

Pupil premium strategy statement

1. Summary information					
School	Tiger Primary School				
Academic Year	2016.17	Total PP budget	£61,320	Date of most recent PP Review	09/16
Total number of pupils	332	Number of pupils eligible for PP	59	Date for next internal review of this strategy	01/16

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving GLD in Foundation Stage	75% (2 did not)	85%
% meeting the expected level in the Phonics Check	62% (5 did not)	78%
% meeting the expected levels in maths at the end of KS 1	88% (1 did not)	81%
% meeting the expected levels in writing at the end of KS 1	88% (1 did not)	80%
% meeting the expected levels in reading at the end of KS 1	88% (1 did not)	78%

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.	Language acquisition skills for some of those in the Foundation Stage means that they are not able to access the curriculum as easily as other pupils. This slows progress in subsequent years
B.	Fine motor skills for some pupils is slowing the progress made in writing
C.	Literacy skills are lower for some pupils which makes it more difficult for them to access the curriculum of the year group they are in
D.	Maths skills are lower for some pupils which makes it more difficult for them to access the curriculum of the year group they are in
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Low attendance for a small number of children means that they miss learning
F.	Emotional wellbeing for some children due to home issues can cause difficulties with his/her readiness to learn, sometimes related to parental separation

G.	Preschool experience has meant that a number of children enter school at a lower level	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improve oral language skills for pupils eligible for PP in Foundation Stage	Pupils will have improved in 3 areas shown through the language link assessment
B.	Fine motor skills for some pupils is slowing the progress made in writing	All PP children with fine motor issues will be able to write using an eligible script
C.	Literacy skills are lower for some pupils which makes it more difficult for them to access the curriculum of the year group they are in	80% of PP children to achieve expected levels
D.	Maths skills are lower for some pupils which makes it more difficult for them to access the curriculum of the year group they are in	80% of PP children to achieve expected levels
E.	Increase attendance rates to 95% for the PP children who are a concern	The identified children have improved attendance rates of at least 95% in line with other pupil
F.	Emotional wellbeing for some children due to home issues can cause difficulties with his/her readiness to learn, sometimes related to parental separation	PP children in FS to have an improved Leuven score PP children from Year 1 upward: will have a readiness to learn score which is comparable to the peers
G.	Preschool experience has meant that a number of children enter school at a lower level	78% of PP FS children to meet expected levels

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?
A. Improve oral language skills for pupils eligible for PP in Foundation Stage	Ensure small group support is transferred into class	Children need to be able to transfer skills from intervention groups to class situations	Ensure the TAs delivering the interventions are in the class and that information about the programmes is shared with all staff	SD	January 2017
Fine motor skills for some pupils is slowing the progress made in writing	Clever Finger resources to be available in Child Initiated time	Clever Fingers is a programme which has been written by Occupational Therapists and is a research based programme	Ensure resources are bought for school Training for staff to be booked	SD	January 2017

<p>Literacy skills are lower for some pupils which makes it more difficult for them to access the curriculum of the year group they are in</p>	<p>Ensure small group support is transferred into class</p>	<p>Children need to be able to transfer skills from intervention groups to class situations</p>	<p>Ensure the TAs delivering the interventions are in the class and that information about the programmes is shared with all staff</p>	<p>AE</p>	<p>Jan 2017</p>
<p>Maths skills are lower for some pupils which makes it more difficult for them to access the curriculum of the year group they are in</p>	<p>Ensure small group support is transferred into class</p>	<p>Children need to be able to transfer skills from intervention groups to class situations</p>	<p>Ensure the TAs delivering the interventions are in the class and that information about the programmes is shared with all staff</p>	<p>HW</p>	<p>Jan 2017</p>

