT	See expenditure	

Planned Expenditure	£155,701
Pupil premium	
QFT and support staff (including English Leader out of class for one year & SLT instructional leadership)	£46,977
1:1 support for accelerated reader	£5385
Salary proportion to support homework	£11,197
Salary contribution to Year 1 support staff	£41,798
Salary contribution to Sp and Lang HLTA	£17,953
Subsidised clubs, residential visits	£11,540
Booster classes (Easter, end of the day)	£14,702
Solihull project	£946
Emotion coaching proportion of training (cover) Resources for Metacogniton project	£2607
Pilot Kumon project	£1932
Black Caribbean Achievement strategy	£735

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