

# Pupil premium reporting to parents: July 2017-18



## 1. Summary information

<b>School</b>	Batchley First School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£155,160.00	<b>Date of most recent PP Review</b>	9.10.2014
<b>Total number of pupils</b>	280 (361 exc N)	<b>Number of pupils eligible for PP</b>	113 (whole school) 38%	<b>Date for next internal review of this strategy</b>	October/Nov 2018
		<small>Ever 6 FSM= 113x £1,320 = £149,160 (44.4%). Service children (Ever 6) = 1x £300 . Post LAC (adopted pupils) = 3x £1,900 = £5,700</small>			

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## Current attainment July 2018

### Closing the gap: 2017-2018

The following data looks at the year groups average point score for Reading, Writing and Maths. Any areas that are highlighted in **Green** indicate that those eligible for Pupil Premium funding are equal to or exceeding their peers. +0.00 or above indicates that there is no gap between our eligible pupils and their peers.

	Attainment		Progress	
Reception	Year R:		Year R:	
	Reading	0.31	Reading	0.65
	Writing	0.4	Writing	0.21
	Maths	0.45	Maths	0.74
Key stage 1 (y1-2)	Year 1:		Year 1:	
	Reading	+0.03	Reading	0.45
	Writing	+0	Writing	0.34
	Maths	+0.16	Maths	0.43
	Year 2:		Year 2:	
	Reading	0.52	Reading	+0.45
	Writing	0.71	Writing	+0.39
	Maths	0.62	Maths	+0.13
Key stage 2 (y3-4)	Year 3:		Year 3:	
	Reading	0.43	Reading	+0
	Writing	0.66	Writing	0.15
	Maths	0.38	Maths	+0.5
	Year 4:		Year 4:	
	Reading	0.42	Reading	0.32
	Writing	0.62	Writing	0.18
	Maths	0.52	Maths	0.6



2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school and external barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Parental engagement both in and out of school.	
B.	A need to explore different systems to promote next steps to learning.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children and their parent/ guardians are engaged in learning together both in school and at home. Parents included in fun sessions with their children in school. Opportunities for 'Family Learning' sessions (SW & HC).	Children and their families are engaged in learning both in and outside of school. They talk about their work with pride and choose to access work at home. An online learning area is easily accessible for our families including Bug Club, Education City, email and links to current topics.
B.	All staff and systems are promoting learning and greater depth effectively.	Planning and assessment:  Addressing in the moment assessment and plan around this. This includes immediate 'quality' feedback and consciously moving learning forward. This will be captured via the Classroom Monitor App/Tapestry App in early years.

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## 4. Expenditure

Our school aims to nurture the whole child as well as his or her academic achievements. In order to provide learning opportunities that meet the needs of all of our pupils we intend to use the funding for this academic year as follows:

<b>Academic year</b>	<b>2017/18</b>
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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 first teaching.

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Parents are engaged in fun learning sessions both in and out of school with their children. Parents have the confidence to support their child's learning at home.	Pupils and parents to have access to their child's own online learning area. This will include Bug Club, Education City, email and links to current topics.  Family learning sessions.	Many of our parents have had bad experiences while at school themselves. Literacy and maths skills are often low.  The online learning environment will give parents confidence to support their child at home.  The DFE's "Review of best practice in parental engagement: Practitioners summary" 2011 states that the more engaged parents are in the education of their children the more likely their children are to succeed in the education system. The report found that many of the most impressive programs in the review were family learning programs.	Parent questionnaires/ conversations with our parents about the sessions we provide.	SMT team. SW-SENCO KF- to monitor the impact on those eligible for PP funding.	October 2018

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**Other planned expenditure:**

Giving pupils experiences through the curriculum (Palace Theatre hire, funding towards class trips to broaden the children's experiences etc...)  
 Lunchtime support for vulnerable pupils.  
 Subsidising after school groups for pupils.  
 Subsidising year 4 trip to Pioneer Centre.  
 TLR- managing The Pupil Premium.  
 Supporting identified individuals according to need (for example resources, funded play therapy, counselling etc.)  
 School uniform.  
 The following online software to aid learning and teaching: Tapestry, Education City, & Bug Club. Bug Club training for staff.  
 Grasses area in EY'S and main playground.

**Total budgeted cost**

**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?
Confident readers who make rapid progress.	KS1 and KS2 Rapid Reading- 1-1 tuition with TA.	<p>On average our pupils have below average vocabulary/ language skills. Our data suggest that this intervention supports our pupils to make rapid progress in reading. A love for reading will broaden their vocabulary skills.</p> <p>Research from the National Literacy trust in 2016, found that One in 11 (9.4%) children and young people said they do not have a book of their own at home, rising to one in eight (13.1%) children from disadvantaged backgrounds.</p> <p>Children who own a book are 15 times more likely to read above the level expected for their age and are four times less likely to read below the expected level. Access to books via a new online learning environment will be a priority next year.</p>	This intervention is monitored, and data analysed.	SW-SENCO KF- to monitor the impact on those eligible for PP funding	October 2018

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Children who are growing in confidence and are able to be integrated back into the classroom.	Pupils access Bumble Bee nurture group provision.	Assessments of pupils (Boxall Profile) identify those who need extra provision to support their social and emotional wellbeing as well as their academic progress.	Data analysis and successful integration within class.	HC- Nurture group teacher.  SW-SENCO KF- to monitor the impact on those eligible for PP funding	October 2018
<p><u>Other planned expenditure:</u> Increasing TA support across the school/ increased intervention provision. Funding towards a KS2 nurture group.</p>					
<b>Total budgeted cost</b>					

5. Review of expenditure				
Previous Academic Year 16\17				
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
Children are exposed to a variety of texts and vocabulary that enriches their writing. This will be measured via assessment. Quality First teaching and intervention time will support progress.	Talk for writing training- 24.4.17  Word Aware.  Lots of exposure to quality texts to encourage a love for	<b>The gap has closed I KS1 indicating that we have been successful with our approach. Staff feel that using Word Aware and Talk For Writing has had a very positive impact on attainment.</b>  <b>ET says "Talk for Writing has been amazing; the children are learning to use words in context. They are not struggling with what to write now!"</b>	Talk for Writing will continue to help us to shape our sequences of learning in writing.	Quality First teaching-  Talk For Writing Training- £900

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Accurate and detailed data analysis.	Use of an online software to collect, analyse and interpret data.	Classroom Monitor has supported staff to analyse and present data. This has had a very positive impact for both PP and NPP pupils. The analysis of data and comparisons between groups of pupils, supports discussions during pupil progress meetings. Staff use this information to action next steps in individual and group learning.	We will continue to use this service as a school but should now consider more training to ensure that we are using all of its facilities. Regular training will be needed to ensure new staff are confident to use the software.	Classroom Monitor services- £1,000
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Confident readers who make rapid progress.	Rapid Reading Intervention.	Data indicate that the children who access this intervention make good progress.	This intervention will continue next year. We should consider extending this intervention to reach out to more pupils.	Rapid Reading/ Better reading- £8,500
Children who are growing in confidence and are able to be integrated back into the classroom.	Nurture Group.	The Boxall profiles indicate good progress for these pupils. Many will be integrated back into class in September.	This intervention has been successful for many years and caters for a wide range of needs and pupils.	Funding towards pupils accessing Bumble Bee nurture group. £12,500