

# **Pupil Premium Strategy**

## **2016-17**

*Evaluated November 2017*

## Pupil Premium Funding

Pupil Premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

### Funding for 2016-17

In the 2016-17 financial year, schools receive funding for each child from Reception to Year 6 registered as eligible for free school meals at any point in the last 6 years. Funding is also provided for each child who:

- has been looked after for 1 day or more
- has been adopted from care
- has left care under:
  - a special guardianship order
  - a residence order
  - a child arrangement order

Schools also receive **Early Years Pupil Premium** funding to improve the education they provide for disadvantaged 3- and 4-year-olds. In addition to the above criteria, families are eligible if they receive certain income-based allowances or tax credits.

### Characteristics of the School 2016

Canonbury is a two-form Primary School including a Nursery, with a roll of 460 pupils.

In the national context, Canonbury is among the 20% of schools that have the highest proportion of pupils eligible for free school meals (43%) and pupils from minority ethnic groups (56%). 21% of our pupils' first language is not English.

## **Pupil Premium at Canonbury Primary School**

At Canonbury Primary School we are committed to providing opportunities for all children to make the best progress that they can in Reading, Writing, Maths and the wider curriculum. Our aspiration is for all pupils to thrive in an environment that promotes enthusiasm for learning, the expression of individual talent and the development of strong personal skills.

In order to achieve this aspiration, our aim this year is to make daily provision in class even better at matching the needs of pupils eligible for pupil premium, both academically and socially and emotionally. Our purpose is to ensure that all pupils have the right learning at the right time, all the time. For this reason we are directing a substantial proportion of our funding to support the continuous development of 'quality first teaching' strategies that facilitate the best learning for pupils eligible for pupil premium at our school. Alongside this, we are investing in additional Inclusion leadership time to look in depth at individual and common barriers to learning and identify the right specific interventions to address academic, social and emotional barriers - and develop support staff practice. Finally, we ensure that our pupils eligible for pupil premium have access to educational visits and events that enrich their learning and experience.

We use the funding to benefit all pupil premium children and support higher, middle and lower achievers by matching provision to their needs.

Developing Quality First Teaching	Developing Inclusion and Specific Interventions	Overcoming barriers to learning and enrichment
<ul style="list-style-type: none"> <li>• Senior Leadership focus in Key Stage 1 leading teaching and learning to ensure improved progress between Reception and Year 2</li> <li>• Phase Leadership in Lower and Upper Key Stage 2 to support effective implementation of English and Maths initiatives and to lead consistent, sustained best practice for pupils eligible for pupil premium</li> <li>• Subject leader initiatives to support quality first teaching in line with school priorities and the needs of pupils identified from assessment information.</li> <li>• Additional provision and support in Y2 and Y6 to secure good and better progress towards age expectation and higher</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Leadership of Inclusion to identify individual and common needs and renew school Provision Map with interventions that are proven to be effective for specific needs</li> <li>• Targeted interventions that are consistent, time bound, monitored and evaluated</li> <li>• Strategic training and deployment of support staff to deliver effective interventions</li> <li>• Structures to support good and better progress over time: <ul style="list-style-type: none"> <li>-Learning Conferences to support ambitious targets and effective provision focus pupils eligible for Pupil Premium</li> <li>-Inclusion Meetings to identify and plan to overcome barriers to learning for specific pupils</li> <li>-Pupil Progress Reviews to monitor and plan for progress of all pupils</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Senior Leadership of pastoral care to ensure that families are supported effectively at school level and participate in tailored wider support where appropriate</li> <li>• Learning Mentor support for vulnerable pupils to address social and emotional barriers and develop a readiness to learn</li> <li>• Opportunities for all pupils, including disadvantaged pupils, to participate in enrichment activities and events that deepen learning and increase engagement: Residential visits, educational visits, extended school.</li> </ul>

## Achievement 2017

Y1 PHONICS	ALL PUPILS	DISADVANTAGED
2017	88% (All pupils nationally 81%)	88% (Other pupils nationally 83%)

KS1		READING	WRITING	MATHS	RWM COMBINED
All Pupils	EX+	85% (76%)	75% (68%)	81% (75%)	73%
	GD	29% (25%)	19% (16%)	19% (21%)	17%
Dis	EX+	83%	69%	72%	66%
	GD	10%	7%	3%	3%

