

Pupil premium strategy statement (primary) **IMPACT STATEMENT – JULY 2017**

1. Summary information					
School	Tacolneston CE VA Primary School				
Academic Year	2016/17	Total PP budget	£17,580	Date of most recent PP Review	11.16
Total number of pupils	92	Number of pupils eligible for PP	12	Date for next internal review of this strategy	11.17

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
KS2 Reading (2 pupils)	100%	71%
KS2 Writing (2 pupils)	100%	79%
KS2 Maths (2 pupils)	100%	75%
KS1 Reading (4 pupils)	25%	78%
KS1 Writing (4 pupils)	25%	70%
KS1 Maths (4 pupils)	50%	77%
Y1 Phonics (0 pupils)	-	70%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor oral language skills
B.	Poor self-motivation and independence
C.	Lack of opportunities for reading and sharing of stories and poems
D.	None of our disadvantaged children achieved 'greater depth' at the end of KS1 and KS2
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

<p>E.</p>	<p>Lack of pre-school provision in Tacolneston – pupils arriving from up to 9 different settings, which makes it difficult for school to collaborate with EYFS providers and ensure appropriate measures are in place to identify pupils and families who require additional support with communication and language skills.</p>	
<p>4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)</p>		<p>Success criteria</p>
<p>A.</p>	<p>KS1 pupils can discuss their learning; sing songs and recite poems and stories</p> <p>Measures: Can they use target language in an oral context?</p> <p>Can they repeat the words of a song or poem independently?</p>	<p>Talk to staff and each other about their interests and learning in Show and Tell; Circle Time and one to one.</p> <p>Recite stories, songs and poetry in small groups, class groups and assemblies</p>
<p>A.</p>	<p>Outcome July 2017:</p> <p>The employment of a TA to provide small group intervention and nurture support has shown significant impact (refer to intervention records in the Red Files) as has the continued use of Talk Boost as a resource for increasing language acquisition. Class teachers are reporting that pupils are increasing in confidence with their learning and showing improved language and problem solving skills. Targeted pupils have increased their vocabularies including asking and answering questions; sharing poems and songs; describing objects and feelings and taking part in learning cafes and special assemblies.</p> <p>Ipads have not been fully utilised but the purchase of Talking Tins was a successful resource for aiding pupils’ ability to form sentences orally prior to writing.</p>	

<p>B.</p>	<p>KS1 pupils can initiate their own learning</p> <p>Measures: Can they ask questions relating to their learning goals/targets? Do they suggest ideas for their play/learning?</p> <p>KS1 pupils communicate their understanding of the world through writing</p> <p>Measures: Are they achieving the key writing targets for their age-group?</p>	<p>Pupils are actively engaged with their learning eg. they create games, pictures, stories, 3D models etc.</p> <p>All KS1 pupils meet the expected standard in writing at the end of Year 2</p>
<p>B.</p>	<p>Outcome July 2017:</p> <p>All PP pupils have shown the ability to ask questions relating to their learning goals/targets and they are able to suggest ideas for their play/learning (Refer to Red Folders for intervention records). The use of free flow and creative/real contexts for learning has been a positive aid to pupils' growth in independence and ability to write for meaningful contexts. They have also benefitted from the various opportunities to socialise with older pupils through the Buddy system, house system and the mixed-age lunch tables.</p> <p>In February, we introduced the use of PP Mentors to ensure that the views and interests of PP pupils were listened to and acted upon. PP Mentors are matched with one or two PP Pupils with whom they meet on an informal basis once or twice per fortnight. Through this strategy, we have been able to encourage pupils to share their thoughts about their learning. We have also been able to identify the specific needs of our pupils, eg. a pupil who showed an interest in and aptitude for computing was encouraged to take part in a lunch time computing club; some pupils showed an interest in cooking and they were given the opportunity to plan and cook lunch for a small group of staff and pupils. These initiatives have led to a growth in confidence and the ability to communicate and take responsibility for their learning.</p>	
<p>C.</p>	<p>KS1 pupils are enthusiastic readers and users of reading resources</p> <p>Measures: Are they achieving the key reading targets for their age-group?</p>	<p>All pupils pass Y1 phonics check</p> <p>Pupils can talk about their reading with understanding</p> <p>All KS1 pupils meet the expected standard in reading at the end of Year 2</p>

