

Pupil premium strategy statement: Martley CE Primary school 2015-16

1. Summary information					
School	Martley CE Primary				
Academic Year	2015/16 2016/17	Total PP budget 2015/16 (financial year) Total PP budget 2016/17(financial year)	£22,740 £26,700	Date of most recent PP Review	n/a
Total number of pupils	126 <small>2015/16</small> 120 <small>2016/17</small>	Number of pupils eligible for PP Number of pupils eligible for PP	16 20	Date for next internal review of this strategy	Dec 2016

2. Attainment (end of 2015-16) Year 2 (25% of cohort eligible) Year 6 (8% of cohort eligible)		
	<i>Pupils eligible for PP at Martley</i>	<i>Pupils not eligible for PP at Martley (national average)</i>
YEAR 2 % achieving national standard or above in reading, writing and maths	Year 2 80%	53% (60%)
YEAR 6 % achieving national standard or above in reading, writing and maths	100%	54% (52%)
YEAR 6 Average scaled score Reading and Maths	103	106.1 (102.7)
KS 1-2 % making at least expected progress in reading (average scaled progress score)	100% (+0.38)	24 children: -0.12
KS 1-2 % making at least 2 levels of progress in writing	100% (+2.25)	24 children: -2.82
KS 1-2 % making at least 2 levels of progress in maths	100% (+3.5)	24 children: +2.27

3. Barriers to future attainment (for pupils eligible for PP, including high ability) for 2016-17	
In-school barriers	
A.	Oral language (and social/emotional) skills in Reception and KS 1 are low for some pupils eligible for PP. This can affect initial relationship building with peers and slows reading and writing progress in subsequent years.
B.	High levels of pupil mobility INTO the school, including some children eligible for PP. Need to integrate quickly, address needs and accelerate to avoid a 'dip' due to transition to new school.
C.	Behaviour/emotional issues for a small group of pupils in KS 1-including some Year 3/4 pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.
D.	Complex needs of some pupils-combination of PP/SEND/mobility

4. Desired outcomes for 2016-17	
<i>Desired outcomes</i>	<i>Success criteria and how they will be measured</i>

A.	Improve oral language and social/emotional skills for pupils eligible for PP in Reception class and KS 1.	Pupils eligible for PP in Reception class and KS 1 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations and/or their 'line of good progress'-DOLI. Measured via: Early Years Profile/Y1/Y2 phonics. Teacher Assessment (Y1/2 using DOLI-'Depth of Learning Index'). Observation/commentary from adults-e.g. forest school observations.
B.	Mobile pupils , including those eligible for PP, integrate quickly, establish social groups, needs are identified/assessed quickly and additional support is given in and out of the classroom to enable them to 'plug gaps' and then accelerate to at least age related expectations (or in line with their predicted 'line of progress'-DOLI). (KS 1 and 2 PP children)	Pupils eligible for PP make progress at least in line with their 'line of good progress' DOLI, across KS 1 and 2 in maths, reading and writing. Measured in Y1,2, 3,4, 5 and 6 by teacher assessments linked to DOLI, Year 2 and 6 national assessments and successful moderation practices, within school, across the cluster, LA and nationally.
C.	Behavioural/emotional issues of KS 1 and lower KS 2 pupils addressed.	Fewer behaviour/emotional incidents recorded for these pupils. Pupils (PP) and others are able to focus on their learning. Measured via: (Lesson observations, pupil progress discussions, work trawls, formal/informal feedback from pupils and adults, SEND/behaviour reports)
D.	Complex needs of pupils addressed -ALL children are enabled to make the progress in line with 'line of good progress' DOLI.	Additional focused adult time (including effective liaison time between TAs and teachers) enables pupils needs to be quickly identified, suitable intervention/support strategies devised, implemented, monitored and evaluated ensuring that pupil's needs are addressed, both PP and non PP. Measurements include: Academic progress of all children is at least in line with their 'line of good progress' and no child's needs are not adequately addressed.
E.	Standards in Writing for all children, and in particularly boys, rise further across the school	Standards in Writing across the school rise to be more in line with national/ARE. Pupils and especially boys and those eligible for PP make progress at least in line with their 'line of good progress' DOLI, across KS 1 and 2 in writing. Measured in Y1,2, 3,4, 5 and 6 by teacher assessments linked to DOLI, Year 2 and 6 end of key stage descriptors. Successful moderation practices, within school, across the cluster, LA and nationally-production of an accurate portfolio of exemplars of writing across the school-staff have increased confidence and expertise in assessment and provision for high quality writing.