### (National Averages (%))

KS2		READING	WRITING	MATHS	RWM COMBINED	EGPS
All Pupils	EX +	78% (71%)	83% (76%)	79% (75%)	71% (61%)	86% (77%)
	GD	38% (25%)	36% (18%)	21% (23%)	16% (9%)	36% (31%)
Dis	EX +	73%	77%	70%	53%	80%
	GD	27%	23%	13%	2%	27%
Progress		0.3	1.6	-1.3	N/A	N/A

### (National Averages (%))

<b>KS1</b>	<b>Reading</b>			<b>Writing</b>			<b>Maths</b>		
<b>Attainment</b>	All	Disadvantaged	Other	All	Disadvantaged	Other	All	Disadvantaged	Other
Cohort No.	60	20	40	60	20	40	60	20	40
School %	83	60	95	72	40	88	75	55	85
National %	74	n/a	78	65	n/a	70	73	n/a	77

<b>KS2</b>	<b>Reading</b>			<b>Writing</b>			<b>GPS</b>			<b>Maths</b>			<b>R,Wr,Ma Combined</b>		
<b>Attainment</b>	All	Disadvantaged	Other	All	Disadvantaged	Other	All	Disadvantaged	Other	All	Disadvantaged	Other	All	Disadvantaged	Other
Cohort No.	53	28	25	53	28	25	53	28	25	53	28	25	53	28	25
School %	70	57	84	75	61	92	74	57	92	64	43	88	57	36	80
National %	66	n/a	71	74	n/a	79	72	n/a	78	70	n/a	75	53	n/a	60
<b>Progress Score</b>	1.00	0.08	2.31	1.10	-0.92	4.07	n/a	n/a	n/a	-0.25	-1.32	1.33	n/a	n/a	n/a

The above data is used as an indicator for directing our pupil premium spend and fuels our ambition to:

- accelerate progress for Disadvantaged pupils in all subjects between EYFS and KS1 in order to close the gap with Other pupils nationally
- Secure better progress for Disadvantaged pupils between KS1 and KS2 in Writing and Maths in order to close the gap with Other pupils nationally

## Pupil Premium Strategy 2016-17

Phase	Approximate Cost	Item, Objective	Outcome
Whole School	£6,500	<p><b>Continue to provide opportunities for English and Maths Leaders to develop and monitor effective teaching strategies across the school</b></p> <ul style="list-style-type: none"> <li>-effective Guided Reading and follow up activities</li> <li>- Writing, Spelling and Grammar</li> <li>-timely challenge for all pupils in maths</li> <li>-ensure implementation of best practice across the school and monitoring to ensure consistency</li> <li>-continue to develop the assessment for learning cycle to sharpen focus on Pupil Premium pupils</li> </ul>	
	£31,000	<p><b>DHT Inclusion role to include leadership of provision for pupils eligible for Pupil Premium</b></p> <ul style="list-style-type: none"> <li>-Improve identification of specific needs and provision of right teaching strategies and support for pupils</li> <li>-Ensuring effectiveness of support staff</li> <li>-Training for support staff in specific interventions</li> <li>-Ensuring effective, time bound intervention</li> <li>-Rigorous monitoring and adjustment of input to secure impact</li> </ul>	
	£4,440	<p><b>Release for class teachers to conduct progress reviews, moderation and standardisation of Reading, Writing and Maths :</b></p> <ul style="list-style-type: none"> <li>-Learning Conferences to review progress and plan for focus pupils eligible for Pupil Premium</li> <li>- Inclusion meetings to identify specific barriers to learning, plan and review strategies to address them</li> </ul>	
	£2,200	<p><b>Increasing engagement of parents in learning:</b></p> <ul style="list-style-type: none"> <li>-structured conversations with parents of focus pupils who are below expected level for their age group</li> </ul>	

