



# Sherwell Valley Pupil Premium Strategy 2017-18

## Amount of Pupil Premium funding received (2017-18)

The Pupil Premium is allocated to those children who are or have been entitled to Free School Meals

|  |          |
|--|----------|
| Total number of children on roll:        | 727*     |
| Number of Pupil Premium pupils eligible: | 100*     |
| Total Pupil Premium received:            | £121,800 |

\* figures taken from October 2017 census (Total number of children on roll includes children in Little Valley and Nursery class)

At Sherwell Valley, we are: **Inspiring one another to achieve our potential**

There are three foundations to our work

1. The **belief** that all our pupils **can** become confident and effective learners
2. The **ambition** that all our pupils **will** become confident and effective learners
3. The **actions** that ensure that all our pupils **do** become confident and effective learners

## Barriers to achievement

At Sherwell Valley through consultation with teachers and families of children we have identified the following barriers to achievement for some children:

- Lack of access to language / development of vocabulary from an early age.
- Poor behaviour - some pupils have specific social and emotional needs that affect their learning.
- No or little parent engagement with school e.g. support with homework, attendance at information evenings, awareness of requirements and standards in the new curriculum.
- No or little access to information / experiences (including cultural) that inform them about the wider world.
- No or little access to technology.
- Not arriving in school on time.
- Persistent absence.
- Low aspirations - including those of high ability children.
- Children whose parents are in the forces and frequently absent.
- Low confidence and self-esteem.
- Medical.
- SEND / Safeguarding concerns.
- Poor concentration and organisation skills.

We have targeted the money at increasing the progress of those pupils who are entitled to Pupil Premium, the areas/interventions we are providing to reduce or remove these barriers fall into three categories:

- Access to high quality teaching, support and assessment with school staff having a clear focus on the importance of Pupil Premium
- Working with families to improve aspiration and level of support they can provide for their children
- Access to a wide range of opportunities and experiences.

For the 2017/18 academic year we will use the additional funding received to provide the following support to children eligible for Pupil Premium in our school:

| Action/intervention:   | Intended outcomes - why these approaches were taken:   | Expected impact of actions:  | Funding allocated |
|--|--|--|-------------------|
| <b>Priority 1: Access to high quality teaching, support and assessment with school staff having a clear focus on the importance of Pupil Premium</b> |  |  |                   |
| Increased Leadership time  | Additional leadership time to allow school: <ul style="list-style-type: none"> <li>• to assess current attainment and progress of children eligible for Pupil Premium (particularly in core subjects),</li> <li>• to assess impact of what is currently being provided and planning what needs to be provided in the future</li> <li>• Language development for children in the Early Years who are eligible for PP</li> </ul> | <ul style="list-style-type: none"> <li>• all staff in class to know who PP children are, what interventions are in place to support them and what the focus of these interventions is</li> <li>• improvements in PP children’s attendance, attainment, progress and well-being due to this increased focus</li> <li>• PP children at the end of EYs achieve a good level of development in communication and language</li> </ul>   | £12,200           |
| School membership of PiXL (and associated training)  | Membership of a programme of interventions that supports learning in Years 5 and 6 (these interventions are particularly focused on children eligible for Pupil Premium)   | PiXL membership has helped empower SMLT and teachers with assessment tools, intervention material, teaching strategies and resources to support the learning of PP children.<br><br>In the 2016/17 school year: <ul style="list-style-type: none"> <li>• 8/15 PP children achieved EXS in maths, of which all 8 had received PiXL therapy during the year.</li> <li>• 8/15 PP children achieved EXS in reading, 4 of which were able readers beforehand.</li> <li>• No PiXL therapy for reading offered but reading revision units covered in class taken from PiXL</li> </ul> | £6,100            |