5. Planned expenditure

Academic year

2016/17

Rationale: Martley CE Primary school has relatively few children who are eligible for PP funding, although numbers have increased over the last 4 years from single to double figures. Also, the needs of some of the pupils eligible for PP are complex- including children who have joined the school other than at Reception and/or have other needs, including SEND (and speech/language or emotional/behavioural needs). Care is taken in this publicly available report to reduce the possibility of identifying individual pupils so some information provided is quite generic in nature. More detailed analysis is available in school for the appropriate authorities. As a small school, increasing the number of adults and their contact time has a positive impact on both children who are and are not eligible for the PP/Ever 6 funding-a significant proportion of the funding is used to increase TA time available and the ratio of child to adult. This includes within class support and additional intervention time and provision, including providing opportunities for increased challenge and informed feedback during the learning process. The impact of this is monitored and evaluated regularly. It also provides crucial liaison time with teachers, TAs, and subject leaders/SENDCo. Catching the children eligible for PP as early as possible crucial to their development and their peers. A proportion of funding is used to fund positive early intervention using Forest schools to support development of language skills, turn taking and resilience in Early Years and Years 1 + 2. Positive playtime provision also has had good impact both on children eligible for PP funding and their peers. This has enabled better relationships and a positive and constructive start to lessons after each break time. Funding is earmarked to continue this positive intervention. Analysis of data assessment outcomes at the end of 2015-16 academic year also identified further need for additional intervention and challenge for pupils eligible for PP to enable accelerated progress is required. The key areas, in addition to those already identified include: Year 3,4 Maths, Year 3, 4, 5, 6 Writing, Year 3, 4, 5 Reading and Year 1 social/emotional and language development. Positive intervention here has proven successful in the past and the success is looked to be repeated with additional time and focus for specific support in phonics. A proportion of funding is also allocated to providing release time for the DHT (English Subject leader), SENDCo (Year ¾ teacher) and the Head to provide additional teaching for a Year 6 group of children (including some PP/Ever 6 eligible children) in Writing and Maths, in the Spring and Summer terms. Some PP pupils have been identified as benefiting from receiving resources to support their learning, or contribute to school trips and these have been purchased/contributed towards from the PP budget. A proportion of the funding is also being targeted to support the implementation of a **'Talk For Writing'** approach across the school, aimed at long term impact of the use of the funding. This forms a major part of the school improvement plan for 2016-17.

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?
<p>Desired Outcomes A (B,C,D, E) Improved oral language and social/emotional skills in Reception/Year 1/Year 2</p>	<p>1. Actions as last year (see 'Targeted support' below), to include:</p> <ul style="list-style-type: none"> Forest School sessions, rolling out to Year 1 and 2 as well Additional adult time to enable higher quality interactions between adult- child and child-child. Use of language link assessment and additional guidance from SALT for specific individuals <p>2. Staff training on 'Talk for Writing' (T4W) approach. All teachers to</p>	<p>1. Last year's positive outcomes for the Rec/KS 1.</p> <p>2. We want to invest some of the PP in longer term change which will help all pupils. T4W is a proven method of raising standards, not only in writing, but also in oracy and reading.</p> <p>The work on T4W will also help us to embed our work on</p>	<p>1. Monitor as last year through pupil progress meetings, progress/assessment against Early Years profile using 2 Simple profile software, Language Link Assessments for targeted pupils, Dojo behaviour reward system-at least half termly.</p> <p>2. Courses and providers selected using evidence of effectiveness. High priority profile in School</p>	<p>A. Reception Teacher/ Early Years Lead (LB)</p> <p>B. Deputy Head (LC)</p>	<p>½ termly -Nov 2016/Jan 2017 etc</p>

