

## Pupil Premium Strategy

1. Summary information										
School	Prince Albert School									
Academic Year	2017 - 2018	Total PP budget				Date of most recent PP Review				
PP Distribution for whole school		Nur	Rec 1	Rec 2	Y1	Y2	Y3	Y4	Y5	Y6
Total number of pupils		Number of pupils eligible for PP				Date for next internal review of this strategy				July 2017

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2. Current attainment – based on 2016-2017			
EYFS	<i>Pupils eligible for PP (14)</i>	<i>All pupils (90)</i>	<i>Pupils not eligible for PP (76)</i>
% reaching the expected in Reading	<b>36%</b>	<b>55%</b>	<b>61%</b>
% reaching the expected in Writing	<b>29%</b>	<b>55%</b>	<b>59%</b>
% reaching the expected in Number	<b>36%</b>	<b>59%</b>	<b>66%</b>
% reaching in expected GLD	<b>21%</b>	<b>53%</b>	<b>50%</b>
End of KS1	<i>Pupils eligible for PP (36)</i>	<i>All pupils (90) N - 2016</i>	<i>Pupils not eligible for PP (54)</i>
% reaching the expected in Reading	<b>77%</b>	<b>74% (N 74%)</b>	<b>74%</b>
% reaching the expected in Writing	<b>78%</b>	<b>74% (N 66%)</b>	<b>72%</b>
% reaching the expected in Maths	<b>78%</b>	<b>76% (N 73%)</b>	<b>72%</b>
End of KS2	<i>Pupils eligible for PP (37)</i>	<i>All pupils (95) N- 2017</i>	<i>Pupils not eligible for PP (58)</i>
% reaching the expected in SPAG	<b>89%</b>	<b>89% (N 77%)</b>	<b>88%</b>
% reaching the expected in Reading	<b>86%</b>	<b>78% (N 74%)</b>	<b>73%</b>
% reaching the expected in Writing	<b>86%</b>	<b>86% (N 75%)</b>	<b>86%</b>
% reaching the expected in Maths	<b>94%</b>	<b>92% (N 75%)</b>	<b>90%</b>

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% reaching in expected standard or above in Reading, Writing and Maths	76%	73%	74%
% achieving a high level of attainment in Reading, Writing and Maths	5%	3%	3%
Average progress in Reading, Writing and Maths.	Reading - Writing - Maths -	Reading +1 Writing +2.3 Maths +4.5	Reading - Writing - Maths -
Average scaled score in Reading and Maths	Reading – 104.1 Maths-107.2	Reading – 101.2 Maths – 105.8	Reading – 99.4 Maths- 105

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

- A. Limited speech and language skills which impacts on learning
- B. Gaps in prior learning
- C. Developing learning skills, e.g. organisation, resilience

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

- E. A lack of capacity for parental support, (parents knowledge and understanding)

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<b>F.</b>	Pastoral issues – child protection, parents in prison, late bedtimes, screen time, healthy eating	
<b>G.</b>	Low aspirations and a lack of early experiences outside of the home	
<b>H.</b>	A lack of regular home routines including home reading, homework, correct equipment in school	
<b>I.</b>	Regular attendance and punctuality	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Pupils' can access learning in class through a range of strategies and ensuring that 'first day' intervention ensures children 'keep up not catch up.'	Pupils learn well in class without the need for a prolonged period of intervention. Number of prolonged interventions are reduced
<b>B.</b>	Gaps identified and teaching is targeted to address errors, issues and misconceptions.	Formative assessment will show gaps begin addressed. Pupils will, as a minimum, reach ARE by the end of the year
<b>C.</b>	Pupils read regularly and have access to a range of high quality, challenging texts within literacy lessons	Pupils achieve (or better) ARE in reading and writing
<b>D.</b>	Opportunities for pupils to be involved in a range of activities to develop speaking and listening skills both in and out of the classroom	Pupils more articulate and confident to express their ideas – reflected though literacy data
<b>E.</b>	Disadvantaged pupils' attendance to improve	To improve disadvantaged pupils attendance from 94.91% (+Rec) to be in line with non-disadvantaged (96%)
<b>F.</b>	Pupils are exposed to a variety of experiences and sporting opportunities	Pupils attend events/ visits, take part in events and residential. Opportunity to join the school choir, sporting teams. Performances through collective worship or clubs