|  |  |   |                                     |
|--|--|---|-------------------------------------|
|  |  | <p>resources.</p> <p>PiXL assessment tools used to track children, identify gaps in learning and put interventions in place to address these.</p> <p>Use of these tools ensured that throughout the year, judgements and predictions for end of year results were accurate.</p>   |                                     |
| Additional Teaching Assistant time providing evidence based, consistent support to children eligible for PP                                    |  | <p>All Teaching Assistants to know who PP children are, what interventions are in place to support them and what the focus of these interventions is.</p> <p>Children eligible for PP make better progress than other children from end of KS1 to end of KS2.</p> <p>PP children's attainment to improve as a result of these interventions and the gap between their attainment and others to reduce by the end of KS2</p> | £3,200                              |
| Designated Teaching Assistant planning and preparation time  | Part of the joint Teaching Assistant/Teacher Planning and Preparation Time at the start and end of the day (30 minutes per day in total) will be used to focus on children eligible for Pupil Premium and ensuring they reach their potential. | All Teaching Assistants to know all PP children in their class, what their barriers to learning are and what we are doing to support this and to have a bias towards these children when working.   | £4,110                              |
| Teaching Assistant time - allowing small group work and individual intervention work to happen across the school with children eligible for PP | To support specific children and enable them to fully access the curriculum.   | <p>All Teaching Assistants to know all PP children in their class, what their barriers to learning are and what we are doing to support this.</p> <p>Children eligible for PP make better progress than other children from end of KS1 to end of KS2.</p> <p>PP children's attainment to improve as a result of these interventions and the gap between their attainment and others to reduce by the end of KS2</p>         | not costed until clear plan created |
| Teacher led interventions  | Class Teacher released from class to provide specific  | PP children's attainment to improve as a result of these  |                                     |

|  |  |  |                |
|--|--|--|----------------|
| provided for children eligible for PP  | interventions to support those eligible for PP and address identified barriers to their learning,  | interventions and the gap between their attainment and others to reduce by the end of KS2<br><br>PASS survey results (and other sources of information) for children eligible for PP to show reduction in scores relating to their barriers to learning and their general wellbeing at school. | £4,300         |
| External consultants contracted to support the school in improving its performance and focus relating to PP              | To build on the work highlighted by the PP review the school undertook in 2016/17. These consultants will provide support and challenge to school staff (and particularly senior leadership) regarding its support of children eligible for PP.<br><br>This will enable the school to be clear on what it is currently providing for these pupils, what could be improved and provide a clear, focused plan for how the school can develop this in future. | Improvements in children eligible for PP's attendance, attainment, progress and well-being due to this increased focus   | £2,000         |
| Free Homework Club for children eligible for PP  | To provide a weekly homework club for children eligible for PP with access to computers and other resources as well as support from a Teacher.   | Number of children attending HW club.<br><br>Improvements in children eligible for PP's attendance, attainment, progress and well-being due to this increased focus  | £1,000         |
| <b>Priority 1 - Total Funding Allocated</b>  |  |  | <b>£33,910</b> |
| <b>Priority 2 - Working with families to improve aspiration and level of support they can provide for their children</b> |  |  |                |
| Achievement for All scheme used across the school  | This scheme provides regular, dedicated coaching time for teachers to meet with families and has been shown to increase children and families expectations and aspirations.  | In the 2016/17 academic year, children who received AFA reached the following levels:<br>Reading<br>84% EXS & 6% GDS from 100% working below EXS.<br>Writing:<br>78% EXS & 16% GDS from 84% working below EXS.<br>Maths:<br>85% EXS from 68% working below EXS.                                | £28,300        |

