

## Pupil premium strategy statement: 2016 - 2017

1. Summary information					
School: Vauxhall	Vauxhall Primary				
Academic Year	2016/17	Total PP budget	£168,300	Date of most recent PP Review	2015/2016
Total number of pupils	239	Number of pupils eligible for PP	138	Date for next internal review of this strategy	Feb 2017

End of KS1	Pupils eligible for PP in Vauxhall (11 Pupils)	Pupils not eligible for PP (17 Pupils)
Achievement in reading, writing and maths	85%	82%
Attainment in reading	82%	88%
Attainment in writing	82%	76%
Attainment in maths	91%	82%
End of KS2	Pupil Premium (22 Pupils)	Non Eligible (7 Pupils)
Achievement in reading, writing and maths	73%	62%
Attainment in reading	82%	71%
Attainment in writing	86%	43%
Attainment in maths	95%	100%

### 2. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Low starting point for children in Reception; oral language skills are lower for pupils eligible for PP than for other pupils.
B.	High ability pupils who are eligible for PP are making less progress in reading and writing than other Non PP- high ability pupils across Key Stage 1 & 2.
C.	KS2 PP/SEN/EAL pupils making less progress than non PP/SEN/EAL pupils due to lack of parental support with homework tasks.

#### External barriers (issues which also require action outside school, such as low attendance rates)

D.	Poor English literacy levels of a few SEN/EAL parents resulting in inability to support their children with homework tasks.
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### 3. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	To continue to improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class continue to make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	To achieve higher rates of progress in reading across KS1 & 2 for pupils eligible for PP.	Gap in reading between KS1 PP pupils (82%) is in line with Non – PP pupils (88%). Gap in reading between KS2 Non- PP pupils (71%) is in line with PP pupils (82%).
C.	To improve the progress in KS2 reading and writing; and maintain high achievement in mathematics. Small focused group intervention for SEN pupils who are EAL learners (Additional Reading Masters/writing intervention in the afternoons).	PP/SEN/EAL pupils achieving expected at the end of KS2 in reading and writing. Performance in mathematics for PP pupils (95%) to continue to be significantly above national average (75%).
D.	To develop parental links by planning and implementing parent workshops throughout the year.	Attendance of parent workshops to continue to improve from near 80%.