### 5. Planned expenditure

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<b>Academic year</b>	<b>2017-2018</b>				
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					
<b>i. Quality of teaching for all (CPD, training and support packages)</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
For EYFS PP children to settle into school quickly and effectively in order to make appropriate progress	Settling in procedures to be followed	Smaller group induction procedures mean PP pupils have more access to family group leader	Continual evaluation of provision through school monitoring cycle	HT	4 x per year
For PP pupils throughout school to make at least expected progress and for ARE (for these pupils) to improve in Years 2 & 4	Staff to pupil ratio 1:15 in Y2 (for all subjects) and Y4 (for core subjects) 'Keep up not catch up' interventions daily for targeted pupils	Smaller class sizes mean PP pupils access more staff time  Daily KUNCU interventions mean pupils falling behind are picked up quickly	Continual evaluation of provision through school monitoring cycle	HT	4 x per year

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For PP pupils to make (or exceed) nationally expectations for progress and attainment	Target group teaching – pupils in six groups throughout year group	Smaller group sizes means PP pupils access more staff time	Continual evaluation of provision through school monitoring cycle	HT	Four weekly
<b>Total budgeted cost</b>					
<b>ii. Targeted support (small groups and individual support)</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn	Breakfast club Pastoral team Learning mentors	To ensure all pupils have access to pastoral support To ensure pupils have access to breakfast club and/or are targeted for breakfast club is needed	Monitoring of CP, attendance and pastoral referrals	HT	Termly

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For pupils to keep up with the pace and challenge of daily learning in order to not fall behind ARE	'Keep up not catch up' interventions	Pupils who need additional teaching from 'taughts' will receive same day intervention in order to 'keep up' with learning	All TA's have timetabled slots in order to deliver 'KUNCU' interventions. Progress of pupils checked 4x per year (summative) and constant formative checks on	YGL	Weekly
For pupils attendance and/or punctuality to improve	Breakfast club First day home visits Attendance action plan in place	PP pupils whose attendance and/or punctuality is a concern will be encouraged to attend breakfast club	Half termly meetings with pastoral manager to review attendance data and implementation of action plan	HT	Half termly
For selected pupils to have additional support in accessing learning	Focussed interventions according to need	Gaps identified through assessment to be targeted as appropriate	Progress checked during and after intervention	YGL	After each targeted intervention
<b>Total budgeted cost</b>					

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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?
To improve breakfast club provision	To employ and train staff specifically for provision of breakfast club	Pupils benefit from a wider range of high quality activities	Through monitoring	H. Toth	Termly
To ensure PP pupils access enrichment experiences	To subsidise school trips and WOW experiences	Pupils will have a range of new experiences that will support their learning in learning for life and the core curriculum	Reviewing programme of trips and WOW experiences	AHT - SW	Yearly
<b>Total budgeted cost</b>					



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6. Review of expenditure				
Previous Academic Year: 2016-2017				
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
For PP pupils to make (or exceed) nationally expectations for progress and attainment	7 x target groups for Y6  Easter school	Y6 SATs results:  Reading 86% PP - 86% Writing 86% PP – 86% Maths 94% PP – 92% SPAG 89% PP – 89%	6 x target groups for Y6 next year with additional support of Smarty group	
For PP pupils across school to make (or exceed) at least expected progress	Rec – 4 TA in every class  5 x Target groups for Y5	Y1 – R– 88% W- 82% N- 94% Y2 – R-97% W- 97% N- 100% Y3 – R – 68% W-59% N-57% Y4 – R-79% W-82% N-84% Y5 – R-82% W-78% N-80% (PP pupils)	Rec – 3 TA in every class  Y4,5 – shared TA	
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

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For PP pupils across school to make (or exceed) at least expected progress	Targeted support for PP pupils 1:1 teaching EAL support – race to English			
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To ensure PP pupils access enrichment experiences	To subsidise school trips and WOW experiences  To subsidise music lessons from external service	Pupils benefited from a range of opportunities that develop character and life experiences	Opportunities to access enrichment experiences to be extended with the recruitment of music and French specialists and Mandarin lessons	

### 7. Additional detail

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

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- Pupil premium funding largely spent on extra staffing and interventions. In 2016-2017 this enabled us to ensure there was a TA in every class from Rec – Y4. It also enabled us to teach Y5 & 6 in smaller target groups. We have funded educational trips (WOW visits) to ensure all children can take part and have access to new experiences .