

Catton Grove Primary School
Striving for Excellence
2017-2018

In recent years a number of government strategies have focused on narrowing and closing the gap for disadvantaged pupils. In 2011 the Government introduced Pupil Premium funding; since then there has been a year on year increase in some aspects of the funding schools receive.

The DfE provides Pupil Premium for those pupils meeting the following criteria;

Disadvantaged Pupils	Pupils who have claimed Free school meals at any point in the past 6 years.	
Looked After Children	Pupils who have been adopted from care under the Adoption and Children Act 2002 and left care under Special Guardianship or Residence Order.	
Service Children	Pupils who are recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence.	

Pupil Premium at Catton Grove Primary School;

Group	W h o l e School	N	Rec	Y1	Y2	Y3	Y4	Y5	Y6
All Pupils	703	97	85	90	92	86	81	89	83
Disadvantaged Pupils (PP)	292	21	21	32	34	43	45	50	46
Looked after children	3	1					2		

Group	Whole School		N		Rec		Y1		Y2		Y3		Y4		Y5		Y6	
Male/PP Male	365	148	54	10	40	10	44	15	49	21	53	29	43	22	42	21	40	20
F e m a l e / P P Female	338	144	43	11	45	11	46	17	43	14	33	14	38	23	47	29	43	26
SEND/PP	108	69	3	2	11	3	26	11	15	12	11	8	15	12	15	12	12	9

Pupil Premium Grant Allocation for 2017/18: £372500

At Catton Grove Primary School we prioritise the development of high quality teaching in order for us to be able to meet the needs of the very diverse range of pupils we have throughout the school. We understand, however, that some pupils need additional support in order to fulfil their potential. We make use of Pupil Premium funding to maintain a high standard of teaching and learning and to improve intervention strategies for those in need of extra support.

Building on to previous experiences relating to overcoming barriers for learning, our proposed plan for 2017-18 is laid out in the following document.

OUTCOME 1	To close the gap in attainment and progress between PP and non-PP pupils.	
Strategy 1.1	Reducing class sizes through the deployment of additional teaching staff. (1 x 0.6 – Y6,)	£11500
Description	Reducing the number of pupils in a class will ensure the amount of attention each pupil receives is greater both in terms of feedback and one to one support. This strategy has been targeted for English and maths in Y6 because of the range of needs within the year group.	
Rationale	Evidence from the Education Endowment Fund Toolkit (EEF) and the Ofsted report, <i>‘The Pupil Premium: how schools are spending the funding successfully to maximise achievement’</i> provides evidence that this strategy requires a reduction in class size to below 20 pupils to have a positive impact. Where this is achieved the impact on pupils learning shows an increase of 3 months progress across an academic year.	
Success Criteria	Improvement in number of pupils reaching age appropriate expectations.	
Strategy 1.2	Teaching assistants in every class.	

Description	Learning Support / Teaching Assistants are deployed across the school to support disadvantaged pupils, some of whom have SEND. The role of additional TAs varies across subjects and year groups dependent on the cohort needs. For some this focuses on working with individual or small groups of pupils to facilitate, support or reinforce learning. This year TAs will be given direction to work with specific pupils who have been identified by the data as needing additional support in particular subject areas in order to close the gap.
Rationale	The EEF indicates that the use of teaching assistants can have, on average, an additional 1 month's impact on pupils across an academic year. The research varies however depending on how TAs are deployed. Through past experience we have been able to demonstrate that well targeted intervention, directed by the class teacher through support staff does have a greater impact
Success Criteria	Improvement in number of pupils reaching age appropriate bands – enhanced provision for more vulnerable pupils.

Strategy 1.3	Speech and Language Technicians – FS/KS1.	£36000
Description	In order to support our younger pupils, particularly those in the EYFS, we continue to employ 3 trained Speech and Language Technicians. These technicians work with individual pupils to ensure their developing language needs are met.	
Rationale	The pre-requisite to reading and writing is to develop a good knowledge of the spoken word. Many of our younger pupils have a limited vocabulary and need support if they are to achieve their potential during their time in primary school. Evidence from the EEF indicates that Early Years Intervention can have an impact of 5 months across an academic year.	