<p>Desired Outcomes E (A, B, C, D) Improved progress for all children-especially in relation to 'Writing' across the school</p>	<p>attend local/national training. Teaching assistants to receive in-house training. Time/resources prioritised to developing the approach across the school, including opportunities for shared work/moderation. English Leader to attend further iNSET re T4W and visit other schools for comparison etc. Funds used to help fund training, cover, resources and additional hours for attendance/liaison etc, including TA time.</p>	<p>developing high quality feedback, again a proven strategy (e.g. EEF Toolkit) to improve attainment for all pupils, including PP and more able.</p>	<p>Improvement Plan (SIP) Use INSET days and staff meetings to deliver training. Focus for continued cpd throughout the year, plus opportunities to work collaboratively for staff etc. Deputy/English Lead to liaise with other schools and attend further iNSET in role of monitoring/evaluating T4W and use of Pupil Premium funding. Regular reports/meetings with PP governor.</p>		
Total budgeted cost					£11,600
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?
<p>Desired Outcomes A, B, C D and E</p> <p>Gap narrowed between PP and non-PP: children achieve in line with their 'line of good progress'.</p> <p>Specifically: Reception/Year 1 social/emotional and language development Year 1 phonics Year 3, 4, 5, 6 Writing, Year 3, 4, 5 Reading Year 3, 4, 6 Maths,</p>	<p>TA support in classes and for focused interventions</p> <ul style="list-style-type: none"> • 1:1 and/or small group interventions planned to cater for individual needs (i.e. phonics, spelling, reading, handwriting, maths as appropriate) • Support within lessons to improve understanding of learning in reading, writing and maths • Consolidation of learning completed in classes – time for practise and application of skills • Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology • Careful tracking of homework to include reading journals – ensure regular reading takes place • Priority reading with TAs if pupils are unable to read at home • Pupils who are on SEN register and in 	<p>We want to provide extra support to further increase/maintain high attainment-targeting the children eligible for PP whilst also increasing the likelihood of all children achieving highly/making progress in line with their 'line of good progress'.</p> <p>Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> <p>We want to continue to invest in the longer term future by continuing to show commitment to our whole staff development and to build on the effective practice we have implemented to address the needs of our changing school intake in the</p>	<ul style="list-style-type: none"> • Weekly TA meetings with class teacher and regular review with SENDCo – review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources • Teacher and SENDCO review – careful planning of interventions to be completed each half term/phase • SENCO observe interventions and provide feedback regarding strategies, next steps, resources • Clear communication between teachers and TAs – expectations within lessons • TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre-teaching and consolidation of learning • Close communication between TAs, teachers, SENDCo and HT to track pupils with concerning attendance and/or 	<p>Head (AM) + SENDCo (CM)</p>	<p>½ termly -Nov 2016/Jan 2017 etc</p>

	<p>receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress</p> <ul style="list-style-type: none"> • Part fund cost of experienced teacher (+ SENDCo) for targeted support with Year 3/4 children and part mentor/coach NQT • Part fund cost of experienced teacher for targeted support with Reception children and part mentor/coach NQT 	last 2 years with our positive use of pupil premium funding on outcomes for all children.	<p>punctuality. HT to address concerns with parents and develop action plan as necessary</p> <ul style="list-style-type: none"> • Use of DOLI and/or other assessments e.g. PIRA reading tests or Toe by Toe, Power of 2, Plus 1 etc • Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. 	Head (AM) + Deputy (LC)	
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Total budgeted cost					£11,000
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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?
<p>Barriers to learning are reduced.</p> <ul style="list-style-type: none"> • Positive relationships develop between children (and adults and children). Positive playtimes= positive start to learning sessions in classrooms. • Pupils attend regularly and arrive punctually to start learning. <p>Pupils are happy, safe, well hydrated and not angry, putting them in optimum state for learning.</p>	<p>Positive playtime activities- additional adults/play leaders and activities.</p>	<p>High success rate last year-continue to embed good practice plus build role of children as Young Leaders to lead/mentor activities during break times (supervised by a lead TA) etc</p>	<p>Monitor behaviour at break/lunch times Feedback from lead TAs and Young leaders Monitor Dojo behaviour reward system and especially in relation to children eligible for PP or vulnerable in some way.</p>	<p>AM (Head) + LC (Deputy) + TA-SC</p>	<p>½ termly -Nov 2016/Jan 2017 etc £500</p>
<p>Pupils have access to new or additional opportunities. Pupils develop a broad range of skills and interests. Pupils increase in</p>	<p>Fund/contribute to visits, including theatre/museums/ outside speakers/ providers, residential etc</p>	<p>High success rate last year-continue to embed good practice, especially in relation to pupils eligible for PP. 100% involvement of PP eligible children in all activities, including off-</p>	<p>Class teachers to monitor feedback/involvement in activities/visits etc and inform AM if note that a child opts out of an event/activity. Staff to actively encourage participation in activities, especially PP eligible children.</p>	<p>Class teacher + AM</p>	<p>On-going £500</p>

