



Pupil Premium Strategy / Self Evaluation – The Pochin School

1. Summary Information					
School Name	The Pochin School				
Academic Year	2017-2018	Total PP Budget <i>(based on actual income for academic year)</i>	£9,240	Date of most recent PP review (if applicable)	NA
Total number of pupils	142	Number of pupils eligible for PP	8 = 5.6% 3 FSM 5 Ever 6	Date of next internal review of this strategy	Dec 2018
Further Contextual Data	Currently 8 PP on roll 3 are current FSM 5 are Ever 6 Of the 8 PP 3 are also SEND – 1 who is also LAC				

2. Current attainment and attendance (Summer 2018) <i>Treat data with caution due to exceptionally small cohort numbers</i>			
Key Stage 2 (Year 6 Summer 2018)	Pupils eligible for PP – 3	Pupils eligible for PP - 2	Pupils not eligible for PP (National average)
% achieving expected standard or above in reading writing and maths (KS2 SATs)	2018 data Reading = 67% Writing = 67% Maths = 100% Combined = 33%	2017 data Reading = 50% Writing = 50% Maths = 50% Combined = 50%	2017 data Reading = 77% Writing = 81% Maths = 80% Combined = 67%
% making expected progress in reading (as measured in school)	+1.59 <i>Above national 2017 + 0.97 increase on 2017</i>	+0.62	+0.33
% making expected progress in writing (as measured in school)	+3.45 <i>Above national 2017 +6.09 increase 2017</i>	-2.64	+0.18
% making expected progress in maths (as measured in school)	+14.43 <i>Above national 2017 +18.5 increase on 2017</i>	-4.07	+0.28
% absences	3% <i>Below national 2017 2% improvement on 2017</i>	5%	3.5%
% persistent absenteeism	0% <i>Above national 2017 14% improvement on 2017</i>	14%	6.1%

2. Current attainment and attendance (Summer 2018) **Treat data with caution due to exceptionally small cohort numbers**

Whole School Data Summer 2018 (including year 6)

Attainment % at Age Related or above (Aut B, Spr W, Sum S)				
	Reading	Writing	Maths	Combined
PP	75%	63%	100%	75%
Non PP	68%	76%	95%	59%
Commentary	PP In line	PP In line	PP In line	PP above
	Reading - 2 pupils not at ARE - both made expected progress, 1 met end of year target Writing- 3 pupils not at ARE - All made expected or better progress, all met or exceeded targets			
Attainment % at Greater Depth (Aut B+, Spr W+, Sum S+)				
	Reading	Writing	Maths	Combined
PP	0%	12.5%	38%	38%
Non PP	11%	19%	35%	23%
Commentary	PP below	PP In line	PP In line	PP above
	Reading - 2 pupils not at ARE - both made expected progress, 1 met end of year target			
Progress % Making Expected Progress				
	Reading	Writing	Maths	Combined
PP	75%	88%	100%	88%
Non PP	70%	87%	98%	85%
Commentary	PP in line	PP In line	PP In line	PP in line
Progress % Making More Than Expected Progress				
	Reading	Writing	Maths	Combined
PP	25%	38%	75%	46%%
Non PP	17%	43%	58%	39%
Commentary	PP in line	PP In line	PP above non PP	PP in line