£15,500	<b>Pastoral Care</b> Work with families to overcome social and emotional barriers to a positive learning experience for pupils <ul style="list-style-type: none"> <li>- Pastoral support planning for pupils</li> <li>- Parent liaison and support</li> <li>- Agency liaison</li> </ul>		<table border="1"> <thead> <tr> <th>Year</th> <th>Social and emotional</th> <th>Pastoral support</th> </tr> </thead> <tbody> <tr> <td>YR</td> <td>M M</td> <td>M M</td> </tr> <tr> <td></td> <td>M</td> <td>M</td> </tr> <tr> <td>Y1</td> <td>F</td> <td></td> </tr> <tr> <td>Y1</td> <td>F</td> <td>F</td> </tr> <tr> <td>Y2</td> <td>M M F</td> <td>F</td> </tr> <tr> <td>Y2</td> <td>M</td> <td>M M</td> </tr> <tr> <td>Y3</td> <td>M M F F</td> <td>M</td> </tr> <tr> <td>Y3</td> <td>M</td> <td></td> </tr> <tr> <td>Y4</td> <td>M F F F</td> <td>M F</td> </tr> <tr> <td>Y4</td> <td>MM F</td> <td>M M</td> </tr> <tr> <td>Y5</td> <td>F F F</td> <td>F F</td> </tr> <tr> <td>Y5</td> <td>M M M M</td> <td>M</td> </tr> <tr> <td>Y6</td> <td>M</td> <td>F</td> </tr> <tr> <td>Y6</td> <td>M</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>30</b></td> <td><b>16</b></td> </tr> <tr> <td><b>Total Boys</b></td> <td><b>18</b></td> <td><b>10</b></td> </tr> <tr> <td><b>Total Girls</b></td> <td><b>12</b></td> <td><b>6</b></td> </tr> </tbody> </table>	Year	Social and emotional	Pastoral support	YR	M M	M M		M	M	Y1	F		Y1	F	F	Y2	M M F	F	Y2	M	M M	Y3	M M F F	M	Y3	M		Y4	M F F F	M F	Y4	MM F	M M	Y5	F F F	F F	Y5	M M M M	M	Y6	M	F	Y6	M		<b>Total</b>	<b>30</b>	<b>16</b>	<b>Total Boys</b>	<b>18</b>	<b>10</b>	<b>Total Girls</b>	<b>12</b>	<b>6</b>																																										
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£11,100	<b>Learning Mentor to provide support for social and emotional development</b> Reinforce social and emotional development to support conditions conducive to learning <ul style="list-style-type: none"> <li>- Monitoring and supporting behaviour and well-being throughout school day</li> <li>- 1:1 and small group nurture sessions</li> <li>- In class support</li> <li>- Implementation of whole school behaviour systems</li> </ul>		<table border="1"> <thead> <tr> <th colspan="4">2014-15</th> <th colspan="4">2015-16</th> <th colspan="4">2016-17</th> </tr> <tr> <th>Year</th> <th>Pupil</th> <th>Occasions</th> <th>Total Days</th> <th>Year</th> <th>Pupil</th> <th>Occasions</th> <th>Total Days</th> <th>Year</th> <th>Pupil</th> <th>Occasions</th> <th>Total Days</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>A</td> <td>3</td> <td>13</td> <td>6</td> <td>B</td> <td>1</td> <td>1</td> <td>5</td> <td>A</td> <td>3</td> <td>4.5</td> </tr> <tr> <td>5</td> <td>B</td> <td>2</td> <td>7</td> <td></td> <td>F</td> <td>1</td> <td>1</td> <td>R</td> <td>H</td> <td>1</td> <td>0.5</td> </tr> <tr> <td>6</td> <td>C</td> <td>1</td> <td>1</td> <td></td> <td>G</td> <td>1</td> <td>7</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>D</td> <td>1</td> <td>0.5</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>E</td> <td>3</td> <td>7</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>5</b></td> <td><b>10</b></td> <td><b>28.5</b></td> <td></td> <td><b>3</b></td> <td><b>3</b></td> <td><b>3</b></td> <td></td> <td><b>2</b></td> <td><b>4</b></td> <td><b>5</b></td> </tr> </tbody> </table>	2014-15				2015-16				2016-17				Year	Pupil	Occasions	Total Days	Year	Pupil	Occasions	Total Days	Year	Pupil	Occasions	Total Days	3	A	3	13	6	B	1	1	5	A	3	4.5	5	B	2	7		F	1	1	R	H	1	0.5	6	C	1	1		G	1	7						D	1	0.5										E	3	7									<b>Total</b>	<b>5</b>	<b>10</b>	<b>28.5</b>		<b>3</b>	<b>3</b>	<b>3</b>		<b>2</b>	<b>4</b>	<b>5</b>
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£4,000	<b>Provide ½ day counselling for pupils and parents as appropriate -CAMHS</b> <ul style="list-style-type: none"> <li>Reinforce social and emotional development to support conditions conducive to learning</li> </ul>	<table border="1"> <thead> <tr> <th colspan="2">CAMHS</th> </tr> <tr> <th>Yeargroup</th> <th>Pupil</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>M</td> </tr> <tr> <td>2</td> <td>F</td> </tr> <tr> <td>4</td> <td>M</td> </tr> <tr> <td>6</td> <td>F</td> </tr> </tbody> </table>	CAMHS		Yeargroup	Pupil	2	M	2	F	4	M	6	F	Pupils involved received ongoing support for personal, social and emotional well-being throughout the year.
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£2,000	<b>Art Therapist</b> To support emotional well-being, communication	<table border="1"> <thead> <tr> <th colspan="2">ART THERAPY</th> </tr> <tr> <th>Yeargroup</th> <th>Pupil</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>F</td> </tr> <tr> <td>5</td> <td>M</td> </tr> <tr> <td>5</td> <td>F</td> </tr> <tr> <td>2</td> <td>M</td> </tr> </tbody> </table>	ART THERAPY		Yeargroup	Pupil	4	F	5	M	5	F	2	M	Pupils involved received ongoing support for personal, social and emotional well-being throughout the year.
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£7,000	<b>Senor Midday Meals Supervisor support for developing positive playground behaviour</b> <ul style="list-style-type: none"> <li>Develop Peer Mentors in Y5/6 -pupils taking responsibility</li> <li>Develop structured, collaborative play opportunities to ensure inclusion of all children at playtimes</li> </ul>	<ul style="list-style-type: none"> <li>Sustained good behaviour at lunchtime</li> <li>Sustained reduction in exclusions in 2016-17 (see data above)</li> </ul>													
£1200	<b>Mentoring support , Lunchtime</b> <ul style="list-style-type: none"> <li>Mentoring games/activities to improve self-esteem, self-management</li> <li>Organised sports to improve teamwork</li> </ul>														
£500	<b>Increase opportunities to develop computing skills outside of school hours</b> <ul style="list-style-type: none"> <li>Code club, free of charge places targeted at pupil premium eligible pupils</li> </ul>	<b>(Code Club FOC for all pupils 2016-17-pupil premium not required)</b>													
£1,200	<b>Support pupils in completing homework</b> <ul style="list-style-type: none"> <li>Teacher/ Teaching Assistant support in timetabled weekly sessions: Homework Club</li> </ul>	<b>5 eligible pupils were weekly attenders throughout 2016-17</b>													