|   |  |   |         |
|---|--|---|---------|
|   |  | We expect to improve on these results in 2017/18.   |         |
| Attendance Monitoring and Review  | This supports the school in identifying issues and attendance trends. From this the school works to improve attendance of children eligible for Pupil Premium reducing the gap between their attendance and other students.  | Attendance of PP children rose from 95.4% to 95.7%, in 2016/17. The aim is for this to improve to 96% for the 2017/18 academic year.<br><br>In 2016/17 the attendance gap between children eligible for PP and those not reduced from 1.7% Autumn the Autumn to 1.1% in the Summer. <b>The aim for 2017/18 is to reduce this gap to below 1%.</b> | £1,000  |
| Additional member of staff in Little Valley (nursery for two year olds) | This enables school to identify children who are likely to be eligible for PP early and put early support in place for them and/or their family if this is required.<br><br>It also allows the school to support the children in their transition from Little Valley to the other nursery in school particularly focusing on the children who will be eligible for PP in this group. | Nursery Teacher to report on transition between Little Valley and Nursery.<br><br>Additional support to be provided for children at an earlier age (either internally or externally).   | £17,000 |
| THRIVE programme  | This ensures staff have access to a range of training, skills and interventions to use with children who need the most support. It also enables the school to provide dedicated time to provide THRIVE interventions to children eligible for PP.  | All children eligible for PP where behaviour is identified as a barrier to learning to receive THRIVE support during the year.<br><br>All children on THRIVE program to be assessed and improvements in behaviour identified.<br><br>Wellbeing scores of children accessing this support to improve.  | £5,300  |
| Additional 1:1 time for children with additional needs                  | To provide additional support to children in class who need additional support to fully access the curriculum - this additional support is not covered by any funding the school receives as part of any SEN budget.   | Child able to access curriculum fully and secure in all areas at end of year assessment.  | £6,000  |

|  |  |  |        |
|--|--|--|--------|
| Speech and Language diagnostic support in EYFS                     | To allow children with any concerns in this area to be diagnosed quickly and support put in place to address issues identified.  | Number of children identified and supported through scheme (and what proportion of these are eligible for PP)<br><br>Number of children referred into other services and additional interventions as a result of this diagnostic support (as well as assessment of the impact of these interventions)  | £2,000 |
| Home visits  | All families with children starting at Sherwell Valley to be offered a home visit before their child starts school.<br><br>This helps us to identify children potentially eligible for Pupil Premium as well as enable appropriate support to be provided from when they first attend. | Number of children identified as eligible for PP as a result of home visits?<br><br>Impact of interventions put in place for children in Early Years (assessed by number of children reaching Good Level of Development at end of EYFS)<br><br>Increased Parental Engagement with school and children's learning (attendance at parent evenings, access to Tapestry) | £3,500 |
| KS2 children to complete Pupil Attitudes to Self and School survey | This provides detailed information on children's attitudes to learning and enables the school to provide targeted support and intervention to address any areas of concern where these are identified as necessary.  | The gap in scores from surveys for children eligible for pupil premium and those not eligible to reduce.<br><br>Number of interventions put in place for children eligible for PP as a result of issues identified in PASS results.  | £1,400 |
| Pastoral Support Worker employed by the school                     | A key role for this person is to focus on reducing the attendance gap between children eligible for Pupil Premium and others   | The aim is for this to improve to 96% for the 2017/18 academic year.<br><br>In 2016/17 the attendance gap between children eligible for PP and those not reduced from 1.7% Autumn the Autumn to 1.1% in the Summer. The aim for 2017/18 is to reduce this gap to below 1%.<br><br>Number of children and families Pastoral Support Worker has worked with.           | £7,200 |
| Member of staff with   | Through this the school will offer a variety of support to   | Attendance levels at Parent Cafe   |        |

|   |   |  |                |
|---|---|--|----------------|
| responsibility for Parental Engagement  | families who may otherwise struggle to engage with school. This role will focus heavily on engaging families who are eligible for PP.   | Parental engagement through Tapestry, Class Dojo app   | £4,400         |
| Free access to Breakfast Club   | Where attendance or lateness has been identified as an issue for a child eligible for PP they will be offered a free place in our Breakfast Club.   | Improvements in PP attendance levels and lateness<br>Number of places offered and taken up in Breakfast Club.  | £1,040         |
| <b>Priority 2 - Total Funding Allocated</b>   |   |  | <b>£77,140</b> |
| <b>Priority 3 - Access to a wide range of opportunities and experiences</b>                           |   |  |                |
| Contribution to minibus costs   | This enables the school to keep the cost of trips and residential visits to a minimum enabling all children to experience a wide and varied curriculum.   | Number of day trips/residentials offered and attendance levels of children eligible of PP.   | £2,800         |
| Financial support for residential trips and day trips   | This scheme allows <b>all</b> children eligible for Pupil Premium to go on all residential trips at a reduced cost. It also enables all residential trips to be subsidised for all children eligible for Free School Meals.   | Number of children eligible for PP on residential trips  | £5,000         |
| Music lessons funded for children eligible for PP   | Children eligible for Pupil Premium are able to have free music lessons while at school.  | Four children have had music lessons in the 2016/17 school year. This will rise to 7 this academic year.<br><br>Eligible children's confidence in school to improve (measured through PASS survey)   | £1,500         |
| Additional Teaching Assistant employed to enable children to access the outdoor learning environment. | Outdoor learning available throughout the day (rather than at designated times) in Foundation Stage with a focus on engaging those children in receipt of Pupil Premium in learning environment.<br><br>Older children all access the outdoor environment in the week with children eligible for PP in Yrs 5 and 6 supporting other age groups in outdoor learning to give them a sense of responsibility and the opportunity to experience outdoor | All PP children in year 5 and 6 last academic year had outdoor learning, supporting younger children and developing social and leadership skills.<br><br>All PP children from Reception to Year 4 had a minimum of one unit of outdoor learning across the year. | £10,500        |

