

# Pupil Premium Grant Expenditure Report 2016-17

## The Impact of Disadvantaged funding to support the pupils at Talbot Primary School

Every school has the duty to ensure that every individual child is given the best possible chance of achieving their potential.

The Disadvantaged premium is additional funding paid into school to support the provision of children on free school meals or who have parents in the services. The government believes that the Disadvantaged premium is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils that need it most.

### Government Aims:

- To reduce the attainment gap between the highest and lowest achieving pupils nationally
- To increase social mobility
- To enable more pupils from disadvantaged backgrounds to get to the top Universities
- To provide additional resource to schools to do this
- To support looked after children

If you would like further information please access the Department for Education Information via the following link:

[Http://education.gov.uk/schools/pupilsupport/premium](http://education.gov.uk/schools/pupilsupport/premium)

The “Disadvantaged Premium” along with all forms of school funding are carefully managed to enable us to offer personalised support for children with a range of needs in a variety of ways. The accompanying Disadvantaged Strategy Document indicates how the £183480 was spent

We have a culture of continuous review and improvement in our school. We monitor our provision and evaluate the impact of our actions on individual children.

### Key

\* = Unvalidated / Nat = National / Sch = Talbot Primary School / Dis = Disadvantaged (Previously known as Pupil Premium)

### Disadvantaged Numbers

### Attendance of disadvantaged pupils

2016-17	Sept 2016				Academic Year	Talbot Dis Pupils	Talbot Non Dis pupils	Sch gap	Nat Non-Dis pupils	Gap School Dis v Nat Non Dis
Yr Grp	Sept PP	Sept Yr	Sept %		2015-16	94.8	96.4	-1.6	94.8	0
R	8	90	8.8%		2016-17	94.02%	95.98%	*	*	*
1	16	84	19%		EYFS G.L.D.					
2	24	81	29.6%			2016-17			2015-16	
3	16	64	25%		% of Pupils achieving a good level of development					
4	25	66	37.8%		Pupils Eligible for Free school meals		63%		25%	
5	22	66	33.3%		Pupils Eligible for Disadvantaged Funding		63%			
6	24	60	40%		Sch other pupils		68%		67%	
Sch	136	511	26.6%		Nat Non FSM		*		72%	
				Attainment gap against National		*		-47%		

Summary - 28% rise in Disadvantaged children achieving GLD from 2016 to 2017 (Good level of Development) Likely to be a smaller gap against National Non Disadvantaged than 2016

## Year 2 End of KS1

### Attainment

<b>2015 2016</b>	Reading Expected	Writing Expected	Maths Expected	Reading Great Dep	Writing Great Dep	Maths Great Dep
Dis (18)	59.1%	61.1%	50%	0%	0	5.6%
Non Dis (44)	66.7%	47.7%	61.4 %	15.9%	0	13.6%
In Sch. Gap	-7.6%	+13.4	-11.4%	-15.9%	0	-8.1%
Nat Non Dis	78%	70%	77%	27%	15%	20%
Sch Dis v Nat Non Dis Gap	18.9%	8.9%	27%	27%	15%	14.4%

<b>2016 2017</b>	Reading Expected	Writing Expected	Maths Expected	Reading Great Dep	Writing Great Dep	Maths Great Dep
Dis	63%	45%	71%	15%	4%	15%
Non Dis	70%	55%	72%	21%	6%	15%
In Sch Gap	-7	-10	-1%	-6%	-2%	0
Nat Non Dis	*	*	*	*	*	*
Sch Dis v Nat Non Dis Gap	*	*	*	*	*	*

### Summary

#### Reading

- Small 3.9% rise from 2016 to 2017 at expected
- Comparison with National Non Disadvantaged in Nov 2017 TBC.
- 15% rise from 2016 to 2017 in greater depth

#### Writing

- Fall of 16.1% Disadvantaged children reaching expected from 2016 to 2017
- Comparison with National Non Disadvantaged in Nov 2017 TBC.
- 4% rise from 2016 to 2017 in greater depth

#### Maths

- Large 21% rise in Disadvantaged children reaching expected from 2016 to 2017
- Comparison with National Non Disadvantaged in Nov 2017 TBC.
- 9.4% rise from 2016 to 2017 in greater depth.

## Year 6 End of KS2

2015 2016	Reading Expected	Writing Expected	Maths Expected	Reading Great Depth	Writing Great Depth	Maths Great Depth
Dis	37%	42%	37%	5%	0%	0%
Non Dis	68%	80%	71%	22%	24%	15%
In Sch. Gap	-21%	-38%	-34%	-17%	-24%	-15%
Nat Non Dis	72%	79%	76%	23%	18%	20%
Sch Dis v Nat Non Dis Gap	-35%	-37%	-39%	-18%	-18%	20%

2016 2017	Reading Expected	Writing Expected	Maths Expected	Reading Great Depth	Writing Great Depth	Maths Great Depth
Dis	34%	40%	36%	4%	7.7%	0%
Non Dis	50%	60.6%	45.4%	15.1%	18.1%	9%
In Sch Gap	-16%	-20.6%	-9.5%	-11.1%	-10.4%	-9%
Nat Non Dis	*	*	*	*	*	*
Sch Dis v Nat Non Dis Gap	*	*	*	*	*	*

### Reading

Disadvantaged children did not do as well as last year at both expected and greater depth.