% absences	3%		
% persistent absenteeism	0%		

3. Review of expenditure for previous year – 2017-2018

i. Quality of teaching for all

Actions	Intended Outcomes	Estimated impact: Did you meet the success criteria? (Include impact on non PP pupils if appropriate).	Lessons Learned (and whether you will continue this approach)	Cost
<ul style="list-style-type: none"> ■ PP CPD (raising of profile and needs of and expectations for PP children – make expected or accelerated progress to close the gaps) ■ PP focus for discussion at Pupil Progress Meetings (Teachers and TAs/LSAs at meetings) ■ PP tracked as a vulnerable group by SLT ■ Development of PP Child Profiles to track need, provision, impact ■ Governor visits ■ HT report to Governors ■ Monitoring and Moderation focussing on PP (pupil voice and book trawls) including Governor visits ■ Targets set for appraisals (teachers, TAs, LSAs) ■ Focus on quality first 	<p>To ensure outstanding outcomes for PP</p> <p>Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.</p> <p>teachers and other staff have consistently high expectations of what each pupil can achieve, including disadvantaged pupils</p>	<ul style="list-style-type: none"> ● Governor moderation visits have taken place reviewing the provision and outcomes for PP ● All adults now aware of who PP children are ● PP children’s progress and attainment discussed at termly Pupil Progress meetings with teachers and TAs/LSAs – actions to address gaps discussed/implemented and reviewed ● Data for PP reviewed termly ● Profiles in place for PP children – updated termly ● Head Teacher termly report to Governors now completed ● Targets set at staff appraisals for PP progress and attainment (teachers and TAs/LSAs) – promoted collective accountability 	<p>The actions implemented have had a significant impact on the outcomes for PP children.</p> <p>These actions and strategies will continue to be implemented in the following academic year.</p>	<p>£0.00</p> <p><i>In place.</i></p>

To ensure outstanding outcomes for PP

The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points.

For pupils generally, and specifically for disadvantaged pupils and pupils who have special educational needs and/or disabilities, progress from starting points is above average across nearly all subject areas.

The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.

- Data for PP not previously tracked across school – now tracked for all year groups

Summer data for both progress and attainment shows a significant improvement in both progress and attainment for PP

In all year groups PP perform in line with non PP in reading, writing and maths.

Improvement in attendance of PP children

Several PP children received special awards at the end of year presentations

ii. Targeted Support				
Action	Intended Outcomes	Estimated impact: Did you meet the success criteria? (Include impact on non PP pupils if appropriate).	Lessons Learned (and whether you will continue this approach)	Cost
Focus on quality first teaching in the classroom – CPD on targeted questioning and adult focussed support (both TA/LSA and teacher)	To ensure outstanding outcomes for PP	See above	As above	£4,670 <i>In place</i>
Bespoke intervention by specific LSA – small groups and 1 to 1	To ensure outstanding outcomes for PP	See above	Ensure intervention is specific to child's needs and next steps	LSA employed for specific intervention £2466
iii. Other approaches				
Action	Intended Outcomes	Estimated impact: Did you meet the success criteria? (Include impact on non PP pupils if appropriate).	Lessons Learned (and whether you will continue this approach)	Cost
Implementation of whole school Developmental Feedback and Marking Policy	Consistent implementation of Policy – improvement in progress and attainment Children able to explain next steps in their learning.	<ul style="list-style-type: none"> Monthly monitoring and moderation by SLT – shows policy implemented Governor monitoring shows pupils are able to explain marking comments (what have done well and need to improve) 	As per Education Endowment Foundation – feedback has positive impact on progress. Developmental Marking and Feedback Policy will continue to be implemented and monitored through Book Trawls, Pupil Voice, Governor visits.	CPD for all staff (including TAs/LSAs) £340.00 <i>In place</i>
Implementation of whole school teaching of Guided Reading policy	Consistent implementation of Policy – improvement in progress and attainment Wider selection of Guided Reading materials	<ul style="list-style-type: none"> Monthly monitoring and moderation by SLT – shows policy implemented Governor monitoring shows guided reading being taught consistently across school. Pupils expressed a 	Consistent approach to the teaching of Guided Reading will continue.	Purchase of new guided reading books. <i>In place</i> £2,000

		greater love of reading and felt that their reading had improved.		
Head Teacher trained as Pupil Premium Reviewer	Head Teacher completed training – support provision for PP in own and other schools			£300 <i>completed</i>
Ensure equal provision for all pupils – subsidised after school clubs and residential for PP	PP children attend residential and after school clubs.	<ul style="list-style-type: none"> All pupils were able to attend residential and after school clubs. 	This strategy will continue to ensure equal provision for all pupils.	£931.00 <i>in place</i>
Provision of school meal reduced payment plan for Ever 6 pupils		<ul style="list-style-type: none"> 		£237.00 <i>In place</i>
TOTAL				£10,644

4. Barriers to future attainment (For PP eligible pupils only)	
Academic Barriers (Issues to be addressed in school)	
A.	Greater Depth reading at Key Stage 2
B.	
C.	
Additional Barriers (Issues that affect PP pupils outside of school e.g. attendance)	
D.	