Success Criteria	Improvement in number of pupils reaching age appropriate levels using the Wellcom assessment tool.
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Strategy 1.4	One to One tuition in English.	£48500
Description	One full time teacher, teaching English, specifically with Reciprocal Reading employed to work with individual and small groups of up to four pupils to improve their English skills.	
Rationale	Evidence from the EEF indicates that one to one tuition can be effective in accelerating progress by approximately five additional months. However it has been our experience that using specialist teachers, progress has been greater.	
Success Criteria	Improvement in number of pupils accelerating progress and reaching age appropriate standards particularly in reading and writing, progress is recorded at the end of each period of intervention using standardised scores.	

Strategy 1.5	Boredom Busters Holiday Activities	£5000
Description	Activities to a variety of venues will take place over each school holiday. These activities will be planned and organised in order to ensure that a balance between educational value and enjoyment of the pupils are taken into consideration. The activities will be planned by a TA but managed by the SLT to ensure that the balance is maintained.	

Rationale	Outdoor adventure learning + 3months. Outdoor adventure learning typically involves outdoor experiences, such as climbing, sports, such as orienteering, sailing and canoeing. These can be organised as intensive block experiences or shorter courses run in schools or local outdoor centres. Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking may also be involved. Research shows that 3+ months additional progress can be achieved.
Success Criteria	More pupils will access to a wider range of activities during the school holidays at a reduced financial rate.

Strategy 1.5	Continued use and development of Accelerated Reading	£2500
Description	After the success of this intervention last year we have further rolled out the Accelerated Reading Programme in Y3/4/5/6 to improve progress in reading. Whilst some pupils do receive the benefit of extra reading support within the home, many who come from disadvantaged backgrounds do not have a broad spectrum of reading materials at home in order to support their acquisition of reading skills.	
Rationale	Accelerated Reader is an effective Wave 3 strategy to boost the reading skills of those pupils who are below age related expectations. This strategy has been targeted for Y3/4/5/6 pupils.	
Success Criteria	Improvement in end of year attainment for identified pupils.	

Strategy 1.6	Introduction and implementation of 1st Class @ number	£1500
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Description	In order to close the gap in maths, one teaching assistant will be trained over the academic year to implement the use of this intervention in Y4 and Y5.
Rationale	This is a direct result of research carried out by other schools and recommendations that this intervention has been highly successful in identifying gaps.
Success Criteria	Improvement in end of year attainment for identified pupils.

Strategy 1.7	Collaborative learning through engineering and robotics.	£1500
Description	Selected pupils will work with two members of staff to design and build a buggy which will be entered into a competition. A further two members of staff will carryout an afterschool club to support pupils in STEM activities.	
Rationale	Collaborative or cooperative learning can be defined as learning tasks or activities where students work together in a group small enough for everyone to participate on a collective task that has been clearly assigned. This can be either a joint task where group members do different aspects of the task but contribute to a common overall outcome, or a shared task where group members work together throughout the activity. Research shows that + 5 months achievement can be seen through this approach.	
Success Criteria	The pupils will respond to working collaboratively and the joint project will be achieved.	

OUTCOME 2	To develop the personal qualities and skills of disadvantaged pupils
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Strategy 2.1	Nurture Group	£25000
	<p>2 staff running five afternoon sessions for no more than eight pupils. Some pupils find accessing learning within a classroom setting daunting and need the support of a smaller environment, particularly those transitioning from EYFS to KS1. Those pupils identified have individual social and emotional needs which need to be met to support their social and emotional needs. The decision to move the sessions from the morning to the afternoon was made to ensure pupils are in receipt of English and maths lessons within their class setting.</p>	
Rationale	<p>We have a significant number of pupils who experience very high levels of delay socially and emotionally and for whom the classroom setting as they transition from FS to KS1 is particularly challenging. Our nurture group enables this challenging transition to be managed as effectively as possible.</p>	
Success Criteria	<p>Those pupils identified for provision transition into KS1 effectively and integrate into their classes with the minimum of disruption.</p>	