Comparison with National Non Disadvantaged in Nov 2017 TBC.

### Writing

Disadvantaged children did not do as well as last year for expected. 7.7 % achieved greater depth in comparison to last year's 0%

Comparison with National Non Disadvantaged in Nov 2017 TBC.

### Maths

Disadvantaged children were roughly in line with last year for expected and disappointingly again 0 children achieved greater depth

Comparison with National Non Disadvantaged in Nov 2017 TBC.

### Progress

Note Group numbers are lower as progress can only be calculated from those who have KS1 scores (some children were abroad for their KS1 SATs).

2015 2016	Reading progress	Writing Progress	Maths Progress
Dis	-5.5	-7.2	-2.9
Non Dis	-1.9	0.9	-1.3
In Sch Gap	-3.6	-8.0	-1.6
All	-3.1	-1.7	-1.8
Nat Non Dis			
Sch Dis v Nat Non Dis Gap			
2016 2017	Reading progress	Writing Progress	Maths Progress
Dis	-6.5	-3.3	-8.6
Non Dis	-4.7	-2.9	-5.6
In Sch Gap	-1.8	-0.4	-3
All	-5.6	-3.1	-7.0
Nat Non Dis	*	*	*
Sch Dis v Nat Non Dis Gap	*	*	*

# Pupil Premium Strategy for Improvement 2016-17

£183480.00

Aim	Rationale and Approach	Success Criteria	Targeted Pupils (staff)	Cost	Impact outcomes Summary
<p><b>Raising Standards</b></p> <p>EYFS Close the gap between national other and disadvantaged attaining GLD</p> <p>Increase the number of pupils passing the year 1 phonics test</p> <p>KS1 and 2 increase number of disadvantaged pupils reaching ARE and GD in Reading / Writing / Maths</p> <p>Increase number of pupils attaining combined ARE / GD</p>	<p>Sutton trust highlights the importance of quality first teaching on improving outcomes for disadvantaged pupils</p> <p>-Deployment of the best staff to support disadvantaged pupils -Ensure quality first teaching and regularly monitor and evaluate quality teaching in learning - Lessons are of high quality and ensure children reach their potential from al starting points. -secure quality first teaching through coaching and mentoring and peer observation -Pupil Premium Lead works with all staff to identify pupils who are underachieving and tailor a programme of support including: -priority support in class -Assessment system fine-tuned to identify under performance) specifically identified as a group and tracked.</p> <p>-challenge mentoring for more-able in KS2 by maths and literacy subject leaders (academic mentoring) -develop expertise of TAs (Sutton trust <a href="#">link</a>)</p> <p>-Academic mentoring provided by teachers</p> <p>Number Masters (as developed by Vauxhall Primary school) for KS1</p>	<p>Narrow the gap between disadvantaged and national other pupils attaining GLD by at least 10%</p> <p>Year 1 Target 80% to pass phonics test.</p> <p>Book scrutiny shows all disadvantaged pupils are making at least expected progress. Scrutiny to happen at least half termly</p> <p>Increased level of challenge in all lessons measured through planning monitoring, observations and book scrutiny.</p> <p>New teaching and learning policy clearly outlines expectations for all teachers</p> <p>Weekly personalised TA training. Observations and records of TA led interventions show high quality. Pupils meet intervention targets set</p> <p>Pupils in every group from Y1 are now tracked for combined. Pupils are identified as focus children and discussed in PP meetings. Expectation is that at least 5% of pupils (3 in every class) accelerate from below ARE to ARE or ARE to GD each year. Yr 6 Borough agreed targets for Disadvantaged children</p> <p>Increased level of maths fluency for all KS1 pupils. (Mid-year and end yr assessment of number skills required y1and Yr 2)</p>	<p>All pupils on the PP register</p> <p>PP children, underachieving</p> <p>Teaching staff</p>	<p>Leadership proportion KC, DJ and RB cost</p> <p>High quality staff cost</p> <p>Pupil Tracker £1000</p> <p>£9000 – Maths Master + staff time</p>	<p>For results of PP pupils see data above.</p> <p>In summary the school is disappointed by these results and feels that PP children's Teacher Assessment is higher. The children were not test ready or test resilient in Year 6. This MUST be addressed in the next academic year's Strategy with the help and guidance of the HAMWIC trust of which the school is now a member (August 2017)</p> <p>Whole school Maths and Literacy Book scrutinies / moderations undertaken in staff meetings. 5 X Literacy and 3 X numeracy.</p> <p>Two whole Borough book moderation events attended in KS1 and KS2. Books of PP children directly compared with other schools PP books. Generally, other school's consensus was Talbot books were in-line.</p> <p>Book "looks" undertaken X10 by year teams. Results to Assistant Head who feed back to staff on an individual basis to improve PP and Non PP quality first teaching. See separate data</p> <p>Summer Term 2017. New Deployment of Staff = Assistant Head and Numeracy lead taken out of class to work intensively with groups of PP children in 10 week run up to SATs. These replaced previous 2015-2016 school Booster groups before and after school.</p>

