

The Government believes that the Pupil Premium funding, which is additional to the main school funding, is the best way to address inequalities between pupils in specific groups. Pupil Premium Funding is therefore used to tackle disadvantage in order to reach the pupils who need it most. The government awards the funding to help raise attainment for these pupils. National data shows that as a group nationally, pupils who have been eligible for FSM's at any point in time have consistently lower educational attainment than those who have never been eligible for FSM's. All schools are required to publish, on their websites, what the funding they have received and how the money is being spent. Each school may decide how best to use the funding and they are held accountable for how it has been used to support pupils from low income families. At Sheep Dip Lane Primary we are making provision for socially disadvantaged pupils, however we also recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged will be registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support pupils or groups of pupils the school has identified as being socially disadvantaged.

Pupil Premium Strategy Statement

We strongly believe that it is equally true that good or better teaching and strong leadership with a relentless focus on improvement will make a real difference - whatever the context, or degree of challenge facing a school. We know this because there is compelling evidence which demonstrates that high quality teaching and leadership are vital in raising attainment. We also know that schools that are most effective in improving outcomes for disadvantaged pupils always use evidence about what makes a real difference to change their practice.

We recognise that disadvantaged pupils are not a homogenous group and employ targeted approaches for groups or individuals facing particular barriers to ensure the best possible learning outcomes for all. Whilst the pupil premium has focused many schools' attention on raising the attainment of low performing pupils, more able disadvantaged pupils are at risk of underachievement too. We firmly believe that ultimately the impact of pupil premium should lead to improved attainment for all disadvantaged pupils. However, important outcomes, which will lead to this might include – increased rates of progress, improved attendance, improving family engagement, developing skills and personal qualities whilst extending opportunities.

Barriers to Learning

Through our learning powers we have a whole school ethos of high attainment for all pupils. We treat each pupil as an individual and consciously avoid stereotyping disadvantaged pupils by referring to them as a group – we never assume that all disadvantaged pupils face similar barriers or have less potential to succeed. Our targets have always been to ensure that groups of disadvantaged pupils are doing as well as other groups of students. We see pupils as individuals, each with their own challenges, talents and interests.

Staff throughout school work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above age related expectations. Teachers seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies.

Achievement – data driven

The support put in place, as appropriate, for pupils receiving free school meals results in those pupils making expected or above expected progress. Close observation of the results achieved by pupils receiving free school meals ensures that if a pupil should show signs of falling behind, they are provided with the necessary support offered by one of our interventions programmes. We continuously monitor levels of progress and attainment for all pupils very carefully. Where pupils would benefit from additional support to boost their learning, this funding provides the opportunities that we are able to offer. The funding is used on a priority basis to support any pupil who needs it in order to achieve at least the levels expected for their age. This is reviewed on a termly basis so that the allocation is appropriate according to current levels of attainment

and rates of progress. Funding supports the acquisition of skills in Literacy and Numeracy but also the social and emotional needs of our pupils.

Throughout school we rigorously use data to identify pupils' learning needs at every opportunity –when pupils join the school, during regular reviews of progress and during day-to-day teaching. All staff review progress, spot any signs of underperformance and address them quickly (wherever possible with same day intervention). Teachers engage with the data themselves: they input, analyse and use it to underpin their teaching. A consistent marking scheme is implemented across school which recognises pupils' achievements and sets out the next steps in their learning. Pupils are given time to review their feedback and discuss their progress with teachers.

As a whole school we also monitor the success of support strategies through the implementation of the 'Provision Map' and make evidence-based decisions about whether these are proving effective, need adjustment or should be replaced.

High Quality of Teaching and Learning

Teachers are focussed on differentiation for groups of all learners and are moving away from whole class teaching in order to target the learning more effectively within each lesson. There is evidence that teaching is 91% good or better. In addition to the above, the school recognises the fundamental importance of quality first teaching for all its pupils. We have therefore used our staff development time to focus on securing consistently good teaching and learning with much moving towards outstanding.