confidence and develop positive relationships which put them in an optimum state for learning. Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence		site and out of school hours.	AM to pursue with parents etc School to arrange funding as appropriate using PP funding		
Children catch up with peers and/or make progress in-line with their 'Line of good progress' DOLI through access to targeted/individualised catch up programmes	Targeted catch up programmes selected to motivate individuals who either require additional to approaches being used above or need a 'different' way in to support/re-engage their learning e.g. on-line maths tuition for a specific time-limited number of weeks e.g. 'Third Space' maths on-line 12 week Spring programme for Y6 children.	A contingency plan of money allocated to accommodate learning needs of either existing PP children or new children who join us over the course of the year who are 'vulnerable'/Eligible for PPG	Children identified by combination of staff, including SENDCo, class teacher, TA, pupil progress meeting etc. ½ termly (at least) consideration of using this targeted funding.	HT/SENDCo /DHT	½ termly + pupil progress meeting
Total budgeted cost					£4100
Total Allocated Budget for academic 2016-17					£26700

6. Review of expenditure for 2015-16				
Previous Academic Year 2015-16				
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
<p>Learning can be precisely targeted. Assessment for learning strategies enable child to make rapid progress. Gap between PP and non-PP children narrows. Pupils achieve in line with age related expectations and in line with their peers of same gender, ability and background. Focused planning and opportunities for shared evaluation enable more focus on the child's learning needs.</p>	<p>Additional time for planning, assessment, liaison between teachers and teaching assistants to improve Quality First Teaching provision.</p> <p>Additional shared training time for teachers and TAs.</p> <p>Increased Support in English and Maths lessons, particularly in phonics through additional teaching assistants in KS1 and KS2 to reduce group size and provide focused support.</p>	<p>Mixed-Success criteria partly met-but with promising results, including:</p> <ul style="list-style-type: none"> • Positive impact on working relationships between TAs and teachers, including an improving understanding of children's needs, shared sense of responsibility and understanding of improving the match between the right provision and a child's needs; improving use of effective feedback, oral and written throughout lessons, from both TAs, teachers and children, improved use of resources to match pupil needs e.g. use of Numicom resources etc • Gap narrowed in some aspects (e.g. in writing in Year 2 and 6, Year 2 reading and Year 3 maths, but not consistently in all areas. • Improving attitude and engagement of children (PP and non PP) in lessons because of interventions and increased adult/child ratio in class-promising for now accelerating impact for 2016-17. Note: more detailed analysis available to appropriate authorities. • Shared INSET and specific targeted INSET for TAs provided by subject leaders and external providers has raised confidence and level of subject knowledge e.g. calculation/number understanding-including NUMICOM, Quality questioning and use of more specific feedback etc • Depth Of Learning Index (DOLI) tracker now up and running across the school 	<p>Increased liaison time between teachers/TAs welcomed and enabled positive/productive discussion to enable and better evaluate provision. Growing positive relationship/partnership approach evident between TA/teachers-sharing combined expertise. Staff were positive about the shared opportunities for training, including use of Numicom/calculation strategies, questioning, DOLI training and time to work with subject leaders/deputy and external consultants. Evidence of impact in lesson observations, learning walks, pupil progress meetings etc</p> <p>Next steps:</p> <ul style="list-style-type: none"> • Build on the positive momentum created by shared collegiate approach; continuing opportunities for liaison and INSET. • Review the allocation of additional adults to be even more targeted and time specific according to need etc (Monitor/evaluate and review impact closely/regularly across term/year) • Monitor impact of provision of targeted interventions for specific children eligible for PP-ensuring that the continuity in their class provision is not sacrificed at the cost of additional external interventions, being withdrawn from the class. (Complex needs of some children require both) • Embed the use of the DOLI tracker. 	<p>Support staff costs £9500</p> <p>Resources £3500</p>
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
<ul style="list-style-type: none"> Improved Early Years outcomes, especially in relation to social emotional and language Improved Year 1 phonics outcomes Improved Year 2 and Year 6 English and Maths outcomes Pupils increase in confidence. Pupils make better progress than could otherwise be expected. Pupils develop a love of learning and study skills for life- Year 6 are 'secondary ready' 	<p>Small group tuition including:</p> <ul style="list-style-type: none"> booster, 1:1 tuition, additional teacher/teaching assistant time to support pupils, including those with SEND and PP. after school club/booster sessions <p>Individual/small group provision enabling learning and feedback to be precisely targeted. Use of appropriately skilled/qualified staff to provide the targeted area of intervention/ challenge.</p> <ul style="list-style-type: none"> Forest school sessions for Reception/Year 1 to develop social and language skills 	<p>High: Success criteria: met, especially in relation to pupils eligible for PP. Reception: 68% GLD, 75% of boys GLD. Better prepared for Year 1. Year 1 Phonics: 91% pass rate for overall Y1 children. 75% of Y2 retakes passed plus significant increase in score of PP eligible. Year 2: 80% of PP eligible children achieved 'expected' in Re, Wr, Ma (and made 'expected' progress) compared with 53% of non PP. Year 6: 100% of PP achieved 'expected' standard in Re, Wr, Ma (and made 'expected' progress)</p> <p>Observed increased enthusiasm for learning and engagement in and out of lessons for PP eligible children.</p> <p>Positive feedback from High school regarding children and transition, including PP eligible children.</p>	<p>Positive impact attributed to combination of measures, especially related to whole school/'can-do' ethos translating to the children's enthusiasm for learning and self-image etc. E.g. confidence of Y6 'booster' maths/Writing groups, or ability to personalise Year 1/2 phonics provision according to specific needs/likes etc</p> <p>Particular success attributed to ability to personalise the learning to individuals/groups due to the informed subject knowledge of the teacher/TA knowing the child, assessing their needs accurately and being able to provide for the child's needs, especially as a result of smaller group provision/liaison time and appropriate professional knowledge (as a result of training etc).</p> <p>Roll out Forest School sessions for Year 1 and Year 2 in addition to Reception children.</p> <p>We will continue to build on all of this next year.</p>	£6340 for support staff/targeted teacher intervention