Interventions  (Strategy for underperforming pupils which benefit PP pupils and other underachieving pupils)	<p>Sutton trust (Making the best use of Teaching assistants review) highlights that intervention is best led by TAs who are well trained or by their teachers</p> <p>Pupils identified early for targeted interventions</p> <p>Non-Academic: -Pastoral care group support -ELSA support -Play therapist -SALT PP pupils RAG rated for needs based interventions</p> <p>Academic Teachers deliver early interventions to pupils on a needs basis (1 hr a day)</p> <p>Agreed approach for TA TA's: 1.TAs should not be used as an informal teaching resource for low-attaining pupils. 2.Use TAs to add value to what teachers do, not replace them. 3.Use TAs to help pupils develop independent learning skills and manage their own learning. 4.Ensure TAs are fully prepared for their role in the classroom. 5.Use TAs to deliver high-quality one-to-one and small group support using structured interventions. 6.Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction. 7.Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions-</p>	<p>All teachers are now required to fill in entry and exit assessments for all interventions. All pupils have specific targets set. 85% of pupils within an intervention to have met the set target If a child has a 'partially met target' twice – the intervention is changed</p> <p>ELI intervention shows accelerated progress for all pupils reading. E.g. number of key words learnt e.t.c .</p> <p>Book scrutiny will show evidence of progress from early intervention (marked in books as EI)</p> <p>-Any intervention must be baselined at the beginning and then again at the end to measure impact. -Effectiveness of interventions and TA's evaluated. Academic:  <ul style="list-style-type: none"> <li>Early maths intervention, maths masters, high impact maths teaching in Years 1 and 2, daily</li> <li>Catch up on misconceptions/lack of understanding from lessons (PM TA intervention)</li> <li>Specialist interventions to support gaps in learning (Entry and exit data collated)</li> <li>Ongoing training for quality intervention by TA's</li> </ul> </p>	<p>-All Year 1 and 2 pupils for Maths Masters</p> <p>-Teaching Assistants Maths Leader and English Leader</p> <p>-All pupils targeted for intervention, identified from assessment analysis</p> <p>-Pupils in need of pastoral support and social skills development</p>	<p>TA Costing</p> <p>ELLS strategy</p> <p>Play therapy</p> <p>Pastoral care team PP champion cost</p> <p>ELSA costs</p>	<p>10x TA training events organised internally. Entrance and exit survey show all felt upskilled and better able to meet the children's needs</p> <p>Eli intervention most successful school intervention but high cost this year due to training and resource purchase.</p> <p>M.R. Speech and language baseline and exit measures next most successful</p> <p>Aim and self-esteem projects such as the Art Auction showed great progress on the non-academic measures. Both teachers and children doubled values between baseline and exit data.</p> <p>Least successful intervention were precision teaching interventions. They showed the lowest baseline to exit progress.</p>
More Able  (Targeted strategy for pupils eligible for pupil premium which specifically benefit PP pupils)	<p>High Ability pupils have been identified by Sutton trust as at risk of underachievement. Talbot recognises the need to support all pupils to achieve their potential including the high ability. Pupils are best supported by experienced teachers -Identify all more-able PP -Specific intervention by English and Maths leaders -Teachers teach from the top and differentiate to all learners</p>	<p>-Raise attainment, ambition and aspiration -Raise expectation and challenge within lessons Book scrutiny will show appropriate level of challenge for all pupils Borough agreed targets for Yr 6 GD PP is R 16% W 8% M 12%</p> <p>Literacy and Numeracy leaders have half day a week working with more able pupils across the school</p>	More able pupil premium children	Proportion of E and M leaders cost (Proportionate to time)	<p>February 2017 Book scrutiny undertaken by numeracy lead and Dept Head. Some evidence of stretching more-able children apparent. Fed back to staff</p> <p>Literacy and Maths lead met regularly with more-able Year 5 and Year 6 Pupils (Including PP) Barriers identified and strategies suggested.</p>
Governing Body:	Ensure Governors can offer a good level of challenge to ensure that the school works to close the gap for	-Borough training for governors is attended so they are informed of national and local agendas	Governing Body	£1000	MM (PP Governor) attended PP network meeting with DJ lead by