|  |  |  |                 |
|--|--|--|-----------------|
|  | education themselves, helping to improve their social development and leadership skills.   |  |                 |
| Free home access to online learning platforms (Busy Things and Education City)   | To allow children eligible for Pupil Premium to access these online learning platforms.  | All children eligible for PP to be given log on details to the relevant online learning platform.<br><br>Aim is for a minimum of 50 children to have accessed their account by the end of the school year. | £350            |
| Priority given for After School and Extra-Curricular clubs and activities        | To ensure children eligible for PP are accessing the full range of activities offered by the school they will be given priority for spaces in all after-school clubs offered by the school | Numbers of children eligible for PP attending clubs.<br><br>The aim is for all PP children to have accessed one extra activity by the end of the school year.  | no cost         |
| Funding to support children eligible for PP to access enrichment activities      | This funding will be used to pay for subscriptions, places on courses or resources that children eligible for PP may need to access.   | Number of places on courses paid for and attended by children eligible for PP.<br><br>Inventory of resources purchased.<br><br>Percentage of children eligible for PP exceeding ARE rises                  | £2,000          |
| <b>Priority 3 - Total Funding Allocated</b>                                      |  |  | <b>£22,150</b>  |
| <b>Total Funding committed to supporting children eligible for Pupil Premium</b> |  |  | <b>£132,200</b> |
| <b>TOTAL PUPIL PREMIUM ALLOCATED</b>   |  |  | <b>£121,800</b> |
| <b>Amount contributed from Main School Budget</b>                                |  |  | <b>£10,400</b>  |

## Pupil Premium Impact Statement - 2016/17

This table shows the difference in progress in subjects when compared to what is expected nationally from these groups of children.

**Progress:**

| <b>Progress made from KS1 to end of KS2</b> | <b>READING</b> | <b>WRITING</b> | <b>MATHS</b> |
|---|----------------|----------------|--------------|
| Disadvantaged children                      | -2.19 (0.31)   | -7.01 (-1.35)  | -2.32 (1.88) |
| Other children                              | 1.38 (-0.01)   | -3.69 (-3.41)  | 0.69 (0.33)  |

Source: GOV.UK Analyse school performance (RAISE). Figures in brackets are results from 2015/16.

This shows that for children leaving Year 6 in July 2017 disadvantaged children generally made less progress from the end of KS1 to the end of KS2.

**Attendance:**

| <b>Absence rate for whole school</b>          | <b>2015</b> | <b>2016</b> | <b>2017</b> |
|---|-------------|-------------|-------------|
| Disadvantaged children                        | 5.5 (5.4)   | 4.8 (5.2)   |             |
| Other children                                | 2.8 (3.5)   | 3.0 (3.4)   |             |
| Gap between disadvantaged children and others | 2.7 (1.9)   | 1.8 (1.8)   |             |

**National average figures in brackets.**

Source: GOV.UK Analyse school performance (RAISE).

This shows the attendance of disadvantaged children improving between 2015 and 2016 with the gap between their attendance and other children closing from 2.7% in 2015 (0.8% above the national level) to 1.8% in 2016 (in line with the national average).