4. Planned expenditure					
Academic year	2016/17				
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.					
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?
Improvements in the EYFS indoor and outdoor areas; enhanced opportunities for vocabulary development.  Additional support staff in EYFS.	Ecers audit to identify gaps in provision for learning. With a focus on language development.  Support for targeted pupils with low level of skills on arrival to EYFS	To identify gaps between targeted groups of pupils (PP/non-PP, SEN, EAL, girls/boys) and create new opportunities for learning.  To model good spoken English and grammatical structures through quality first teaching.	Review of Ecers to ensure indoor and outdoor areas are equipped with appropriate learning resources to facilitate the development of language skills.  ECERS/ITERS score to be within 180-240  Rigorous monitoring of staff and evaluation of pupils' progress in all areas of development	EYFS lead  Nursery and Reception class teachers/TAs  SMT	Half termly review of learning environment.  Review of data from PPM Informal drop ins by SMT
1:1 Intensive Phonics support  Higher number of pupils achieving expected and greater depth reading at the end of KS1 and KS2.  Higher number of pupils achieving expected and greater depth writing at the end of KS1 and KS2  Additional staff members to be trained in the planning and delivery of phonics teaching using the RWI scheme  Teachers to be involved in discussion with senior leaders related to pupils attainment and progress also to review provision and interventions  Pupils developing the essential skills which will allow them to excel in various sporting activities	Reading intervention using RWI materials delivered by trained staff  Continue to teach Reading Masters at a high level in Year 2 and throughout the school in order to close gap in attainment between PP and non-PP pupils.  Continue to support small groups of pupils to attain expected and greater depth writing in order to close the gap between PP and non-PP pupils.  Staff training on Read ,Write ,Inc  Teachers released for Pupil progress Review sessions 3 times a year  Employing external coaches to train pupils in Physical Education	High levels of PP pupils with 1:1 intensive phonics support passed the Year 1 Phonics Screening Check in 2017.  83% of pupils achieved expected level in 2017, a significant increase from the previous year – after one year of Reading Masters.  Pupils benefit from working in smaller, more focused groups as they develop the confidence to be more creative when editing and up-levelling writing tasks.  Over- all reading progress (from Y1 to Y6) is 4.6 point score progress. Year 1 Phonics screening check results above national average  Targeted support identified in reviews resulted in more than expected progress of children on FSM, term on term.  Pupils who develop the requisite skills represent the school at sporting fixtures/meets	Drop ins by Phonics lead Review and refresh training  Drop-ins by English subject leader  Drop-ins and monitoring by English subject leader  Drop-ins and monitoring by Phonics lead  Review meetings with staff and Senior leaders  Assessment by PE co-ordinator	Phonics lead  English SL  English SL SMT  Phonics lead  Senior leaders Teachers  PE Lead	Half termly  Half termly  Weekly drop-ins Termly monitoring  Weekly drop-ins Termly monitoring  Termly  Half termly
<b>Total budgeted cost</b>					£92000
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?
Higher rates of progress in reading and writing across KS1 for pupils eligible for PP.	Small group work: Implementation of Reading Masters alongside Phonics programme	Clear evidence that small group work in Phonics has impacted on reading and writing progress for PP; only 3/29 (10%) pupils did not achieve expected standard in reading; only 4/29 PP pupils (14%) did not achieve expected in writing.  Greater Depth Writing and Reading Masters is also taught in a small group to the pupils taken off the phonics programme.	Lesson drop in by Phonics lead and English lead.  Reading records, observations of sessions  Book scrutiny to track progress of writing	SMT and Literacy lead  Literacy lead  Literacy lead	Half termly  Half termly  Half termly

Improve progress of reading and writing in Year 6	Reading Masters Programme tailored to target gaps in skills and knowledge of SEN and EAL learners.  Early Morning breakfast booster lessons for Year 6 (1 hour/5 times per week) during Spring term until SATS.	Reading Masters programme have been proven to accelerate the rate of progress. Assessment evidence is used to target areas. 20% increase from 2016 to 2017.  Additional booster lessons have been proven to accelerate the rate of progress in all areas of learning.	Use of PIRA to track pupil progress throughout the year and to identify focus pupils within a variety of pupil group.  Frequent monitoring of the PIRA data  Lesson drop ins to quality assure	Year 6 teacher  Literacy lead  Literacy lead Year 6 teacher	Half termly Review of Data PPM PIRA assessment data  PIRA assessment data Half termly  Half termly
<b>Total budgeted cost</b>					£15100
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Curriculum Enrichment / Enhancement Activities	Wide range of targeted curriculum enrichment and enhancement activities: Science Investigations Day; World Book Day; Science Inter-School Quiz; General Knowledge Quiz. Links with English Touring Opera, Southbank Centre, Polka Theatre.	Survey conducted (Pupil Voice) in October 2017 showed 98%of children love coming to school because of these enrichment activities.  Pupils achieved medals/trophies/certificates for the school through these various enrichment events. This contributes to children growing in confidence and developing their self-esteem.	Enjoyment of activities Pupils growing in confidence and developing self-esteem. Views and support of parents.	Associate Head Teacher  Extra curriculum Clubs Co-ordinator	Half termly observations, informal drop ins by staff lead
Extended Services	Wide range of after school clubs available for pupils, run by both external coaches and school staff.	Pupils have taken part in a wide range of enrichment activities and are growing in confidence which is reflected in lessons and in a large number of performances/sporting events when they represented the school.	Evaluate success of the activities using end of course reports	Extra curriculum Clubs Co-ordinator  PE lead	Half termly observations, informal drop ins by staff lead
<b>Total budgeted cost</b>					£162000