Increase the knowledge and expertise of governors	<p>disadvantaged pupils</p> <ul style="list-style-type: none"> <li>-In school and external training for GB</li> <li>-Regular monitoring of the strategy against measurable outcomes</li> <li>-Involvement in monitoring through visits and standards days</li> <li>-(at least) termly reporting to governors on how each strategy is working / pupil performance</li> </ul>	<ul style="list-style-type: none"> <li>-programme of paired scrutiny and monitoring with senior leaders (standards day 3 times a year)</li> <li>-impact reporting discussed</li> <li>-new strategy document jointly written</li> <li>-half day visit with PP lead half termly to review practice.</li> <li>-case studies shared</li> <li>-able to discuss PP budget that is allocated and the impact of this so far</li> <li>-RAISE online training</li> </ul> <p>Governors are able to discuss how the school is using it's funding to maximise attainment for disadvantaged pupils</p> <p>Evidence from meeting minutes/ training registers / reports</p>			<p>Kate Masters</p> <p>Governors in school all day 15/11/16 and 28 02 17. MM focus on PP children</p> <p>Dept Head met with MM each half term and a Governors report was written of findings. This was available for all Governors to view. At Governors meetings it was a questions only agenda item. (Note the final summer meeting did not happen due to Academisation commitments.)</p> <p>MM in school for two half days to See Literacy and maths leaders work with more-able PP pupils. Report written</p>
Increased attendance	<p>Pupils will not attend if they are not in school Attendance, esp. Persistent absence(PA) and lateness effect the performance of PP pupils</p> <p>First day absent phone calls are made to all parents to ascertain reasons for absence Personalised letters sent to parents of all children below 90% attendance Follow up Attendance surgeries held. Parents are pursued for fines. Staff attend the houses of parents to aid children to school when necessary Children are rewarded with 100% attendance certificates Best attending class of the week reward for children</p>	Attendance to be at least 95% for all PP pupils	Dept Head Attendance officer Class teachers		See data charts above
Increase engagement of parents	<p>Charles Deforges shows increased parental effects outweigh school effects until pupils are age 12.</p> <ul style="list-style-type: none"> <li>- Identify pupils that do and do not read at home</li> <li>- Surrogate school parents</li> <li>- Identify and target persistent absent and pp pupils, work with families to support their attendance</li> <li>-Target parents</li> <li>-Achievement for all</li> <li>-Provide breakfast club for PP pupils</li> <li>-Support families with transport/bus passes</li> <li>-Marvellous me app purchased</li> <li>-flexible timings for workshops and parents evenings afternoons etc)</li> </ul>	<p>-Marvellous me app has been purchased Target is 90% engagement (parents downloaded the app)</p> <p>Snapshot parent's attitudes to school across 2 areas</p> <ol style="list-style-type: none"> <li>1) General attitude to school</li> <li>2) Approachability of teacher</li> </ol> <p>An increase in 10% in parental attendance at workshops</p>	<p>Red RAG rated pupils from pupil premium register and parental engagement register</p> <p>Pupils on PA list</p>	<p>Resources £1000</p> <p>Transport £1000</p>	<p>Marvellous Me has 82% take up end of 2016 2017. 8% down on target but is growing.</p> <p>Assistant Heads parent survey Spring 2017. Of 120 surveyed only 2 where not positive. See separate results</p> <p>Spring 2017 22% parents attended maths workshop. This was not run the previous year so increase cannot be measured. Will provide a bench mark for 2017 2018</p> <p>Autumn parents evening 81%</p>