<p>C.</p>	<p>Outcome July 2017:</p> <p>One of our volunteers has been reading Bible stories to the pupils on a weekly basis. She has kept a record of their observations and questions. This activity has ensured that PP pupils can share their understanding of what they hear. Visits to the school library on a regular basis and reading activities in class have proved successful in engaging pupils and they talk enthusiastically about their reading. The introduction of Whole School & Parent Story Time has been very successful, allowing the whole community to come together for the enjoyment of story (see parent evaluations). We haven't arranged for children to be collected from the Library Van as this was deemed to be unworkable due to the number of people that can access the Van at any one time. However, we have continued to advertise the Library Van to our parents and pupils.</p> <p>All PP pupils, except 2 pupils with specific learning difficulties, made progress in their reading from their starting points or reached the age related expectations for their year groups. There were no PP pupils in Y1 or Y2 therefore the Phonics Check and end-of KS1 reading data are not relevant for impact on PP pupils. However the Phonics Check result for all pupils was a pass rate of 70% (down from 83% in 2016 due to 4 pupils with specific language difficulties). The end-of KS1 reading result was 67% at Age-Related Expectations (up from 67% in 2016) and 25% at Greater Depth (up from 21% in 2016).</p>	
<p>D.</p>	<p>More-able disadvantaged children achieve 'greater depth' at the end of KS1 and KS2</p> <p>Measures: Are they exceeding the targets for their age-group half-termly, termly and yearly?</p>	<p>More-able disadvantaged pupils achieve the 'higher scores' in end-of-KS SATs</p>

<p>D.</p>	<p>Outcome July 2017:</p> <p>The use of nurture groups, TAs and PP Mentors has led to greater opportunities for PP pupils to engage in conversations with adults and given opportunities for them to discuss their thoughts and ideas and grow in confidence. We have provided a rich variety of extra-curricular opportunities this year with visiting authors and performances such as The Grammar Show and Gripping Yarns (stories to develop understanding of British Values). PPG was also used to supplement costs for Residential Trips to Eaton Vale and Isle of Wight. PP pupils have benefitted from the many opportunities that residential trips offer them for developing independence and growth in knowledge and experience of the wider world. PP pupils who took part in the Brilliant Club achieved excellent results and graduated at UEA in February. These pupils spoke highly of their experiences and recommended that this be repeated for other children. Eleven out of 12 pupils completed the project and all of those pupils achieved at least a 2:1 with two pupils achieving Firsts. The tutor commented that our pupils made particularly good progress compared to other groups that she had taught.</p> <p>As previously noted, we did not have any PP pupils among our Year 2 cohort so the end-of KS1 results are irrelevant for the purpose of this impact report. Out of four Year 6 PP pupils who took KS2 SATs tests, 2 achieved ARE for Reading; 1 achieved ARE for Maths, 3 achieved ARE for Grammar, Punctuation and Spelling and 1 achieved ARE for writing. None of our PP pupils achieved greater depth. Two of the four pupils had specific learning difficulties.</p>		
<p>E.</p>	<table border="1"> <tr> <td data-bbox="219 794 1639 1168"> <p>School has good links with all pre-school settings enabling us to gather important information to help us to support pupils' and families transition into school and giving us the opportunity to plan for targeted interventions for rapid improvements to learning</p> <p>Measures: Have we visited all settings? Have we observed the children in those settings and discussed pupil needs with the staff of those settings? Have we met with the families and children? Have we planned outline interventions? Have we had involvement with outside agencies prior to the child starting school with us?</p> </td> <td data-bbox="1639 794 2150 1168"> <p>Disadvantaged pupils have targeted intervention plans to boost their learning on arrival in September</p> </td> </tr> </table>	<p>School has good links with all pre-school settings enabling us to gather important information to help us to support pupils' and families transition into school and giving us the opportunity to plan for targeted interventions for rapid improvements to learning</p> <p>Measures: Have we visited all settings? Have we observed the children in those settings and discussed pupil needs with the staff of those settings? Have we met with the families and children? Have we planned outline interventions? Have we had involvement with outside agencies prior to the child starting school with us?</p>	<p>Disadvantaged pupils have targeted intervention plans to boost their learning on arrival in September</p>
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E.	<p>Outcome July 2017:</p> <p>EYFS staff and the SENDCo have carried out visits to pre-school settings and pupils' homes in order to collect information and prepare for transition. We have held open evenings for parents; two school visits and invited new parents and children to end of year celebrations such as Sports Day and the Summer Fete. Our SENDCo has collected information and data in order to ensure that we have targeted intervention plans in place for September.</p> <p>In addition to this, Class Teachers of older pupils have prepared information sheets to hand over to the new class teachers so that they are aware of intervention requirements for the new term starting in September 2017.</p>
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5. Planned expenditure	
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Academic year	2016/17
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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

i. Quality of teaching for all

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?

