

1.Summary information					
School	Corsham Primary School				
Academic Year	2016/2017	Total PP budget	£132,000	Date of most recent PP Review	NA
Total number of pupils	624	Number of pupils eligible for PP	149	Date for next internal review of this strategy	Sept 17
2.Current attainment					
Current Attainment			Corsham Primary disadvantaged pupils	National average for non-disadvantaged pupils	
Progress of KS2 disadvantaged pupils since KS1	Reading score		+2.30	+0.33	
	Writing score		+0.98	+0.12	
	Maths score		+1.10	+0.24	
% of KS2 disadvantaged pupils reaching national expectations	Reading		45%	71%	
	Writing		40%	79%	
	Maths		30%	75%	
% of KS1 disadvantaged pupils reaching national expectations	Reading		50%	78%	
	Writing		30%	70%	
	Maths		50%	77%	
% of Year 1 disadvantaged pupils meeting the expected standard in Phonics			85%	83%	
% of Foundation Stage free school meal pupils achieving a Good Level of Development			60%	72%	

3.Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	35% of Pupil Premium pupils are on the SEND register. 7% of Pupil Premium have an EHCP. 66% of our Pupil Premium children are disadvantaged. 47% of the disadvantaged children are on the SEN register and 20% of the disadvantaged/SEN pupils have an EHCP. SEND needs can prevent children from achieving national expectations.	
B.	9% of Pupil Premium children are from the Traveller community. 43% of the pupils who are both Pupil Premium and travellers are on the SEND register. Their attendance coupled with SEND needs can prevent children from achieving national expectations.	
External barriers		
C.	40% of children who are below the 90% attendance threshold are Pupil Premium. 19% of this group are Travellers.	
D.	Parental knowledge and understanding of the new curriculum expectations, in particular the end of Key Stage 1 and 2.	
4.Desired outcomes		Success criteria
A.	SEND Pupil Premium children achieve their end of year targets.	Individual targets achieved. Pupils make progress from their starting points in the core subjects.
B.	Traveller children achieve their end of year targets.	Individual targets achieved. Pupils make progress from their starting points.
C.	Attendance rates for pupils eligible for Pupil Premium are in line with whole school figures.	The percentage of persistent absence is reduced. Attendance rates for Pupil Premium improve and are in line with all pupils.
D.	Parents have a better knowledge and understanding of the new curriculum expectations and this helps them support their child in achieving end of key stage targets.	Parents have a better understanding of the new curriculum. Parents are able to support their child effectively with their learning at home.

5.Planned expenditure					
Academic year		2016-2017			
i. Quality of teaching for all					
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?
<p>A.SEND Pupil Premium children to achieve their end of year targets.</p> <p>B.Traveller children achieve their end of term targets.</p>	<p>Pupil Premium Manager and Inclusion Manager to work closely with the Class Teachers to implement and monitor high quality teaching including effective interventions.</p> <p>Pupil Premium Manager and Inclusion Manager to carry out Staff INSETs and induction sessions sharing best practice and recent research.</p>	<p>The Sutton Trust states that ‘The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.’</p>	<p>Regular meetings between the Pupil Premium Manager and Inclusion Manager to analyse data and the progress which the pupils need to make</p> <p>Meetings used to evaluate the effectiveness of specific interventions and possible actions and strategies needed.</p> <p>Regular teacher observations.</p>	<p>Pupil Premium Manager</p> <p>Inclusion Manager</p> <p>Class Teachers</p>	<p>Termly x 6 per academic year.</p>
Total budgeted cost					£18,165.20

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?
<p>A. SEN Pupil Premium children achieve their end of year targets.</p> <p>B. Traveller children achieve their end of term targets.</p>	<p>Pupil Premium Manager and Inclusion Manager to work closely with the class teachers to ensure TA's effectively support Pupil Premium children.</p> <p>Pupil Premium Manager to carry out TA Training sessions.</p> <p>CDG1 to research and investigate the role of Teaching Assistants in raising progress and attainment.</p> <p>Pupil Premium Manger to lead specific educational trips.</p>	<p>Based on research by the Sutton Trust EEF toolkit evidence suggests 'TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups, which on average show moderate positive benefits'.</p>	<p>Analysing interventions</p> <p>Reviewing the impact</p> <p>Regular TA observations</p> <p>Feedback from CDG1 meetings</p> <p>Feedback from Pupil voice</p>	<p>Pupil Premium Manager</p> <p>Inclusion Manager</p> <p>Class teachers</p> <p>TA Managers</p>	<p>Termly x 6 per academic year.</p>
Total budgeted cost					£89,165.20