		<p>Pupil premium parents evening attendance increase by 10%</p> <p>All pupils EYFS-KS2 who have not been heard to read at home are read with 3x weekly by experienced TA. Salford reading and comprehension age tests termly show all pupils are making progress at least in line with months lapsed from last test (and in many cases accelerated progress from time lapsed e.g. if 3 months have elapsed from last test &gt;3 months progress has been made)</p>			<p>PP parent attendance 74%</p> <p>Spring parents evening 87% of parents attended. PP parent's attendance 82%. 8% rise</p> <p>Salford Reading tests do not show all PP are making progress in line with months. This needs to be addressed in next year's Strategy</p>														
<p>SEND and Pupil Premium</p> <p>(Targeted strategy for pupils eligible for pupil premium which specifically benefit PP pupils)</p>	<p>Pupils who are SEND and disadvantaged can suffer from a 'double disadvantage'</p> <p>Identify all vulnerable groups: FSM, SEN, Other vulnerable groups and individuals / LAC / adopted / Service children / high mobility / EAL – Who are multiple disadvantaged?</p> <p>- Develop programmes of support for most vulnerable, develop through class teachers and pp champion</p> <p>- Identify the most vulnerable children, including non-pp, and devise appropriate support and intervention for these individuals.</p>	<p>-disadvantaged pupils who have SEND meet challenging attainment targets that are set for them</p> <p>85% of pupils to meet targets set in interventions</p>	<p>PP/SEND pupils SENCO Dept Head</p>	<p>Intervention and program costs</p>	<p>Teacher Assessment of SEND PP pupils. % ARE and above</p> <table><tr><td>EYFS</td><td>20% GLD</td></tr><tr><td>1</td><td>25%</td></tr><tr><td>2</td><td>0%</td></tr><tr><td>3</td><td>67%</td></tr><tr><td>4</td><td>29%</td></tr><tr><td>5</td><td>0%</td></tr><tr><td>6</td><td>0%</td></tr></table> <p>Note the number of pupils in these double disadvantaged group was low</p>	EYFS	20% GLD	1	25%	2	0%	3	67%	4	29%	5	0%	6	0%
EYFS	20% GLD																		
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<p>Increase the knowledge and expertise of all staff</p> <p>(Whole school strategies which benefit all children)</p>	<p>- Identify similar schools on the EEF families of school's database and arrange professional development opportunities for the schools to liaise.</p> <p>- Source high quality training on pupil premium for leaders (collaboration with LA lead practioner)</p> <p>- Engage in local networking opportunities for pupil premium champions and leaders</p> <p>-In depth training for all staff on strategies</p>	<p>- visit to best practice school</p> <p>-able to quantify impact of PP network events</p>	<p>School Teaching and support staff</p>	<p>Training and travel - £3000</p>	<p>School representative has attended PP Network (29/01/16) Talbot FIT code has been adjusted.</p> <p>-Push on Handwriting and Times tables has been introduced with Free Summer celebration maths fair for those who hit their targets.</p> <p>PP Network (26/01/17). As a result</p> <p>-increased focus on entry exit impact measures.</p> <p>-Maths Masters boxes rolled out Heads Summit (Brian Lamb) Entry exit measure for two sample groups showed an improvement for middle and less able pupils but the more-able did not achieve as well. The school will look to address this in the organisation of next year's maths boxes creating a more able group box.</p> <p>Importance of combination R/W/M</p>														

					<p>lead to school work on Venn Diagrams. By the end of the year these are now used by all staff to identify subject weaknesses.</p> <p>School INSET day 02/01/17 Workshop on PP for all staff leading to a consistent approach across the school. Kate Masters ( 07/02/17) At Talbot for an afternoon working on impact of PP Full PP review undertaken and report written.(KM) Literacy and Numeracy leads given action points to address. See separate literacy and numeracy action plans</p>
<p>Pupil wellbeing Improve readiness for learning</p> <p>(Targeted strategy for pupils eligible for pupil premium which specifically benefit PP pupils)</p> <p>behaviour, attitude to learning</p>	<p>- 2016 national test outcomes identified that PP pupils are performing poorly compared to non-pp pupils. Children when they engage in testing of any kind are 'test ready'.</p> <p>- Develop the use of learning powers -Teach students to learn how to learn -Growth Mindset -Children understand how they learn and apply it, develop mega-cognition -Develop individual student interviews -Develop confidence, belief in self and relationships through nurture groups, ELSA support and pupil conferencing -Peer conferencing (UFA) -Transition support -Increasing resilience (particularly in Yr 5 and Yr 6.)</p>	<p>- The school strategy moves away from behaviour interventions to self-regulation -external support (C Bulmar) to identify strategies to best support pupils during build up to and during SATs -strategies outlined (by external support) are put into place -pupil's questionnaire shows low anxiety levels for tests and improved attitudes - All pupils are supported through transition -Develop peer and staff tutoring approach for children to develop social behaviours and academic attainment.</p> <p>Develop leadership and aspiration of pupils.</p>	<p>PP registered pupils Pastoral Team Class teachers</p>	<p>- UFA peer tutoring £2650</p> <p>Non-contact time</p>	<p>C. Bulmar met with the Year 6 team. Better yourself targets set by children for themselves.</p> <p>Staff mentored certain identified children and met with them half termly to discuss their academic successes and perceived barriers.</p> <p>These teachers then sat with children for the SAT papers where possible.</p>
<p>Develop Enrichment opportunities for all disadvantaged pupils (Targeted strategy for pupils eligible for pupil premium which specifically benefit PP pupils)</p>	<p>Ensure that pupils are not disadvantaged from enrichment opportunities -breakfast clubs -Music percussion group -priority club access -sports equipment and clubs -Funding for trips and cultural experiences -Uniform supplies -Extra-curricular clubs</p>	<p>The children need cultural and enrichment experiences to ensure a level playing field compared to their more affluent peers. -enrichment budget is accessed by disadvantaged pupils -clubs schedule is accessed by pupils for both disadvantaged pupils and their siblings Teachers use the Belmont Scale to assess the areas of need for their children's wellbeing. From Spring 2 2017</p>	<p>All class teachers Office Staff Dept Head monitors club attendance</p>	<p>£10,000</p>	<p>Autumn club attendance by PP children (10 weeks) 111 /142=78% Non PP 301/ 373= 80%</p> <p>Spring Club attendance by PP children (10 weeks) 99 /142=69% Non PP 233/373=62%</p> <p>Summer Club attendance by PP children (10 weeks) 104 /142= 73% Non PP 211/373=56%</p>