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<p>A. KS1 pupils can discuss their learning; sing songs and recite poems and stories</p>	<p>Structured and focused tasks with adults facilitating shared thinking aloud</p> <p>Use of music, poetry and high quality texts in provision</p> <p>Opportunities for pupils to repeat and learn-by-heart well known stories, poems and songs</p> <p>Opportunities for pupils to perform for audiences</p>	<p>Children will make rapid improvements to their language acquisition with good role modeling, opportunities for talk and sharing of high quality texts and materials</p>	<p>Lesson observations; learning walks; monitoring of provision; staff meetings – all with feedback and agreed actions</p>	<p>Jo Diaper, Laura Ketley</p>	<p>Half-termly</p>
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<p>B.</p> <p>KS1 pupils can initiate their own learning</p>	<p>Balance of child-initiated and free-flow strategies; structured activities and focused activities</p> <p>Play Therapy Training for staff (6 x 1 hour for TA @ £9 per hour and 3 x 1 hour for SENDCo @ £43 per hour) - £165</p>	<p>Studies show that learning comes from ‘cognitive construction’ achieved when the child is motivated and involved. Adult-child interaction is crucial as ‘sustained shared thinking’ are a necessary pre-requisite for the most effective early years settings.</p>	<p>Lesson observations; learning walks; monitoring of provision; staff meetings – all with feedback and agreed actions</p>	<p>Jo Diaper, Laura Ketley</p>	<p>Half-termly</p>
<p>KS1 pupils communicate their understanding of the world through writing</p>	<p>Opportunities to write in different, meaningful contexts; using a wide range of media and with engaging and exciting outcomes</p> <p>Develop fine motor and handwriting skills through a variety of play-based activities and regular practice of letter formation and joins</p>	<p>Children need to have developed fine motor skills in order to learn to hold a writing implement and make marks</p> <p>Meaningful contexts give children opportunities to communicate what matters to them</p>			

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<p>C. KS1 pupils are enthusiastic readers and users of reading resources</p>	<p>Reading and sharing high quality texts with children</p> <p>New books - £500</p> <p>TA small group reading sessions 2 hours per week @ £9 per hour x 39 - £702</p>	<p>To engage pupils and develop good reading habits; to improve and fast-track language acquisition</p>	<p>Adults model love of reading through daily sharing of stories and other genre; weekly Story Time for families; weekly book share for families; regular use of our library; adult volunteers to read to groups and one to one with pupils; older pupils to be reading buddies; high</p>	<p>Jo Diaper; Laura Ketley</p>	<p>Half-termly</p>
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<p>D. More-able disadvantaged children achieve 'greater depth' at the end of KS1 and KS2</p>	<p>Teaching and learning is carefully planned to ensure all children are challenged to make rapid progress from their starting points</p> <p>Gaps in understanding are identified through assessment for learning strategies</p> <p>Class room support staff are deployed in such a way that allows the CT to ensure that differences between the more-able pupils and the disadvantaged more-able pupils are diminished</p> <p>Nurture Group – 1 hour per week @ £9 per hour x 39 - £351</p>	<p>Disadvantaged pupils have less opportunities for working collaboratively with role models; sharing their homework and reading with adults and role models; they have less opportunities for cognitive development</p>	<p>Lesson observations; learning walks; monitoring of provision; staff meetings – all with feedback and agreed actions</p>	<p>HT, all staff</p>	<p>Half-termly</p>
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<p>E.</p> <p>School has good links with all pre-school settings enabling us to gather important information to help us to support pupils' and families' transition into school and giving us the opportunity to plan for targeted interventions for rapid improvements to learning</p>	<p>EYFS provision is planned and resourced for the specific cohort of children with careful and sensitive thought being given to the individual needs of the pupils</p>	<p>Forward planning can ensure that pupils make a positive start to school life and hence rapid progress from their starting points</p>	<p>Lesson observations; learning walks; monitoring of provision; staff meetings – all with feedback and agreed actions</p>	<p>HT, SENDCo, Jo Diaper, Kate Easter</p>	<p>April to September of current academic year</p>
Total budgeted cost					£1718
ii. Targeted support					
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?