5. 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
Staff to be trained on outstanding Teaching in order that teaching and learning will continue to be at least 80% outstanding	Teaching staff received training on the delivery of outstanding lessons using principles of effective questioning.	Quality of teaching and learning graded outstanding by OFSTED 2012.  These extremely high standards of teaching have been maintained and checked through twice yearly formal lesson observations which inform teacher performance appraisals.	New teaching staff are supported by a rigorous programme of CPD, scrutiny and observations by SMT and Head Teacher.  Similar school procedures will be continued next year to ensure high quality of teaching is maintained.	£2450
3/3 children supported will achieve expected levels in KS2 SATS	1:1 Reading support	All three PP pupils achieved the desired outcome using RWI materials.	Impact of 1:1 teaching is a highly successful approach and this will be continued next year.	£4000
At least 24% of pupils achieving a higher level (than National Average) in maths	Differentiated teaching materials – additional mathematics work for more able pupils	24% of PP pupils achieved higher than National Average	Impact of differentiated, accelerated learning materials will be used again next year.	£1500
Pupils to achieve above National Average in English, Mathematics and Science	Purchase of additional revision resources for Year 6 pupils	Reading – PP pupils 57% Non PP 78% vs Nat 66% Writing – PP pupils 90% Non PP 89% vs Nat 74% Maths – PP pupils 90% Non PP 100% vs Nat 70%	Impact was not as great for reading as it was for writing and mathematics. Will continue to use resources next year but more rigorous interventions will be used to support reading.	£600
Reading skills of Yr 3 & 4 FSM pupils to be improved	1:1 Reading Intervention using RWI materials	4.2 points progress was made by FSM pupils in reading	FSM pupils made progress in reading. This will be used again next term.	£8000
Improving the achievement of Year 4 pupils whose levels are at least 2/3 below age related expectations.	Small group mathematics support using Singapore Mathematics	4.6 points progress made for FSM pupils in Mathematics	FSM pupils made progress in mathematics. This will be used again next term.	£2000
All FSM pupils to make 4.3-4.7 points of progress in all areas.	Small group targeted support in class in all subjects led by support staff	All FSM children except LAC made progress in the following areas: 4.4 points of progress in reading, 4.3 in writing 4.7 in science 4.6 overall in RWM	Programme of support to be continued in the next academic year.	£18000
Improvement in reading for Year 1 and 2 pupils using RWI intervention materials	1:1 intensive phonics support delivered by trained staff	100% of pupils passed phonics screening test having received daily 1:1 intensive phonics support.	Programme was effective. Will continue in the next academic year.	£4000
RWI phonics materials to be updated in order to ensure quality of teaching in Yr1 & 2.	Update RWI resources	No significant difference between % of pupils on FSM and non-FSM passing the Y1 phonics screening check. 80% of cohort achieved expected test scores.	Will continue to update materials as and when needed throughout the following academic year.	£3000
To improve number mastery in Year 1 and Year 2	Number masters materials to be implemented in KS1	Year 1 and 2 pupils made more than 1.5 years standard age equivalent in number and calculation when tested using the Sandwell Early Numeracy test.	Excellent resources that will continue to be used next academic year in Vauxhall and beyond.	£15000
EYFS outdoor areas to be improved in order to enhance opportunities for vocabulary development	Acquire ipads and software for electronic tracking of pupils' development in the EYFS and online reporting to parents	% of pupils achieving Good Level of Development above national average (based on the EYFS national pilot)	EYFS outdoor areas improved - this is an on - going process.	£8000
Improving progress of pupils with low level skills on arrival to EYFS	Additional support staff in EYFS	Targeted pupils settled well and made good progress in all Prime areas of learning, including literacy and mathematics	Targeting pupils in small group worked very well. This approach will continue.	£9683
