

1. Summary information					
<p>All members of staff, governors and teaching assistants accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to ‘Closing the Gap’ between vulnerable pupils and their peers; the pupil premium forms a vital part of this process. This funding helps remove barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life. The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.</p> <p>Provision will be made through:</p> <ul style="list-style-type: none"> • Facilitating pupils’ access to education • Facilitating pupils’ access to the curriculum • Alternative support and intervention within the school <p>It is the responsibility of the school to explain pupil premium expenditure to parents in the form of an annual statement. This report aims to detail information on how Pupil Premium has been used within school. It will detail the attainment and progress of pupils who are covered by the premium and the intervention that has been supported by the additional funding.</p>					
School	Cherry Tree Hill Primary School				
Academic Year	2016-17	Total PP budget	£139,880	Date of most recent PP Review	25.04.17
Total number of pupils	578	Number of pupils eligible for PP	105	Date for next internal review of this strategy	10.07.17

2. Attainment Outcomes		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths 2016 outcomes	13%	32%
% achieving expected standard or above in reading 2016 outcomes	20%	92%
% achieving expected standard or above in writing 2016 outcomes	60%	95%
% achieving expected standard or above in maths 2016 outcomes	40%	91%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	

A.	Difficulty in transferring skills and retention of knowledge and understanding	
B.	Lack of emotional well-being	
C.	Inconsistency of quality first teaching in all classes	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Low attendance rates	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Disadvantaged pupils, who start the year with low attainment to achieve at an accelerated rate of progress in order to reach at least age related expectations.	<ul style="list-style-type: none"> • Whole school accountability for PP outcomes • PP children known to all staff within the year group • PP children closely monitored for attainment/progress/attendance by class teachers/TLRs and SLT. • Pupils make at least 6 steps progress over the academic year • Increased parental engagement, through supporting parents to help their child with their home learning
B.	Continuing improvement of Quality First Teaching.	<ul style="list-style-type: none"> • Consistent implementation of excellent practice and high expectations across the school, with all teaching to be consistently good. • Highly effective teaching leading to good/outstanding progress of pp children. • Increased % of children working at or above age related expectations across the school in reading, writing and maths. • Improvements in the provision for PP children • Diminish the gap between PP children and all pupils nationally. • Personalised CPD for teaching staff • Investment in securing subject knowledge in grammar
C.	Improved attendance and punctuality to improve attainment.	<ul style="list-style-type: none"> • To further improve attendance rate of disadvantaged pupils from 94% (2016) to 96% (2017). • Dedicated attendance manager to implement robust system of response to absence.

5. Planned expenditure	
Academic year	
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	

Quality of teaching for all				
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Disadvantaged pupils, who start the year with low attainment to achieve at an accelerated rate of progress in order to reach at least age related expectations.	<ul style="list-style-type: none"> • Purchase and Implementation of 'Class Track' • Staff analyse data using whole school tracking system and assessment system to identify gaps in knowledge/skills/understanding of PP children. • During pupil progress meeting the development, achievement and progress of all Pupil Premium children will be discussed thoroughly and actions (incl TA led interventions) and impact tracked. • Data is monitored half termly and progress of PP group is rigorously analysed. • Support parents in helping their child through 'How to' workshops with a focus on reading. <p>Cost of DHT time Time of Staff and release for meetings with SLT</p>	<p>Attendance at Pupil progress and whole staff assessment meetings.</p> <p>Achievement and attainment of PP children is reported to the whole staff and the Governing Body.</p>	PA SR	01.04.17
Continuing improvement of Quality First Teaching	<ul style="list-style-type: none"> • Staff to share expertise to develop quality first teaching across the school with emphasis on; 'Diminishing the Difference' • Monitoring / lesson observations by SLT with focus on PP children. This will be done through: Work book scrutiny (focus on effective feedback and marking for progress), learning walks, pupil conferences. • Coaching programme for targeted teachers and leaders • Pupil Progress meetings. • Implementation of 'Rainbow Grammar' approach. • SLT to deliver booster classes after school targeting PP Pupils in reading, writing and maths in Yr2 and Yr6 • Release time for phonic lead to model effective teaching in phonics • Targeted phonics intervention each afternoon in Yr1 and Yr2 • Training for leaders on developing mastery approaches to teaching and learning in mathematics • Implementation of 'APE' approach to teaching and learning in reading and purchase of quality texts to support this. 	<p>Teaching standards reported to the Headteacher and Governors every term.</p> <p>DHT to be mentored on using a coaching model by SSIO</p>	SR	01.04.17