## Pupil Premium Strategy for Improvement 2017-18

Please refer to appendices for data and statistics

Aim	Rationale and Approach	Success Criteria	Targeted Pupils (staff)	Cost	Impact outcomes Summary
<b>Raising Standards</b>  EYFS Close the gap between national other and disadvantaged attaining GLD  Increase the number of pupils passing the year 1 phonics test  KS1 and 2 increase number of disadvantaged pupils reaching ARE and GD in Reading / Writing / Maths  Increase number of pupils attaining combined ARE / GD	Sutton trust highlights the importance of quality first teaching on improving outcomes for disadvantaged pupils  -Deployment of the best staff to support disadvantaged pupils -Ensure quality first teaching and regularly monitor and evaluate quality teaching in learning - Lessons are of high quality and ensure children reach their potential from al starting points. -secure quality first teaching through coaching and mentoring and peer observation -Pupil Premium Lead works with all staff to identify pupils who are underachieving and tailor a programme of support including: -priority support in class -Assessment system fine-tuned to identify under performance) specifically identified as a group and tracked.  -challenge mentoring for more able in KS2 by maths and literacy subject leaders (academic mentoring) -develop expertise of TAs (Sutton trust <a href="#">link</a> )  -Academic mentoring provided by teachers  Number Masters (as developed by Vauxhall Primary school) for KS1	Narrow the gap between disadvantaged and national other pupils attaining GLD by at least 10%  Year 1 Target 80% to pass phonics test.  Book scrutiny shows all disadvantaged pupils are making at least expected progress. Scrutiny to happen at least half termly  Increased level of challenge in all lessons measured through planning monitoring, observations and book scrutiny.  New teaching and learning policy clearly outlines expectations for all teachers  Weekly personalised TA training. Observations and records of TA led interventions show high quality. Pupils meet intervention targets set  Pupils in every group from Y1 are now tracked for combined. Pupils are identified as focus children and discussed in PP meetings. Expectation is that at least 5% of pupils (3 in every class) accelerate from below ARE to ARE or ARE to GD each year. Yr 6 Borough agreed targets for Disadvantaged children Increased level of maths fluency for all KS1 pupils. (Mid-year and end yr assessment of number skills required y1and Yr 2)	All pupils on the PP register  PP children, underachieving  Teaching staff	Leadership proportion KC, DJ and RB cost  High quality staff cost  Pupil Tracker £1000  £9000 – Maths Master + staff time	
Interventions  (Strategy for underperforming pupils which benefit PP pupils and other underachieving	Sutton trust (Making the best use of Teaching assistants review) highlights that intervention is best led by TAs who are well trained or by their teachers  Pupils identified early for targeted interventions	All teachers are now required to fill in entry and exit assessments for all interventions. All pupils have specific targets set. 85% of pupils within an intervention to have met the set target	-All Year 1 and 2 pupils for Maths Masters	TA Costing  ELLS strategy	