iii. Other approaches

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
<p>Barriers to learning are reduced.</p> <ul style="list-style-type: none"> Positive relationships develop between children (and adults and children). Positive playtimes= positive start to learning sessions in classrooms. 	<p>Positive playtime activities-additional adults/play leaders and activities.</p>	<p>High: Success criteria: met, especially in relation to pupils eligible for PP, in particularly younger rec/KS 1 children. Reduced frequency of lesson time being taken to resolve break time issues and consequently all children able to access the lesson faster and for more time. Positive relationships between staff and children bridging across the classroom and outside environments-links being made</p>	<p>Continue-plus increase opportunities for children to act as Young Leaders (including children eligible for PP).</p>	£2400 for support staff/CPD

<ul style="list-style-type: none"> • Pupils attend regularly and arrive punctually to start learning. • Pupils are happy, safe, well hydrated and not angry, putting them in optimum state for learning. 		between the two/whole child developing etc.		
<p>Pupils have access to new or additional opportunities.</p> <ul style="list-style-type: none"> • Pupils develop a broad range of skills and interests. • Pupils increase in confidence and develop positive relationships which put them in an optimum state for learning. 	Fund/contribute to visits, including theatre/museums/ outside speakers/ providers, residential etc	High: Success criteria: met, especially in relation to pupils eligible for PP. 100% involvement of PP eligible children in all activities, including off-site and out of school hours.		£1000 contribution to opportunities

7. Additional detail

Pupil Premium Funding and the impact of this is a regular item on the governors' 'Standards' and 'Finance, Premises Resources' committees. As a small school care is taken to not include information in public reports which would enable individual children to be identified. More detailed analysis of impact of funding on individuals, groups and the school is available to the appropriate authorities, on request.