

**ROBERT MELLORS PRIMARY AND NURSERY SCHOOL**  
**PUPIL PREMIUM STRATEGY STATEMENT 2016 TO 2017**



<b>SUMMARY INFORMATION</b>					
Total numbers of pupils on role from FS2 to Year 6 as on Autumn census 2016	232	Total numbers of pupils eligible for pupil premium funding Autumn 2016	118	Percentage of pupils with Pupil Premium autumn 2016	50%
<b>BARRIERS TO FUTURE ATTAINMENT (for pupils eligible for Pupil Premium including high ability)</b>					
RAISEonline; staff consultation; Ofsted guidance					
<b>IN-SCHOOL BARRIERS</b> (issues to be addressed in school, such as poor oral skills)					
1.	Low speech and language skills on entry are lower for eligible PP children and for PP children throughout school. This impacts on learning.				
2.	Low aspiration of PP children and families. This impacts on reading and motivation to succeed.				
3.	Narrow experiences of PP children. This impacts on understanding of other curriculum areas especially s and l and reading.				
4.	Many pupils have difficulties managing their emotions and feelings.				
5.	Pupils enter school well below national averages in most areas of the EYFS curriculum.				
6.					
<b>EXTERNAL BARRIERS</b> (issues which require outside action, such as low attendance)					
1.	Attendance and punctuality rates for PP children are below Non PP. This impacts on their ability to achieve and make progress				
2.	Many families require parenting support.				
3.	The school is in an area of high social deprivation with the associated demands of agency involvement.				
<b>OUTCOMES</b>					
1.	Improved S and L skills throughout school of PP children				
2.	Improved aspiration of PP children evidenced through reading at home; making expected or better progress in work; attaining expected or exceeding in work				
3.	Increased experiences of PP children evidenced by completing the "Widening Horizons" programme;				
4.	Increased attendance rates for PP children, persistent absence rates in particular improve.				
5.	Standards of attainment, progress and achievement are in line with pupils not on PP.				
6.	Pupils develop strategies to manage their emotions and feelings successfully.				

<b>PLANNED EXPENDITURE</b>				
1. Quality of teaching for all				
<b>Desired Outcome</b>	<b>Chosen action or approach</b>	<b>School context (what we have identified) Rational for choice</b>	<b>Impact (From end of year monitoring and assessment feedback.)</b>	<b>TOTAL BUDGETED COST</b>
Improved S and L skills for all PP children	Staff training on Supporting Communication toolkit for teachers and TAs S and L a whole school target for Appraisal CPD to raise the standard of teaching and Learning Talk Boost and other interventions.	Evidence from data; observations and pupil interviews shows that many PP children have low language skills. This impacts on their ability to read and write and access the curriculum. Evidence from EEFT shows oral language interventions have a positive impact on attainment.		£15,000
Improved progress and attainment for PP children in reading	Reading a whole school priority for all. (See separate plan) PP children targeted for Breakfast Reading; Inference training; parental engagement and phonics 1 to 1 reading.	Evidence from data and reading monitoring has identified reading to be an issue for PP children. We have also identified a link with S and L. Evidence from EEFT shows phonics and parental engagement have a positive impact on attainment. In school data analysis has shown Breakfast reading has a positive impact on results.		£10,000
Improved progress and attainment for HA PP children	Profile of HA PP children raised. Targeted support provided in class. Close monitoring of progress and attainment by both the class teacher and BR. Feedback through targets; marking and AM meetings	Evidence from data show this group (both at our school and nationally) are under performing. We want to ensure this group make accelerated progress in order to achieve exceeding. We want to develop strategies to help this group succeed. EEFT shows that feedback is a powerful intervention.		£10,000
2. Targeted support				
<b>Desired Outcome</b>	<b>Chosen action or approach</b>	<b>School context (what we have identified) Rational for choice</b>	<b>Impact (From end of year monitoring and assessment feedback.)</b>	<b>TOTAL BUDGETED COST</b>
Improved progress and attainment for all PP children	Accurate monitoring of intervention provision to identify which interventions work most effectively; which PP children are not making at least expected progress. Precise targeted support in class.	Data has shown that, with appropriate interventions, PP children can make accelerated progress; all staff need to be aware of PP children in class in order to check on understanding each lesson.		£ 50,000

Emotional and social issues do not stop PP children make expected or better progress	A range of emotional and social interventions targeted where needed for children including nurture provision in the nurture unit both first thing in the morning and at lunchtime. Support available for families from support staff within school.	Pupil analysis has shown that a high proportion of our PP children have emotional and social needs and belong to families who have complex issues. Data shows this impacts on the children's ability to attain and make progress. Data and pupil interviews also shows that the emotional and social interventions we put in place last year had a positive impact on a child's ability to attain and make progress. Parental engagement is increased when we instigate family support through Jo Parr and Ruth Cumberland.		£35,000
Forest Schools	All PP children have the opportunity in Early Years to attend Forest schools Targeted PP children in school have the opportunity to attend Forest schools sessions	There is much research showing the positive impact on children's concentration; emotional well-being and physical development of Forest Schools sessions. Internal school analysis also highlights the positive impact this has on children.		£8,000
<b>3. Other approaches</b>				
<b>Desired Outcome</b>	<b>Chosen action or approach</b>	<b>School context (what we have identified) Rational for choice</b>	<b>Impact (From end of year monitoring and assessment feedback.)</b>	<b>TOTAL BUDGETED COST</b>
Raised profile of PP children across school with a clear understanding of the needs and provision	A clear structure in place with all staff working effectively together to raise the attainment and progress of PP children. PP TAs who have a specific role in supporting PP children and their families	Evidence shows (Eg Sutton trust) that school with a clear PP strategy and PP champions make the most effective provision for PP children		£10,000
Widening Horizons	All PP children will have access to a variety of activities which they wouldn't normally experience. All PP children will be encouraged and supported to try new activities and experiences.	Through pupil interviews and work scrutiny we have identified that many PP children do not have the experiences and therefore advantages of their Non PP peers. We feel this impacts on their S and L skills; understanding of reading and ability to make links in work. We want to increase their experiences and also raise their own aspiration to increase their experiences in the future.		£1,000
Increased attendance rates	TA support for children and families for whom attendance is an issue Attendance officer targeting and supporting those children and families with poor attendance and persistent lateness. Incentive schemes.	There are a proportion of pupils on PP who have persistent poor attendance. These figures need to be improved. We cannot improve attainment for children if they aren't in school or are missing part of each day due to being late.		£8,000