pupils) Interventions (continued)	<p><b>Non-Academic:</b></p> <ul style="list-style-type: none"> <li>-Pastoral care group support</li> <li>-ELSA support</li> <li>-Play therapist</li> <li>-SALT</li> </ul> <p>PP pupils RAG rated for needs based interventions</p> <p><b>Academic</b></p> <p>Teachers deliver early interventions to pupils on a needs basis (1 hr a day)</p> <p>Agreed approach for TA</p> <p>TA's:</p> <ol style="list-style-type: none"> <li>1.TAs should not be used as an informal teaching resource for low-attaining pupils.</li> <li>2.Use TAs to add value to what teachers do, not replace them.</li> <li>3.Use TAs to help pupils develop independent learning skills and manage their own learning.</li> <li>4.Ensure TAs are fully prepared for their role in the classroom.</li> <li>5.Use TAs to deliver high-quality one-to-one and small group support using structured interventions.</li> <li>6.Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction.</li> <li>7.Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions-</li> </ol>	<p>If a child has a 'partially met target' twice – the intervention is changed</p> <p>ELI intervention shows accelerated progress for all pupils reading. E.g. number of key words learnt etc</p> <p>Book scrutiny will show evidence of progress from early intervention (marked in books as EI)</p> <p>-Any intervention must be baselined at the beginning and then again at the end to measure impact.</p> <p>-Effectiveness of interventions and TA's evaluated.</p> <p>Academic:</p> <ul style="list-style-type: none"> <li>• Early maths intervention, maths masters, high impact maths teaching in Years 1 and 2, daily</li> <li>• Catch up on misconceptions/lack of understanding from lessons (PM TA intervention)</li> <li>• Specialist interventions to support gaps in learning (Entry and exit data collated)</li> <li>• Ongoing training for quality intervention by TA's</li> </ul>	<p>-Teaching Assistants</p> <p>Maths Leader and English Leader</p> <p>-All pupils targeted for intervention, identified from assessment analysis</p> <p>-Pupils in need of pastoral support and social skills development</p>	<p>Play therapy</p> <p>Pastoral care team</p> <p>PP champion cost</p> <p>ELSA costs</p>	
More Able  (Targeted strategy for pupils eligible for pupil premium which specifically benefit PP pupils)	<p>High Ability pupils have been identified by Sutton trust as at risk of underachievement. Talbot recognises the need to support all pupils to achieve their potential including the high ability. Pupils are best supported by experienced teachers</p> <ul style="list-style-type: none"> <li>-Identify all more able PP</li> <li>-Specific intervention by English and Maths leaders</li> <li>-Teachers teach from the top and differentiate to all learners</li> </ul>	<p>-Raise attainment, ambition and aspiration</p> <p>-Raise expectation and challenge within lessons</p> <p>Book scrutiny will show appropriate level of challenge for all pupils</p> <p>Borough agreed targets for Yr 6 GD PP is R 16% W 8% M 12%</p> <p>Literacy and Numeracy leaders have half day a week working with more able pupils across the school</p>	<p>More able pupil premium children</p>	<p>Proportion of E and M leaders cost (Proportionate to time)</p>	
Governing Body:  Increase the knowledge and expertise of governors	<p>Ensure Governors can offer a good level of challenge to ensure that the school works to close the gap for disadvantaged pupils</p> <ul style="list-style-type: none"> <li>-In school and external training for GB</li> <li>-Regular monitoring of the strategy against measurable outcomes</li> <li>-Involvement in monitoring through visits and standards days</li> <li>-(at least) termly reporting to governors on how each strategy is working / pupil performance</li> </ul>	<ul style="list-style-type: none"> <li>-Borough training for governors is attended so they are informed of national and local agendas</li> <li>-programme of paired scrutiny and monitoring with senior leaders (standards day 3 times a year)</li> <li>-impact reporting discussed</li> <li>-new strategy document jointly written</li> <li>-half day visit with PP lead half termly to review practice.</li> <li>-case studies shared</li> <li>-able to discuss PP budget that is allocated and</li> </ul>	<p>Governing Body</p>	<p>£1000</p>	<p>MM attended PP network meeting with DJ lead by Kate Masters</p> <p>Governors in school all day 15/11/16. Next Date set 28 02 17</p> <p>DJ has met with MM each half term and a Governors report has been written of his findings each time.</p> <p>MM in school for two half days to See</p>

		the impact of this so far -RAISE online training Governors are able to discuss how the school is using it's funding to maximise attainment for disadvantaged pupils  Evidence from meeting minutes / training registers / reports			Literacy and maths leaders work with more able pupils.
Increased attendance	Pupils will not attend if they are not in school Attendance, esp. Persistent absence(PA) and lateness effect the performance of PP pupils  First day absent phone calls are made to all parents to ascertain reasons for absence Personalised letters sent to parents of all children below 90% attendance Follow up Attendance surgeries held. Parents are pursued for fines. Staff attend the houses of parents to aid children to school when necessary Children are rewarded with 100% attendance certificates Best attending class of the week reward for children	Attendance to be at least 95% for all PP pupils	Dept Head Attendance officer Class teachers		Autumn 2016 PP attendance was 94.40 % (Whole school was 95.61)  Spring 1 2017 PP 94.34 Whole sch 95.70% (Non PP 96.28)
Increase engagement of parents	Charles Deforges shows increased parental effects outweigh school effects until pupils are age 12. - Identify pupils that do and do not read at home - Surrogate school parents - Identify and target persistent absent and pp pupils, work with families to support their attendance -Target parents -Achievement for all -Provide breakfast club for PP pupils -Support families with transport/bus passes -Marvellous me app purchased -flexible timings for workshops and parents evenings afternoons etc)	-Marvellous me app has been purchased Target is 90% engagement (parents downloaded the app) Snapshot parents attitudes to school across areas 3) General attitude to school 4) Approachability of teacher  Snapshot of same questions at EOY shows increase in parent attitudes  An increase in 10% in parental attendance at workshops Pupil premium parents evening attendance increase by 10% - All pupils EYFS-KS2 who have not been heard to read at home are read with 3x weekly by experienced TA. Salford reading and comprehension age tests termly show all pupils are making progress at least in line with months lapsed from last test (and in many cases accelerated progress from time lapsed e.g. if 3 months have elapsed from last test >3 months progress has been made)	Red RAG rated pupils from pupil premium register and parental engagement register  Pupils on PA list	Resources £1000  Transport £1000	Spring 2017 20% parents attended maths workshop  Autumn parents evening 81% of PP parents attending parents evenings
SEND and Pupil Premium  (Targeted strategy for pupils eligible for pupil premium which specifically benefit PP pupils)	Pupils who are SEND and disadvantaged can suffer from a 'double disadvantage'  Identify all vulnerable groups: FSM, SEN, Other vulnerable groups and individuals / LAC / adopted / Service children / high mobility / EAL – Who are multiple disadvantaged?	-disadvantaged pupils who have SEND meet challenging attainment targets that are set for them SEND pupils make at least good progress from their starting points	PP/SEND pupils SENCO Dept Head	Intervention and program costs	