Total budgeted cost: £3,900

Targeted Support

Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Eliminate barriers to learning and progress Improve pastoral care for PP pupils during lunch time play. Improved social skills and interaction with peers	Provision includes; <ul style="list-style-type: none">• Training by Ed Psych for TAs to deliver Read it, Write it• Small intervention groups to raise standards in reading, writing, spelling/phonics maths and speaking and listening.• (Read it, Write it, physical literacy)• Targeted individual and differentiated support, including additional support and programmes for PP pupils with SEND• Ed Psych to monitor and evaluate the effectiveness of intervention (Read it, Write it)• Employment of two lunch time play leaders. Target PP pupils, feedback to senior mid-day supervisor/DHT during fortnightly meetings.	Achievement and attainment of PP children is reported to the whole staff and the Governing Body.	DM	01.04.17

Total budgeted cost: £117,945

Other approaches				
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To further improve the attendance of Pupil Premium pupils.	<p>Implementation of the role of attendance manager and improve the effectiveness of data collection.</p> <p>Closely monitor the attendance of these groups (phone call upon first day when absence not explained by parents/carers, home visits by attendance manager) and the impact of their attendance on achievement.</p>	Attendance PP children is reported to the Headteacher and the Governing Body.	DM	01.04.17
Support pupil access to extra-curricular opportunities	<p>Extra-curricular co-ordinator to oversee programme of clubs available over the year</p> <p>After school clubs set up with a specific focus on these groups Programmes with greater structure, a strong link to the curriculum.</p> <p>Enrichment activities (such as sports or arts engagement) to have positive benefits on attitudes of Pupil Premium pupils.</p> <p>Clubs are provided across school to ensure that the correct children are targeted.</p>	<p>Review the attendance at clubs and the impact that it is having on attainment</p> <p>Pupil Progress meetings to measure progress and attainment</p>	KG	01.04.17
Total budgeted cost: £16,625				

6. Review of expenditure				
Previous Academic Year		£125,600		
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
				£31,250

Disadvantaged pupils, who start the year with low attainment to achieve at an accelerated rate of progress in order to reach at least expected standard.	Acquisition of Assertive Mentoring materials for teachers to identify gaps in learning and provide targeted support Release time for phonic lead to model effective teaching in phonics Targeted phonics intervention each afternoon in Yr1 and Yr2	Teachers used these assessment materials to inform short term planning, however KS2 outcomes show that only 13.3% of disadvantaged pupils achieved the expected standard in reading, writing and maths combined. 67% of PP achieved the required standard in phonics in 2016 compared to 36% in the previous year.	Assessment materials useful to identify gaps, however these gaps will also be used to focus intervention work delivered by teaching assistants during the afternoon. 31% increase in % of pupils reaching required standard indicated that this was a successful intervention and will continue during the next academic year.	
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i. 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
				£93,750
Disadvantaged pupils, who start the year with low attainment to achieve at an accelerated rate of progress in order to reach at least expected standard.	Teaching Assistant support used to increase provision of intervention sessions for targeted pupil premium children who are making slow progress in reading, writing or maths.	Observations show that teaching assistants were deployed during lessons to support PP pupils in achieving the lesson objectives. Inconsistent rates of progress and levels of attainment across the school.	Reviewed the deployment of teaching assistants as outcomes show that they have not had the desired impact. Teaching assistants will now deliver programmes of interventions each afternoon, to include PP children, instead of providing general classroom support. Interventions will be more closely monitored by the SENCO using entry and exit data for the programmes. Intervention groups will be reviewed every four	

ii. 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
				£600
To actively involve parents in supporting their children's learning at school	Resources (teacher cover, materials) to support workshops which will enable teaching staff to model to parents/carers how to support children in their learning		Develop a more systematic approach to the organisation of the workshops – each year grp to offer parent workshop, consistent whole school focus, parents of pupil premium pupils to be targeted for attendance.	