We have reviewed our approach to marking and feedback, the use of effective questioning and enabling children to understand how to be effective learners. The quality of teaching and learning is central to all pupils making progress throughout school and through the targeted intervention groups delivered by quality trained support staff enabling the pupils to remove any barriers to learning and guarantee accelerated progress. The strong focus on the basic skills enable the pupils to gain the skills and knowledge that they need to reach higher attainment. The enriched curriculum ensures all children are engaged in the learning by doing more. Pupils are more confident in their main classes and this increases their participation whilst positively impacting on behaviour.

Behaviour and Safety

Pupils' attitudes to learning are of an equally high standard across school, incidences of low-level disruption in lessons are rare. Pupils' excellent conduct and behaviour reflects the school's effective Thrive strategies to promote high standards; this makes a strong contribution to an exceptionally positive climate for learning. Staff and pupils are unreservedly positive about both behaviour and safety. Pupils are aware how good attitudes and behaviour contribute to school life, adult life and work. Pupils' pride in the school is shown by their excellent conduct, manners and punctuality, which is identified through external visitors.

Through the implementation of the Thrive Approach and focused sessions all groups of pupils understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety.

Attendance

Pupils have to be in school and able to pay attention before they can access learning. We have implemented really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. Within school we have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families. We have also employed and established a rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.

Planned Expenditure for 2016/17

2016/17 year's allocation is £173,580.00

Schools are funded Pupil Premium @ £1320 (an increase of £20) per pupil for

- all pupils who are eligible for free school meals (FSM).
- all pupils who have been eligible for free school meals (FSM) at any point during the last 6 years.
- schools are funded £300 per pupil for all EYFS pupils who are eligible for the funding.
- schools are funded £300 per pupil for all pupils who have parent/carers in the armed services.
- schools are funded £1900 per pupil for all pupils who have been looked after continuously for more than 6 months by someone other than their immediate family.

The government awards the funding to help raise attainment for these pupils. National data shows that as a group nationally, pupils who have been eligible for FSM's at any point in time have consistently lower educational attainment than those who have never been eligible for FSM's.

Children eligible for free school meals:

Year Group	Number of pupils in year group	Number eligible for PPG on FSM Ever 6	% of PPG on FSM Ever 6 in year group/whole school 51.97%
Nursery FS1	41	-	-
Reception FS2	38	14	36.84%
Year 1	40	14	35%
Year 2	38	17	44.74%
Year 3	36	21	58.33%
Year 4	31	19	61.29%
Year 5	39	28	71.79%
Year 6	32	19	59.38%

The total Pupil Premium funding for Sheep Dip Lane Primary School for the financial year 2015/16 was £194,040.00. Therefore there has been a decrease in funding of £20,460.00

How we are using our Pupil Premium funding 2016/17

Our planned expenditure for 2016/17 for PPG funding is:	Amount allocated	New initiative or continuous provision that has shown positive previous impact?	Summary of intervention/year groups/who is targeted?	Specific intended outcomes for PPG? Success measures?	Monitoring – by whom, when, how will success be measured?	Actual impact, will provision continue?
Improving the quality of teaching and learning (training)	£14,030	Continuous and further developed	Continuing Professional Development in response to new initiatives and triangulation meetings in summer 2016 Whole class reciprocal/shared reading SLE's: Rachel McLoad, Abraxas Diane Dunford Pitch, POS. Building on prior learning –	To use the National best practice to inform staff CPD, remove barriers to learning and lead to more outstanding T&L For all teaching and learning to be at least good. For staff to secure at least 'good' lesson observation, triangulated with progress and work scrutinies, learning	Spring/Summer term lesson observations, pupil progress data and outcomes from work scrutiny. End of year triangulation meetings	

			Effective questioning - Self & peer assessment Visit to London schools Big Maths SPAG DB for support teams	environment standards to support learning.		
Additional classroom support	£38,863	Continuous	Targeted intervention groups/programmes delivered by trained support staff removing barriers for learning and guarantee accelerated progress.	For identified target children to reach targets and age related expectations, making accelerated progress	-Monitored by class teacher on a weekly basis. -Discussions during phased meeting - termly progress meetings. -Reported to Governors.	
Phonics/ Reading interventions	£55,509	Continuous further developed with DH teaching support	To provide additional support to identified year groups where target groups of children have been identified from tracking assessment data. Deployment and target children discussed with class teachers at phase meetings and pupil progress meetings.	For target children to meet individual targets set for reading/writing /maths as identified during Pupil progress meeting during phase and in performance management reviews.	Monitored by class teacher on a weekly basis. -Discussions during phased meeting - termly progress meetings. -Reported to Governors.	
To use the Thrive approach nurture and support	£30,068	Continuous	3+1 new thrive -1-1 workers to support the needs of our most vulnerable children in school. To provide enrichment and nurture provision for individuals to remove the barriers to learning using the Thrive Approach.	For identified target pupils to work towards removing barriers to learning. Reports to HT and Governors termly at AGM.	Data analysis to show progress with all pupils who have thrive intensive support and academic progress alongside, reported to HT termly and Governors at each AGM. Individual pupil action plans to show improvement on thrive brain development continuum moving between stages of % increases. Supervision to address any issues with progress and provide provision adjustments.	
Attendance support admin and Part of Inclusion manager support	£8,359	Continuous	Employment of an attendance support staff member in admin to chase absence and report to Inclusion Manager and liaise with EWO service, who monitors attendance and supports parents	Improved attendance - achieving at least National Average. Targeted parents signposted to additional agencies (school nurse). To work towards removing barriers to learning. Targeted pupils	Monitored by AR admin support and JA inclusion every week. Meet HT fortnightly to evidence impact of initiative/support taken. Impact evidenced through reports Termly report to	

			to enable them to get their children to school every day. Part of cost of Inclusion Manager who meets parents to complete attendance plans, may instigate Early Help support and assessments for families and also liaises with agencies and reports to HT weekly.	closely monitored and liaison with parents informing of attendance.	governors.	
Pastoral support worker Thrive	£15,536	Continuous and further developed with the addition of an extra Thrive practitioner in LKS2	To provide enrichment and nurture provision for individuals and groups of targeted children with identified barriers to learning using the Thrive Approach.	To work towards removing barriers to learning through focussed Family Thrive parenting support and signposting to other agencies. Impact evidenced through caseload evaluations and case studies improved.	Monitored by HT termly Impact/evaluation meetings and review on progress recorded Reported to Governors at AGM	
Enrichment experiences Theatre visit Creative artists Residential	£3,348	Continuous	All pupils experience the enrichment of a pantomime either at the theatre or in school at no cost to the family. Children have the opportunity to have first-hand experience of drama promoting good speaking and listening skills. Year 4/5/6 a residential trip to an adventure centre/Austerfield every year. We heavily subsidise this.	For pupils to achieve intended outcomes through enrichment activities promoting excellent speaking and listening skills. Fewer behaviour incidents recorded and consistent offenders. Improved attendance. Pupils make accelerated progress in reading, writing and maths.	Monitored by HT termly. Impact and evaluation meetings Pupil interviews. Report to Governors.	
ICT enhancement specialist support	£4,145	Continuous	Curriculum resources to promote more skills based learning.	For target children to meet individual targets set for reading/writing /maths as identified during Pupil progress meeting during phase and in performance management reviews. Improved attainment in all core subjects To ensure all children are engaged in the learning by doing more. Pupils become more confident in their main classes and this increases their	Monitored by termly pupil progress meetings against objectives and report impact to Governors.	

				participation whilst positively impacting on behaviour		
Additional subscriptions	£1,822	Continuous	Enhance curriculum and pupil engagement and provide resources to accelerate learning outcomes and raise attainment.	Improved attainment in all core subjects To ensure all children are engaged in the learning by doing more. Pupils become more confident in their main classes and this increases their participation whilst positively impacting on behaviour.	SBM to track usage of subscriptions, teachers to report on pupil engagement and strengths in supporting the curriculum in lessons, MLT to report to governors annually prior to buy back.	
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