Strategy 2.2	Safeguarding	£18000
	<p>Many pupils from disadvantaged backgrounds have chaotic home lifestyles. The deployment of a Safeguarding Leader and an administrator ensures that all families have access to a greater degree of support enabling them to develop more appropriate parenting skills.</p>	
Rationale	<p>Given the size and complexity of the school and the nature of the community we serve there are a significant number of families that experience trauma and or chaos in their lives. The co-ordination of provision to meet the needs of these families and our pupils is a significant role within the school and requires a full-time member of staff.</p>	

Success Criteria	Pupils and families identified early and support and challenge provided. Relationships with Children's Services strengthened.
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Strategy 2.3	Pastoral	£55000
	<p>Linked to the above, the school has developed a pastoral team that works closely with our more vulnerable pupils and families in order to provide the necessary support to ensure those pupils are able to access learning in the classroom. The Pastoral Lead also runs appropriate age-related parenting courses throughout the year. In order to strengthen links with families the Pastoral Lead also runs a Life-Skills course for parents, this has been documented by the BBC. A Webster Stratton course will also run in the Spring Term, both courses are designed to improve the skills of parents therefore having an impact on the pupils.</p>	
Rationale	As above.	
Success Criteria	As above.	

Strategy 2.4	Music	£35000
	<p>One music instructor and a teaching assistant have been employed to ensure all pupils receive high quality music provision. In addition to this, some pupils have access to one to one music sessions. These pupils are recommended by class teachers, year group leaders or members of the leadership team. These sessions take place outside of normal lesson times. The music staff will develop the school choir for pupils as well as implementing original songs and music during whole school activities such as Christmas performances to ensure that pupils receive boosts to their sense of achievement and self worth. In addition this year, a school radio service will be developed, enabling pupils to develop production and broadcasting skills.</p>	

Rationale	Evidence from the EEF indicates that participation in extra-curricular activities such as music can have an impact of up to 2 months progress across an academic year. Wider benefits with regard to attitudes to learning, self-esteem and well-being are also important elements.
Success Criteria	Pupils enjoy the provision on offer and the take up of extra-curricular activities builds and increases over the year.

Strategy 2.5	Participation in the Brilliance Club	£1250
	A member of SLT has been selected to ensure that pupils are selected to match the activities offered. He will be responsible for contacting and scheduling all events in the summer term.	
Rationale	Evidence about the benefits of collaborative learning has been found consistently for over 40 years and a number of systematic reviews and meta-analyses of research studies have been completed. In addition to direct evidence from research into collaborative learning approaches, there is also indirect evidence where collaboration has been shown to increase the effectiveness of other approaches such as mastery learning or digital technology. (EEF)	
Success Criteria	Pupils will experience success outside of school with a wider variety of their peers.	

OUTCOME 3	To ensure provision is effectively led and managed throughout the school.
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Strategy 3.	Leading provision.	£0
	Three Middle Leaders to complete the NPQLM (funded through the NOA)	

Rationale	Teachers drawn from across all three key stages will engage with the training to improve their knowledge skills and understanding of how to support pupils' holistic development using the Boxhall Profile to inform them. They will lead the implementation of this process initially within their own year groups and then across the whole school.
Success Criteria	Staff will have a more rounded picture of pupils in their classes leading to the implementation of specific interventions and greater progress for individuals, especially in their personal development.

Strategy 3.2	Leading provision throughout the school.	£55000
	The appointment of an AHT for Inclusion to lead and coordinate provision throughout the school.	
Rationale	Given the funding that is available to the school it is important that the money is allocated and spent appropriately and has an impact on pupil outcomes. This requires effective leadership and management and it is, therefore, appropriate to allocate this role to a senior professional within the leadership structure.	
Success Criteria	PP money is spent appropriately and that governors are informed regularly of the impact of provision. AHT to take a lead role in cluster Inclusion group from December 17.	

Total expenditure – this figure includes monies spent on teaching assistants.