Additional staff members to be trained in the planning and delivery of phonics teaching using the RWI scheme	Staff training on Read ,Write ,Inc	Over- all reading progress (from Y1 to Y6) is 4.6 point score progress. Year 1 Phonics screening check results above national average	Good progress. Will continue this next year	£2500
Teachers to be involved in discussion with senior leaders related to pupils attainment and progress also to review provision and interventions	Teachers released for Pupil progress Review sessions 3 times a year	Targeted support identified in reviews resulted in more than expected progress of children on FSM, term on term.	Essential discussion to inform all involved in monitoring the attainment and progress of pupils. This will continue next year.	£3250
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 improve oral language skills and attainment of Pupil Premium pupils in Reception	Support for targeted children with low level of skills on arrival to EYSF	PP eligible pupils outperformed Non-PP pupils in a GLD by 21%; also PP pupils outperformed Non- PP pupils in All Learning Goals by 21%. GLD is 79% compared to National which is 71%.	Target children made good progress in all areas of learning. Targeted support will continue for children with low level skills	£1800
Improved KS1 Reading and Writing results.	Small group interventions targeting Mastery and Greater Depth objectives in all subjects.	In 2016 69% of PP pupils achieved expected + in Reading, compared to 82% in 2017. In 2016 54% of PP pupils achieved expected + in Writing, compared to 82% in 2017. In 2016 77% of PP pupils achieved expected + in Maths, compared to 91% in 2017.	Small group intervention to target mastery and greater depth objectives in all subject areas. We will continue next year.	£5000
Improved Year 6 reading results	Implementation of the Reading Masters	Previous reading attainment was 62%, present result is 82% an increase of 20%	Focused area was determined based on the result of the previous SATs result. Reading Masters has been a tremendous success. We will continue next year.	£2000
To reward outstanding attendance on a weekly basis during achievement assembly	Incentive and reward Scheme for attendance	Attendance of FSM pupils -outstanding at 96.5%	This encourages children to be in school and on time each day. This will continue next year.	£2800
Provision of a wide range of enrichment activities for pupils beyond the classroom	External coaches and school staff available to run after school programme	A number of children have taken part in a wide range of enrichment activities. They have developed greater confidence, which has been reflected in lessons as well as greater confidence when representing the school in sporting and other events.	Pupil confidence and self-esteem has increased as a result of exceling in areas outside of academic subjects. This programme will be continued in the next academic year.	£8000
To ensure that pupils have broad and balanced provision of curriculum enrichment activities.	The provision of curriculum enrichment/ enhancement activities <ul style="list-style-type: none"> <li>• Happy Puzzle</li> <li>• Science investigation day</li> <li>• World Book Week</li> <li>• General Knowledge inter-school quiz</li> <li>• Debate mate</li> <li>• Digismart</li> <li>• Opera at the Battersea Centre</li> </ul>	Survey conducted in 2016 showed 98% of pupils love coming of the enrichment activities. Pupils achieved medals/trophies/certificates for the school through these various enrichment events. This contributed to the growing confidence of pupils and an increase in their self-esteem.	The continuous provision of enrichment activities increased the confidence of pupils, especially those with low confidence and self-esteem. This provision will continue in the next academic year with view to increasing the provision by at least 3 more activities..	£10000

### 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
Oval Cricket programme	Cricket coaching and IT skills.	Yes increased confidence in all pupils involved.	We will continue this next year.	£2000
100% attendance achieved by Year 6 pupils	Breakfast booster lessons	Reading: PP 57% Non PP 78% Writing: PP 90% Non PP 89% Maths: PP 90% Non PP 100%	Need to overhaul the teaching of reading with new programme "Reading Masters". This will be rolled out to all year groups next year.	£3000

## 6. Additional detail

The number of pupils entitled to Free School Meals (FSM) is higher than national average. The number of SEN K and E pupils is significantly above the national average. 70.3% of our pupils have English as an additional language.