£1,500	<p>Provide opportunities for more pupils to attend after school clubs, via free of charge places</p> <p>Provide opportunities for more pupils to attend Playcentre, via free of charge places</p>	1 targeted pupil attended f.o.c. daily throughout 2016-17																
£1,500	Provide opportunities for more pupils to attend Breakfast Club, via free of charge places	3 eligible pupils f.o.c. at breakfast club daily 2016-17, 1 offered but not taken up																
£4,500	Provide opportunities for pupils to engage in structured, purposeful activities in holidays, via free of charge places to all year round holiday clubs	4 eligible pupils f.o.c. full time at holiday clubs Spring, and Summer 2016-17																
£1,000	Ensure inclusion for all in Class Educational Visits, via free of charge places	<p>All pupils have equal opportunities to enrich learning via wider experiences</p> <table border="1" data-bbox="1032 772 2130 1198"> <thead> <tr> <th colspan="2">Educational Visits 2016-17</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>London Zoo, Barnsbury Woods, Planetarium,</td> </tr> <tr> <td>Y1</td> <td>Science Museum, Highbury Wildlife Garden, Museum of Childhood, London Zoo, LSO Concert for Schools</td> </tr> <tr> <td>Y2</td> <td>Spanish Cinema, LSO Concert for Schools, St Paul's Cathedral, River Trip</td> </tr> <tr> <td>Y3</td> <td>Crystal Palace Dinosaurs, Natural History Museum, Islington Museum, Horniman Museum, Kew Gardens</td> </tr> <tr> <td>Y4</td> <td>V&amp;A Museum, Kenwood House, British Museum, Science Museum, London Zoo</td> </tr> <tr> <td>Y5</td> <td>Guardian Newspaper, Chislehurst Caves, Jewish Museum, Treginnis Farms for City Children (Residential)</td> </tr> <tr> <td>Y6</td> <td>Kingswood Isle of wight (Residential), Ragged school</td> </tr> </tbody> </table>	Educational Visits 2016-17		EYFS	London Zoo, Barnsbury Woods, Planetarium,	Y1	Science Museum, Highbury Wildlife Garden, Museum of Childhood, London Zoo, LSO Concert for Schools	Y2	Spanish Cinema, LSO Concert for Schools, St Paul's Cathedral, River Trip	Y3	Crystal Palace Dinosaurs, Natural History Museum, Islington Museum, Horniman Museum, Kew Gardens	Y4	V&A Museum, Kenwood House, British Museum, Science Museum, London Zoo	Y5	Guardian Newspaper, Chislehurst Caves, Jewish Museum, Treginnis Farms for City Children (Residential)	Y6	Kingswood Isle of wight (Residential), Ragged school
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Y6	Kingswood Isle of wight (Residential), Ragged school																	
£1,600	Provide regular reading and discussion activities with adults, via Reading Volunteers	<p>Pupils make good and better progress over time in Reading</p> <p><a href="#">Sam-adapt your beanstalk table</a></p>																