iii. Other approaches					
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?
D. Attendance rates for pupils eligible for Pupil Premium are in line with whole school figures.	<p>Pupil Premium manager to monitor attendance daily and follow up quickly any issues.</p> <p>Pupil Premium Manager to attend EWO meetings to identify possible concerns and agree actions.</p> <p>Pupil Premium Manager to work with the Traveller EWO to identify possible concerns and agree actions.</p> <p>Investigate the support available from the Traveller Education Service Team (TES).</p>	We cannot improve attainment for children if they are not attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	<p>Identify attendance issues quickly through day to day checks and by attending EWO meetings.</p> <p>Pupil Premium Manager to use EWO meetings to discuss possible actions and strategies.</p> <p>Pupil Premium Manager to liaise with parents to help improve individual attendance issues.</p> <p>Pupil Premium Manager to refer ongoing issues to the Family Support officer / Family Support Officer Assistant to offer further support to parents.</p> <p>Pupil Premium Manager to use Traveller EWO to access appropriate support and resources.</p> <p>Monitor the impact of TES support if implemented.</p>	<p>Heads of schools</p> <p>Pupil Premium Manager</p> <p>EWO</p> <p>Family support officer</p> <p>Traveller EWO</p> <p>Family Support Officer</p> <p>Family support Assistant</p>	Termly x 6 per academic year

	<p>Promote the wide range of clubs and resources available to develop pupil wellbeing such as clubs, IT resources including iPads as well as school milk, and Study Buddies.</p> <p>Pupil Premium Manager, Family Support Officer and Family Support Assistant to work closely with our families to ensure support is provided where needed.</p>				
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<p>E. Parents have a better knowledge and understanding of the new curriculum expectations and this helps them support their child in achieving end of key stage targets.</p>	<p>Explore setting up workshops with the aim of developing specific strategies to support parents with the new curriculum expectations.</p> <p>Encourage leaders of core subjects to hold workshops informing parents of end of Key Stage expectations.</p> <p>Look into providing other effective resources which will enable parents to support their children at home.</p> <p>Parents invited to join Study Buddies sessions six times in the year at which information will be provided relating to their child's learning.</p>	<p>Research carried out as part of the Wiltshire Parental Engagement project says that Parental engagement has a large and positive impact on children's learning.</p> <p>Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range, the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups (Desforges 2003).</p>	<p>Encourage parental participation through direct contact with specific parents.</p> <p>Liaise with leaders of core subjects to share content of workshops and strategies to engage parents.</p> <p>Listen to and act upon feedback from all parties.</p>	<p>PP Manager</p> <p>Leaders of core subjects</p>	<p>3 times a year</p>
<p>Total budgeted cost</p>					<p>£61,170.12</p>

Review of expenditure				
Previous Academic Year		2015-2016		
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
<p>All staff have an increased awareness of who the Pupil Premium children are and their barriers to learning.</p> <p>Quality of teaching in which the Pupil Premium children receive is highly effective and ensures pupil progress.</p>	<p>Pupil Premium manager to lead staff training, raising the profile and sharing findings from recent research.</p> <p>All Pupil Premium children are recorded on all core subject lesson plans.</p> <p>Pupil Premium manager to liaise with all teaching staff through planning and intervention meetings analysing Pupil Premium data.</p> <p>Complete and share the Pupil Premium SEF.</p>	<p>Medium: Staff INSETs showed positive feedback. Teachers have a good understanding of who the Pupil Premium children are and their barriers to learning. Lesson plans are evaluated showing intervention that have taken place.</p> <p>Pupil Premium pupil's progress is analysed on a regular basis through a range of assessment formats.</p> <p>Outcomes are improving for pupils in the Foundation stage and Year 1. Key Stage 1 outcomes also improved in particular for pupils achieving greater depth. Outcomes for Key Stage 2 pupils were not significantly below national figures.</p> <p>Regular Intervention meetings ensuring the needs of Pupil Premium children are met.</p>	<p>Yearly INSET sessions are effective in raising the profile. We will continue with this each academic year.</p> <p>All pupil Premium children appear on lesson plans ensure progress and so we will continue with this format.</p> <p>The Pupil Premium Manager led just the Year 3 and 4 intervention meetings but ideally needs to attend all meetings in each of the year groups to gain a whole school understanding.</p> <p>Need to continue to build on the progress made in closing the gap.</p> <p>Need to look closer at our more able / highly able Pupil Premium children ensuring their needs are met.</p>	£10,899.12

ii. 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
To ensure attainment and progress, the Pupil Premium Manager to liaise with teaching staff and teaching assistants to implement a range of effective interventions.	<p>Pupil Premium Manager to work closely with each year group teacher, analysing data and providing interventions for all Pupil Premium children.</p> <p>Teaching Assistants to provide support through intervention work with specific Pupil Premium children.</p>	High to Medium: Having the Pupil Premium Manager work with all Pupil Premium children has enabled a deeper understanding of who the Pupil Premium children and their individual needs. Each child has a case file and a record of any intervention work carried out.	<p>It has proved impractical for the Pupil Premium Manager to try to work with all Pupil Premium children over a weekly timetable. Support will now be prioritised and focus on specific year groups / children who need additional support.</p> <p>Bath Literature festival to continue annually.</p> <p>Need to continue to build on the progress made in closing the gap.</p> <p>Need to look closer at our more able / highly able Pupil Premium children ensuring their needs are met.</p>	£81,899.12

iii. 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
<p>Improve parental knowledge and confidence when supporting their child at home.</p> <p>Links between school and families are effective.</p>	<p>Pupil Premium Manager and specific teachers / subject coordinators to carry out a series of workshops outside of school for Pupil Premium parents based on the core subjects and the use of IT to support.</p> <p>Family Liaison Office and Family Liaison assistant to work closely with Corsham Primary families monitoring attendance and behaviour.</p>	<p>Medium- Low: Parent workshops were carried out over the year based on reading and use of the I pads. Attendance of these was fairly low.</p> <p>Family Liaison Officer and Family Liaison Assistant have worked with a number of families this year to support them as and when needed. For example food parcels from the food bank have been distributed several times throughout the school year to families.</p>	<p>Ideally, the workshops need to take place on a regular basis, in order to ensure that parents are supported and continue to work with their child within their home environment. There is a need to link with core subject leaders ensuring that they too are providing sufficient information to parents.</p>	<p>£49,204.04</p>

<p>A wide range of outside agencies arranged to support pupils' emotional wellbeing including Service Families.</p>	<p>Explore a range of outside agencies to support pupil emotional wellbeing including play therapy, sports, and music coaches as well as arranging play therapy.</p> <p>Specific activities for Service Families including coffee mornings, lunchtime clubs, Scrapbooks, ELSA as well as linking with other outside agencies.</p>	<p>Medium: Uptake on sports clubs and lessons was high with all children enjoying the sports they take up. There have been some requests to carry out further activities.</p>	<p>Apply for MOD Service Funding.</p> <p>Look into setting up a lunchtime club as well as the use of the Scrapbooks as this has not yet taken place.</p>	<p>£16,999.12</p>
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<p>Pupils are supported with their Home Learning.</p> <p>Parent / Carers are supported with their child's Home Learning.</p>	<p>Home Learning club to take place each week and at both sites. Club available for all key stage 2 pupils.</p> <p>Parent / carers also invited to attend these sessions six times a year.</p>	<p>Medium – High: Both clubs are regularly attended. Numbers are high.</p> <p>Parents / Carers have attended some of the Study Buddies 6 sessions offered.</p>	<p>Clubs will continue this next year. Plan to look into developing the learning environment of the rooms in which the clubs takes place.</p> <p>Need to promote the Study Buddies 6 sessions with parents.</p>	<p>£10,999.12</p>
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Additional detail

A bid for the MOD Education Support fund was written in Summer 2016 and was successful. This money has been made available by the MOD to assist publicly funded schools, academies and free schools throughout the UK, to mitigate the effects of mobility or deployment of their Service communities; Regular and Reserve. The money is due to come into the school in April 2017.

We have chosen to use the additional money to provide service children with a range of resources that cannot be provided by the Pupil Premium budget alone. The focus will be on offering children emotional support as and when needed. These resources will include communication packs for families who are currently deployed, ELSA (Emotional Literacy Support Assistant) and lunchtime club resources. Further information regarding the bid will be sent to Service families.