

Disadvantaged Pupil Premium Strategy Statement, 2016

1. Summary Information					
School	Leeming RAF Community Primary				
Academic Year	2016-17	Total PP Budget	£23,600 (FSM 6: 15 x £1,320; LAC: 2 x £1,900)		
Total Number of Pupils	216	Number eligible for PP	17	Date of next review of strategy	September 2017

2. Achievement Information		
	Pupils eligible for PP	Pupils not eligible for PP (National average)
% achieving Expected + RWM	Suppressed (<6 pupils in sample)	60%
Progress Score, Reading	Suppressed (<6 pupils in sample)	0.33
Progress Score, Writing	Suppressed (<6 pupils in sample)	0.12
Progress Score, Maths	Suppressed (<6 pupils in sample)	0.24

3. Barriers to future attainment	
In School Barriers	
A	Majority of KS2 Disadvantaged Pupils (DPs) are predicted to be below ARE at Y6 in RWM
B	Behavioural issues for a small number of pupils with identified SEN limits progress
Context Specific / Individual Barriers	
C	Specific SEN Needs, attachment disorder, ? autism
D	Gaps in learning as a result of frequent transitions are present for majority of DPs, relating to service context of school
E	Emotional and wellbeing needs, relating to service context of school

4. Outcomes		
	<i>Desired Outcome</i>	<i>Success Criteria</i>
A	DPs make at least good progress in year, especially in Y6	Tracking data indicates 6+ steps per year DPs in Y6 meet expected ARE according to prior assessment
B	Behavioural issues addressed and disruption to learning minimised	Fewer disruptive incidents recorded Pupils are provided tailored support to meet need
C	SEN Needs are effectively supported, including through provision of 1:1 support	IEP targets are met Support is provided at all vulnerable moments for specific DPs

D	Rapidly 'plug gaps' resulting from missed content following transitions between schools.	Additional support makes positive impact on pupil progress, as evidenced in summative (6+ steps), and formative (rapid acquisition of new learning in statements, progress in books etc.) assessments
E	Emotional needs of pupils are supported, particularly at vulnerable times such as during parental deployments or around postings / transitions	Successful systems in place to scaffold pupil wellbeing Transitions are well managed both into and out of school Support is provided for vulnerable pupils Provision of emotional well-being and EFA programmes available to all (including DPs).

5. Planned Expenditure					
Academic Year		2016-17			
Key Focus:		Quality teaching for all			
Desired Outcome	Chosen Action / Approach	Evidence and rationale for choice?	How will leadership ensure successful implementation?	Staff lead	Cost
A, D	Additional ATA support , including for delivery of specific interventions.	EEF research indicates a high impact approach to raising standards involves freeing up teacher time to scaffold the lowest achieving pupils. ATA time will support class teachers with direct teaching to ensure children working below expectations or making poor progress get increased adult input, support and challenge. Delivery of interventions to reduce gaps in learning.	Lesson observations, with particular focus on use of adults in supporting all, especially DPs.	Teachers / SLT monitor	0.5 in KS2 x 2 (AJ/DG) 0.5 in KS1 x1 (HA)
A, D	Additional GTA support in KS2.	To support class teachers with teaching to ensure all pupils, including more able DPs, make good progress through provision of effective challenge. Where appropriate, delivery of interventions to reduce gaps in learning.	Lesson observations, with particular focus on use of adults in supporting all, especially DPs.	KS2 staff / DHT monitor	0.25 GTA
Total Budgeted Cost:					£17,720

Key Focus:		Effective SEN provision for DPs with complex additional needs.			
Desired Outcome	Chosen Action / Approach	Evidence and rationale for choice?	How will leadership ensure successful implementation?	Staff lead	Cost
B, C, E	Increased SLT time for SENCO work.	Effective SEN co-ordination and provision of EHCARs vital to ensuring progress of DPs. Non-teaching role avoids disruption to children and better oversight of SEN through school and liaison with professionals. Allows SENCO time to fast track EHCAR applications. High turnover of pupils (including DPs), results in complex changing data and increased need.	Effective SEN co-ordination ensured by monitoring of SEN provision, frequency of reviews, number of successful EHCAR applications, and delivery of SEN interventions and strategies.	NW (DHT)	0.1 SENCO
B, C, E	1:1 TA top up – top up Element 3 funding to ensure cover over break and lunch times for SEN/LAC pupil	Reduction in behaviour incidents and support for interactions to develop social skills.	Oversight of behaviour records and incidents, along with discussions with class teachers, MSAs and GTAs relating to needs of relevant pupil.	NW / RC	0.1 GTA SEN
Total Budgeted Cost:					£7,950

Key Focus:		Provision of emotional and pastoral support			
Desired Outcome	Chosen Action / Approach	Evidence and rationale for choice?	How will leadership ensure successful implementation?	Staff lead	Cost
B, C	Pastoral Mentor Support , non-class based HLTA for emotional support of vulnerable pupils.	EFA course recently undertaken indicates huge impact of effective emotional support on closing educational gaps. Pastoral mentor to become key worker for vulnerable pupils. Delivery of social and emotional programmes. Support and guidance for staff. Development and design of SEMH support programmes.	Oversight of work of P.M.; including systems and interventions.	JC	0.1 HLTA
Total Budgeted Cost:					£1,750

6. Additional Detail

The Disadvantaged Pupil Premium is used alongside the Service Pupil Premium in certain cases (where DPs are also Service Pupils). For further information on the way in which the school uses the Service Pupil Premium, see the Service Pupil Premium Statement and the Service Pupil Premium Guide for Stakeholders.