<p>Emotional wellbeing for some children due to home issues can cause difficulties with his/her readiness to learn, sometimes related to parental separation</p>	<p>Results from Pupil Perceptions questionnaire feedback to class based staff</p>	<p>Essential that class based staff are aware of all information about children</p>	<p>Feedback session to be held and then reviewed</p>	<p>CS</p>	<p>February 2017</p>
<p>Preschool experience has meant that a number of children enter school at a lower level</p>	<p>Resource FS with pre-school equipment</p>	<p>Research shows children in FS need to be enabled to developed at their own stage</p>	<p>Ensure equipment ordered, staff trained in how to use the equipment effectively and ensure it is being used</p>	<p>TT</p>	<p>March 2017</p>

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?
Improve oral language skills for pupils eligible for PP in Foundation Stage	121 and small group provision following the Language Link programme	This programme involves pre-assessment and a specific target for each child with programme. It has been successful over a number of years	Organise timetable to allow TAs time to do the intervention Ensure TA has training and log on for system Ensure it is carried out regularly Observe the intervention Peer observations for those who need it	SD	January 2017
Fine motor skills for some pupils is slowing the progress made in writing	Use of Clever Fingers approach	Clever Fingers is a programme which has been written by Occupational Therapists and is a research based programme	Ensure resources are bought for school Training for staff to be booked Ensure children have a dedicated time on the timetable to carry out the intervention Observe the intervention Peer observations for those who need it	SD	January 2017

<p>Literacy skills are lower for some pupils which makes it more difficult for them to access the curriculum of the year group they are in</p>	<p>Use of no nonsense spelling programme Small group and 121 support with the PP TA on specific next step targets</p>	<p>No nonsense is a spelling programme which has been recommend by the KCC Literacy Lead Small group work is planned by teachers and therefore specific to the individuals next steps</p>	<p>Ensure resources are bought for school Training for staff to be booked Ensure children have a dedicated time on the timetable to carry out the intervention Observe the intervention Peer observations for those who need it</p>	<p>AE</p>	<p>Jan 2017</p>
<p>Emotional wellbeing for some children due to home issues can cause difficulties with his/her readiness to learn, sometimes related to parental separation</p>	<p>Commission Bouncing Back intervention</p>	<p>Bouncing Back has been used by the HT previously and has been shown to have a positive impact</p>	<p>Liaise with company delivering Bouncing Back and train in school staff so it can be delivered again</p>	<p>CS</p>	<p>February 2016</p>

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?
Fine motor skills for some pupils is slowing the progress made in writing	Clever Fingers resources to go home	Resources to go home to give children opportunity to consolidate school learning. EYFS leader to hold a training session for parents to support the implementation at home	Ensure resources are bought for home Training for parents to be booked	TT	March 2017
Literacy skills are lower for some pupils which makes it more difficult for them to access the curriculum of the year group they are in	Resources to be sent home	Important to develop home-school links	Ensure resources are bought for home Training for parents to be booked	AE	Jan 2017

<p>Increase attendance rates to 95% for the PP children who are a concern</p>	<p>Office manager to monitor pupils weekly and follow up quickly on absences. First day response provision and interventions for concerning families are put into place quickly</p>	<p>Good attendance is vital to ensure children are in school to receive the education they need</p>	<p>HT to work alongside Office Manger to begin to ensure rigour when checking attendance rates HT then to ensure policy is applied consistently and follow through policy to involve other agencies where needed</p>	<p>KT</p>	<p>Dec 2016</p>
<p>Emotional wellbeing for some children due to home issues can cause difficulties with his/her readiness to learn, sometimes related to parental separation</p>	<p>Carry out Pupil Perceptions survey on all PP children Carry out Leuven screening on all FS children Add to the PP provision map any further support needed and implement</p>	<p>Pupil Perceptions and Leuven screening has been recommended by KCC lead practitioners</p>	<p>Ensure TA carrying out the questionnaire is familiar with it and skilled to carry it out Analyse the results of the questionnaire and put into place actions following this</p>	<p>CS</p>	<p>February 2017</p>