**Pupil Premium Report (2016/17)**

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| 1. **Summary information** | | | | | |
| **School** | Steam Mills Primary School | | | | |
| **Academic Year** | 16-17 | **Total PP budget** | 23,760 | **Date of most recent PP Review** | School Review: 03.11.16 |
| **Total number of pupils** | 120 | **Number of pupils eligible for PP** | 14 | **Date for next PP Strategy Review** | February 2017 |

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| 1. **Current attainment** | | |
| As we are working with small numbers, overall figures across the school are used. | *Pupils eligible for PP* | *Pupils not eligible for PP* |
| **% reached the expected standard in reading, writing & maths** | **Reading 50% Writing 44%, Maths 56% Overall – 44%**  **Writing 444** | **Reading 75%, Writing 67% Maths 76% Overall 55%** |
| **KS1-2 expected or better progress score in reading** | **81% (13/16)** | **96%** |
| **KS1-2 expected or better progress score in writing** | **81% (13/16)** | **86%** |
| **KS1-2 expected or better progress score in maths** | **94% (15/16)** | **91%** |

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| **With small numbers, issues tend to be individual but barriers to learning include:** | Oral language skills, including grammar which slows progress in writing and reading  Reading is not consistently practised at home  Social and emotional issues which affects the children’s ability to learn. |

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| **Initiatives in 2016-17** | **Reason for allocation** | **Evaluation** |
| Implementation of Talk Boost for children with speech and language difficulties | Early identification of speech and language difficulties and provision of strategies for support | * Classroom observations * Discussions with SENCo, Class Teachers and parents |
| Improve Reading skills through the purchase of more modern reading scheme books, enhancement of the CODE provision and through implementation of Reading Challenges for home | Children on PP are not making similar progress to their peers in reading. By ensuring that the reading scheme books are up to date and that reading at home is actively promoted in the classroom, through the provision of interesting books, children will practice their reading more at home. | * Discussions with children * Reading observations * Assessment information * Pupil Progress Meetings |
| Implementation of Thinking Schools – Write from the beginning. | The Thinking Schools approach provides children with the frameworks for their writing and will support those children who find it difficult as well as extend the thinking process of higher attainers. | * Classroom observations * Children’s work * Pupil Progress meetings |
| TA support/ intervention groups for literacy and numeracy. | To enhance the literacy and numeracy skills of children who attract pupil Premium funding and develop an increased sense of confidence and independence when attempting tasks. | * Classroom observations * Assessment information * Pupil Progress meetings |
| Funding for Breakfast Club, extra-curricular visits and clubs. | To ensure *all* children are given the same opportunities to access Breakfast club and extra-curricular activities as their peers. | * Monitoring of participation at Breakfast Club, school trips and other extra-curricular activities |

**Evaluation of Initiatives in 2015-16**

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| Initiative | Action/Impact |
| Reading/Writing/Maths interventions, 1:1 and in small groups | Children receiving PP made broadly the same or better progress as their non PP peers.  All staff delivering our key interventions are trained. These interventions are then monitored and their impact considered. |
| Staff Training  Thinking Schools  Rapid Maths Rapid Maths resources | The Thinking Schools approach is **a whole-school approach to the teaching of thinking. This means that thinking becomes central and explicit and all teachers and children are developing a common thinking language and toolbox**  **Rapid Maths (booster programme for children who struggle with Maths) implemented.** |
| Brought in external agencies. | Children’s needs are assessed and specific learning needs are identified. These are then implemented within the classroom to ensure that progress can be made. |
| Resources including new reading books, equipment etc | Learning resources including personal use chrome books have been purchased to support the children with their learning. New, more engaging and up to date reading books have also been purchased. |
| Enrichment financial support | We have supported families to enable the children to attend extracurricular activities and other activities incurring a charge. This ensures that all activities are as inclusive as possible, including the bi annual residential trip to London. |
| Breakfast club | Children are able to start their day with a nutritious meal and the company of other children. |

Report written: **October 2016**

To be reviewed by: **April 2017**

Review completed: