



THE PIGGOTT SCHOOL

Charvil Piggott Primary School

Disadvantaged Pupils Action and Impact Plan 2016-2017

Introduced in 2011, the Pupil Premium is additional funding given to publicly funded schools in England to address potential inequalities in achievement and attainment for vulnerable children and ensure provision of opportunities in line with their peers. Pupil premium funding is paid to schools according to the number of statutory aged pupils who have been:

- registered as eligible for free school meals (FSM) at any point in the last 6 years (also known as **Ever 6** measure)
- children of parents serving in the armed forces at any point in the last 5 years (known as the **Ever 5** measure)
- looked after for 1 day or more or were adopted from care on or after 30 December 2005

In the 2016 to 2017 financial year, schools will receive £1,320 for each primary-aged pupil eligible for FSM at any point in the last 6 years, £1,900 for each 'looked-after' child and £300 for each child with a parent serving in the army or having served at any point in the last 3 years.

Schools are free to spend Pupil Premium as they see fit. However, schools will be held accountable for how we have used this funding to support achievement for pupils from low income families and we are required to publish details about this spending on our website. This will ensure that parents and others are made aware of the impact of the support and opportunities delivered as a result of the funding. For Looked After children, the funding is held by the local authority and they allocated it to pupils in accordance with their own policies.

Eligible pupils academic year 2016-2017

Pupils on roll	116	Number of pupils eligible for Pupil Premium (Services)	0
Number of pupils eligible for Pupil Premium (FSM)	5	Number of pupils eligible for Pupil Premium Plus (Looked after or Adopted into care)	7

Number of pupils eligible for Pupil Premium Ever 6 (Ever 6 FSM)	1	Percentage eligible for PP	11%
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Amount received for PP (FSM)	£2640
Amount received for PP (services)	0
Amount received for PPP (Post LAC)	£11400
Amount received for PPP (LAC)	£1500 (£400 held by Virtual School)
Total PPG received	£15540
LAC GAG funding £6676.37	

Budget Allocations

Money allocated to	Amount allocated	Rationale	Success criteria	Impact
Staff training in Growth Mindset theory. Growth mind set lessons and displays around the	£2850	We are keen to invest some of the PP in longer term change which will help all pupils. We want to build a school of pupils who are resilient, independent and	Lesson observations will include monitoring of use of growth mindset approaches Learning walks will show evidence of growth mindset	Learning walks will show evidence of growth mindset displays and use of growth mindset language around the school- learning walks and lesson observations show use of growth mindset language and displays are visible around the school. Lesson observations show appropriate levels of challenge for all pupils – lesson observations show