	<ul style="list-style-type: none"> <li>- Develop programmes of support for most vulnerable, develop through class teachers and pp champion</li> <li>- Identify the most vulnerable children, including non-pp, and devise appropriate support and intervention for these individuals.</li> </ul>	85% of pupils to meet targets set in interventions			
<p>Increase the knowledge and expertise of all staff</p> <p>(Whole school strategies which benefit all children)</p>	<ul style="list-style-type: none"> <li>- Identify similar schools on the EEF families of school's database and arrange professional development opportunities for the schools to liaise.</li> <li>- Source high quality training on pupil premium for leaders (collaboration with LA lead practitioner)</li> <li>- Engage in local networking opportunities for pupil premium champions and leaders</li> <li>- In depth training for all staff on strategies</li> </ul>	<ul style="list-style-type: none"> <li>- visit to best practice school</li> <li>- able to quantify impact of PP network events</li> </ul>	School Teaching and support staff	Training and travel - £3000	<p>School representative has attended PP Network (29/01/16) as a result – Talbot FIT code has been adjusted.</p> <p>- Push on Handwriting and Times tables has been introduced with Summer celebration fair planned for those achieving all PP Network (26/01/17). As a result</p> <p>- increased focus on entry exit impact measures.</p> <p>- Maths Masters boxes rolled out Heads Summit (Brian Lamb) - Importance of combination R/W/M lead to school work on Venn Diagrams</p> <p>- School INSET day 02/01/17 Workshop on PP for all staff leading to a consistent approach across the school</p> <p>Kate Masters ( 07/02/17. At Talbot working on impact of PP</p> <p>Full PP review planned for March and report to be written.</p>
<p>Pupil wellbeing Improve readiness for learning</p> <p>(Targeted strategy for pupils eligible for pupil premium which specifically benefit PP pupils)</p> <p>behaviour, attitude to learning</p>	<ul style="list-style-type: none"> <li>- 2016 national test outcomes identified that PP pupils are performing poorly compared to non-pp pupils. Children when they engage in testing of any kind are 'test ready'.</li> <li>- Develop the use of learning powers</li> <li>- Teach students to learn how to learn</li> <li>- Growth Mindset</li> <li>- Children understand how they learn and apply it, develop mega-cognition</li> <li>- Develop individual student interviews</li> <li>- Develop confidence, belief in self and relationships through nurture groups, ELSA support and pupil conferencing</li> <li>- Peer conferencing (UFA)</li> <li>- Transition support</li> <li>- Increasing resilience (particularly in Yr 5 and Yr 6.)</li> </ul>	<ul style="list-style-type: none"> <li>- The school strategy moves away from behaviour interventions to meta-cognition and self-regulation</li> <li>- external support (C Bulmar) to identify strategies to best support pupils</li> <li>- strategies outlined (by external support) are put into place</li> <li>- pupils questionnaire shows low anxiety levels for tests and improved attitudes</li> <li>- Staff are trained in meta-cognitive techniques</li> <li>- Meta-cognition is taught within the curriculum</li> <li>- All pupils are supported through transition</li> <li>- Develop peer tutoring approach for children to develop social behaviours and academic attainment.</li> <li>- Develop leadership and aspiration of pupils.</li> </ul>	PP registered pupils Pastoral Team Class teachers	<ul style="list-style-type: none"> <li>- UFA peer tutoring £2650</li> <li>Non-contact time</li> </ul>	
<p>Develop Enrichment opportunities for all disadvantaged pupils</p> <p>(Targeted strategy for pupils eligible for pupil premium which specifically benefit PP pupils)</p>	<ul style="list-style-type: none"> <li>- Ensure that pupils are not disadvantaged from enrichment opportunities</li> <li>- breakfast clubs</li> <li>- Music percussion group</li> <li>- priority club access</li> <li>- sports equipment and clubs</li> <li>- Funding for trips and cultural experiences</li> <li>- Uniform supplies</li> </ul>	<ul style="list-style-type: none"> <li>- The children need cultural and enrichment experiences to ensure a level playing field compared to their more affluent peers.</li> <li>- enrichment budget is accessed by disadvantaged pupils</li> <li>- clubs schedule is accessed by pupils for both disadvantaged pupils and their siblings</li> <li>- Teachers use the Belmont Scale to assess the</li> </ul>	All class teachers Office Staff Dept Head monitors club attendance	£10,000	<p>Autumn clubs attendance by PP children (10 weeks) 111 /142=78% Non PP 301/ 373= 80%</p> <p>Spring Clubs attendance by PP children (10 weeks) 99 /142=69% Non PP 233/373=62%</p>

	-Extra-curricular clubs	areas of need for their children's wellbeing. From Spring 2 2017			
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