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<p>A. KS1 pupils can discuss their learning; sing songs and recite poems and stories</p>	<p>Provide volunteers and support staff to work with children in small groups and one to one TA 1:1 support – 5 hours per week x 39 - £1755 TA small group work – 5 hours per week x 39 - £1755 Member of the support team to deliver the ‘Talk Boost’ intervention strategy Talk Boost training for staff - £500 Talk Boost materials - £60 TA Talk Boost Sessions – 1 hour per week x 39 - £351</p>	<p>To improve oral communication skills; develop language for use in written work Children will make rapid improvements to their language acquisition with good role modeling, opportunities for talk and sharing of high quality texts and materials</p>	<p>Interventions will be based upon SMART targets; pupils will undergo base-line measurement and progress will be measured after a 6 to 8 week intervention period. Discussions will take place between the teaching staff and the Leadership Team to decide upon next steps Staff trained in use of ‘Talk Boost’; this intervention to take place with small group regularly each week</p>	<p>HT, SENDCo, Jo Diaper Laura Ketley</p>	<p>Half-termly</p>
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<p>C. KS1 pupils are enthusiastic readers and users of reading resources</p>	<p>Volunteers and staff to read to pupils one to one and in small groups</p> <p>Use of Reading Recovery and other reading catch up materials</p> <p>TA x 1 hour per week @ £9 per hour x 39 - £351</p>	<p>To engage pupils and develop good reading habits; to improve and fast-track language acquisition</p>	<p>Measured intervention programme</p>	<p>HT, SENDCo, Jo Diaper Laura Ketley</p>	<p>Half-termly</p>
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<p>D. More-able disadvantaged children achieve 'greater depth' at the end of KS1 and KS2</p>	<p>Opportunities to complete tasks and homework outside of lesson times</p> <p>TA small group sessions 5 hours per week @ £9 per hour - £1755</p> <p>The Brilliant Club – PHD tutor led unit of study with graduation ceremony at a Russell Group university</p> <p>£1800</p> <p>School trips: Walsingham; theatre; Strangers Hall; Gressingham etc.</p> <p>A variety of visitors: The Grammar Show; Maths and Art Workshops; Growth Mindset talks; authors and poets; puppet show;</p> <p>£400 per show x 4 - £1600</p>	<p>Disadvantaged pupils have less opportunities for working collaboratively with role models; sharing their homework and reading with adults and role models; they have less opportunities for cognitive development.</p> <p>It is important to broaden their horizons by providing a rich and varied extra-curricular programme of activities</p>	<p>Feedback from pupils; measured interventions; academic progress measured through ongoing tracking and statutory tests</p>	<p>HT, SENDCo, Jo Diaper Laura Ketley,</p>	<p>Half-termly</p>
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E. School has good links with all pre-school settings enabling us to gather important information to help us to support pupils' and families transition into school	Engage with families and outside agencies, where the need arises, prior to arrival in Reception	Knowledge of early years interventions will ensure consistency of approach which will lead to a successful and supportive start to school	Feedback from pre-schools and families; evidence of smooth transition from pre-school to school through base-line measurement of Early Learning Goals	HT, SENDCo, Jo Diaper, Kate Easter, Tina Douglas	April to October of current academic year
Total budgeted cost					£10,836
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?
A. KS1 pupils can discuss their learning; sing songs and recite poems and stories	Performances at special assemblies; church services and musical productions throughout the year	To provide rich contexts for communicating	Audience evaluations	Jo Diaper, Laura Ketley	After each event

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<p>B.</p> <p>KS1 pupils can initiate their own learning</p>	<p>Provision of iPads and other technology £720 per ipad x 2 - £1440</p>	<p>By using technology, pupils will be able to record and report on their world independently</p>	<p>Staff training in the use of new equipment; feedback from pupils</p>	<p>HT, Jo Diaper and Laura Ketley</p>	<p>Termly</p>
<p>C.</p> <p>KS1 pupils are enthusiastic readers and users of reading resources</p>	<p>Visits to the library; arranging for children to be collected from the Library Van when it visits the area so that children and families can share in choosing good quality reading materials</p> <p>Monday afernoon Story Time</p> <p>Friday morning book sharing</p> <p>Y6 Buddies</p>	<p>To engage pupils and develop good reading habits; to improve and fast-track language aquisition</p>	<p>Feedback from pupils and families</p>	<p>HT, Jo Diaper and Laura Ketley</p>	<p>Termly</p>

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<p>D. More-able disadvantaged children achieve 'greater depth' at the end of KS1</p>	<p>Support for Residential Trips and other trips and visits £500</p>	<p>It is important to broaden their horizons by providing a rich and varied extra-curricular programme of activities</p>	<p>Feedback from pupils and families; academic progress measured through ongoing tracking and statutory tests</p>	<p>HT, SENDCo, Jo Diaper Laura Ketley,</p>	<p>Termly</p>
<p>E. School has good links with all pre-school settings enabling us to gather important information to help us to support pupils' and families transition into school</p>	<p>Invitations to pre-schools to join us for events eg. Sports Day; Summer Fete; end of year musical productions</p>	<p>Familiarity with school will help children and families to make a positive start to school life and hence rapid progress from their starting points</p>	<p>Feedback from pre-schools and families; base-line measurements</p>	<p>HT, SENDCo, Jo Diaper Laura Ketley,</p>	<p>April to October of the current academic year</p>
<p>Total budgeted cost</p>					<p>£1,940</p>