<p>school.</p> <p>CPD on providing stretch for high attaining pupils.</p> <p>External support for moderation</p> <p>Staff training on high quality feedback.</p> <p>CPD for staff on approaches to maths, reading and writing.</p> <p>Use of maths and reading online programmes (Mathletics and Bug Club)</p>		<p>open to learning.</p> <p>Attainment for pupils eligible for PP in reading, writing and maths at EYFS and KS1 needs to be improved. We want all teachers to be able to deliver high quality maths, reading and writing lessons and be able to maximise progress using high quality feedback. We want greater numbers of pupils to be assessed as working at greater depth within the expected standard for writing and maths at the end of KS1</p>	<p>displays and use of growth mindset language around the school.</p> <p>Lesson observations show all groups of pupils are being challenged</p> <p>KS1 results 2017 shows improved attainment at KS1 in reading, writing and maths for PP pupils</p>	<p>that the level of challenge for the majority of pupils is appropriate. Levels of challenge for more able pupils continues to be an area for development. However, KS1 data shows an improvement in the percentage of children working at greater depth in writing and maths and reading figures well above national.</p> <table border="1" data-bbox="1406 411 2047 951"> <thead> <tr> <th rowspan="3"></th> <th colspan="2">Working at or above national standard</th> <th colspan="2">Working at greater depth</th> </tr> <tr> <th>2015-2016</th> <th>2016-2017</th> <th>2015-2016</th> <th>2016-2017</th> </tr> <tr> <th>Cohort 2</th> <th>Cohort 4</th> <th>Cohort 2</th> <th>Cohort 4</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>50%</td> <td>60%</td> <td>0</td> <td>0</td> </tr> <tr> <td>Writing</td> <td>0</td> <td>60%</td> <td>0</td> <td>0</td> </tr> <tr> <td>Maths</td> <td>0</td> <td>40%</td> <td>0</td> <td>20%</td> </tr> </tbody> </table> <table border="1" data-bbox="1290 1024 2047 1458"> <thead> <tr> <th rowspan="3"></th> <th colspan="3">Working at or above national standard</th> <th colspan="3">Working at greater depth</th> </tr> <tr> <th>School</th> <th>School</th> <th>National</th> <th>School</th> <th>School</th> <th>National</th> </tr> <tr> <th>2015-2016</th> <th>2016-2017</th> <th>2016-2017</th> <th>2015-2017</th> <th>2016-2017</th> <th>2016-2017</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>72%</td> <td>77%</td> <td>76%</td> <td>40%</td> <td>30%</td> <td>25%</td> </tr> <tr> <td>W</td> <td>36%</td> <td>67%</td> <td>68%</td> <td>0</td> <td>17%</td> <td>16%</td> </tr> </tbody> </table>		Working at or above national standard		Working at greater depth		2015-2016	2016-2017	2015-2016	2016-2017	Cohort 2	Cohort 4	Cohort 2	Cohort 4	Reading	50%	60%	0	0	Writing	0	60%	0	0	Maths	0	40%	0	20%		Working at or above national standard			Working at greater depth			School	School	National	School	School	National	2015-2016	2016-2017	2016-2017	2015-2017	2016-2017	2016-2017	R	72%	77%	76%	40%	30%	25%	W	36%	67%	68%	0	17%	16%
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<p>Staff training in Nurture groups. Continued use of nurture groups.</p> <p>Drumming circles and Lego Therapy for selected pupils.</p> <p>1:1 TA support (using GAG LAC funding - split between 2 pupils)</p> <p>Specialist behaviour support from Foundry College</p> <p>Intervention support for maths across</p>	£17100	<p>A group of children eligible for PP have attachment issues, low self-esteem, low emotional literacy and low levels of resilience. This impacts upon their attitude to learning and can result in refusal to work or poor behaviour choices. We want to provide opportunities for them outside the class room to develop their emotional literacy and resilience to allow them to perform well in the classroom. We also want to increase TA support within the classrooms to allow for further emotional and academic support. We are keen to seek advice from external sources on how best to support those with individual behaviour needs.</p>	<p>Lesson observations will show low levels of disruptive behaviour and high levels of engagement and positive attitudes to learning</p> <p>Lesson observations show appropriate levels of challenge for all pupils</p> <p>Pupils eligible for PP are reaching at least age expected levels for maths and meeting the threshold for phonics screening check at the end of Y1 / KS1</p>	<p>Lesson observations will show low levels of disruptive behaviour and high levels of engagement and positive attitudes to learning – no appraisal observations reported any incidents of disruptions. In the vast majority of lesson observations, engagement levels were high and attitudes to learning were positive.</p> <p>Lesson observations show appropriate levels of challenge for all pupils – lesson observations show that the level of challenge for the majority of pupils is appropriate. Levels of challenge for more able pupils continues to be an area for development.</p> <p>Pupils eligible for PP are reaching at least age expected levels for maths and meeting the threshold for phonics screening check at the end of Y1 / KS1 – maths 66.7% (cohort 3); phonics 50% (cohort 4) One child working in Foundation stage so not assessed against Y1 levels</p>	<table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Working at or above national standard</th> <th colspan="3">Working at greater depth</th> </tr> <tr> <th>School</th> <th>School</th> <th>National</th> <th>School</th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td></td> <td>2015-2016</td> <td>2016-2017</td> <td>2016-2017</td> <td>2015-2017</td> <td>2016-2017</td> <td>2016-2017</td> </tr> <tr> <td>R</td> <td>72%</td> <td>77%</td> <td>76%</td> <td>40%</td> <td>30%</td> <td>25%</td> </tr> </tbody> </table>							Working at or above national standard			Working at greater depth			School	School	National	School	School	National		2015-2016	2016-2017	2016-2017	2015-2017	2016-2017	2016-2017	R	72%	77%	76%	40%	30%	25%
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<p>KS1</p> <p>Intervention support for phonics at KS1</p> <p>Speech and language support for relevant pupils</p> <p>1:1 TA support (using GAG LAC funding - split between 2 pupils)</p>		<p>We want to train a small number of relevant teachers or teaching assistants in practices to provide encouragement for pupils who are not yet working at age expected levels to ensure that all pupils eligible for PP reach at least expected levels for maths and reach the threshold for the Y1 phonics screening check.</p> <p>We would also like these staff to provide challenge for pupils who should be achieving greater depth within the national standard for KS1 maths.</p> <p>We also wish to provide pupils with delayed speech and language with</p>		W	36%	67%	68%	0	17%	16%
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		an intensive speech and language programme to allow them to make rapid progress with communication.		
Subsidised trips	£660	To enable children to participate in educational visits		All PP pupils attended all educational visits
Subsidised Music lessons, instruments, resources	£116	To enable children to participate in music lessons	High take up of music lessons	1 PP pupil participated in guitar lessons and is keen to continue
Subsidised wrap around care and after-school clubs	£1560	To support families in engaging with school support To ensure all pupils have access to extra-curricular clubs		One club per term and one aftercare session per week is offered to PP and LAC pupils 64% of PP pupils participated in at least one club
Web-based resources Bug Club Mathletics	£675	To support learning at home	Outcomes for disadvantaged pupils in line with that of non-disadvantaged pupils	See data above

Spend - £22961