5. Intended outcomes (specific outcomes and how they will be measured)		Success Criteria
A.	Outstanding outcomes for PP across the curriculum	<p>Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.</p> <p>teachers and other staff have consistently high expectations of what each pupil can achieve, including disadvantaged pupils</p> <p>The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points.</p> <p>For pupils generally, and specifically for disadvantaged pupils and pupils who have special educational needs and/or disabilities, progress</p>
B.		
C.		
D.		

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
Ensure equal provision for all pupils – subsidised after school clubs and residential for PP	PP children attend residential and after school clubs.	Impact of the strategy in previous year	Monitor uptake to after school clubs and residential	Head Teacher	Continuation from previous year <i>In place</i>
Total Budgeted Cost					£1000.00

7. Additional detail

In this section you can annex or refer to additional information which you have used to support the sections above.

Outcomes for PP children are high at The Pochin School we will continue to implement and monitor the strategies we have put in place this year. Future actions will focus on:-

Quality First Teaching in the classroom initially with some bespoke 1 to 1 or small group intervention – therefore deployment of adults in the classrooms will be monitored.

Additional Actions

- Greater Depth Reading
- Monitor progress and attainment GPS
- Monitor progress and attainment in foundation subjects
- Monitor uptake to extra-curricular activities

		<p>from starting points is above average across nearly all subject areas.</p> <p>The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.</p> <p>Monitor progress and attainment for PP across the curriculum</p>
--	--	--

6. Planned expenditure

The three headings enable you to demonstrate how you are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all.

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
Focus on quality first teaching in the classroom – CPD on targeted questioning and adult focussed support (both TA/LSA and teacher)	To ensure outstanding outcomes for PP	Impact of the strategy in previous year – significant improvement in progress and attainment	Termly monitoring and moderation – triangulation of evidence – assessment data, progress in books, pupil voice, lesson observations, learning walks and Governor visits	Head Teacher and Deputy Head – all adults working with children	Continuation from previous year. <i>In place</i>
Bespoke intervention by specific adult – small groups and 1 to 1					
Total Budgeted Cost					£7400
ii.Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
Increase % of PP children achieving GD	Increase % of PP children achieving GD in reading	Schools internal data	Discussion at Pupil Progress Meetings Staff training -	Head Teacher Literacy Lead Teacher	Autumn 2018 <i>Please see additional information</i>
Total Budgeted Cost					£0.00

Pupil Premium Review Autumn Term 2019

Additional Information. Please be cautious with the data as the numbers are very low

Key Stage 2 Results (Yr 6 Summer 2019)	PP Pupils	Non-PP Pupils
% achieving expected standards or above in reading, writing and Maths	Reading 100 Writing 100 Maths 100 Combined 100	Reading 73 Writing 100 Maths 100 Combined 67
% making expected progress in reading	7.0	6.7
% making expected progress in writing	5.0	7.1
% making expected progress in maths	6.0	6.4
% absences		
% persistent absenteeism		

Attainment and Progress Across the School	PP Pupils Points progress			Non-PP Pupils Points progress	
% achieving expected standards or above in reading, writing and Maths		At Expected	At Greater Depth	At expected	At Greater Depth
	Reading	50	30	81	50
	Writing	50	0	84	25
	Maths	50	68	10	22
	GAPS	50	68	0	31
% making expected progress in reading	5.2 (only 1 pupil made less than 5 = 6.5)			6.4	
% making expected progress in writing	3.8 (only 1 pupil got less than 5 = 5.8)			6.5	
% making expected progress in maths	4.4 (only 1 pupil got less than 5 = 5.5)			5.8	
% making expected progress in GAPS	5.0 (only 1 pupil got less than 5 = 5.8)			6.1	
% absences					
% persistent absenteeism					