<b>Years 5/6</b>	£6,000	<p><b>Phase Leader with release time to develop and monitor consistent, effective implementation of SIP priorities</b></p> <ul style="list-style-type: none"> <li>• Share best practice, via team teaching, focussed peer observations</li> <li>• Ensure effective, sustained implementation of School Improvement priorities:  <i>-Spelling, writing and grammar</i>  <i>-timely challenge for all pupils in Maths</i>  <i>-effective lesson types for Maths</i></li> <li>• Ensure implementation of agreed best practice for Learning Overview focus pupils</li> <li>• Carry out monitoring and moderation that sharpens focus on Pupil Premium pupils</li> <li>• Ensure Teaching Assistants are being deployed effectively in lessons</li> </ul> <p><b>Additional Teacher</b>  <b>2 days equivalent per week – Spring and Summer Terms</b></p> <ul style="list-style-type: none"> <li>- Team Teaching</li> <li>- Specific, time bound 1:1 and group interventions to fill gaps</li> </ul> <p><b>Maths Leader-led Boosters</b>  2x per week</p> <p><b>Additional Maths, English and GPS Boosters:</b>  Address gaps in Maths and English learning , reinforcing concepts and skills needed to reach age expectation/ be secondary ready</p> <p><b>Additional Teaching Assistant</b> in Year 6 to provide capacity for intervention and booster groups in English and Maths</p> <p><b>Ensure inclusion of all pupils in Y5 Farms for City Children Residential trip, via assisted places</b></p> <p><b>Ensure inclusion of all pupils in Y6 Residential trip, via assisted places</b></p>	<p style="text-align: center;"><b>+Progress: KS1-2 2016</b>  <b>% making progress from KS1 starting points</b></p> <table border="1"> <thead> <tr> <th rowspan="2">KS1 Level</th> <th rowspan="2">Group</th> <th colspan="3">Reading</th> <th colspan="3">Writing</th> <th colspan="3">Maths</th> </tr> <tr> <th>Number</th> <th>% EXP+</th> <th>% HIGH</th> <th>Number</th> <th>% EXP+</th> <th>% GD</th> <th>Number</th> <th>% EXP+</th> <th>% HIGH</th> </tr> </thead> <tbody> <tr> <td rowspan="2">1</td> <td>PP</td> <td>7</td> <td>14</td> <td>0</td> <td>10</td> <td>30</td> <td>0</td> <td>5</td> <td>0</td> <td>0</td> </tr> <tr> <td>Other</td> <td>1</td> <td>100</td> <td>0</td> <td>1</td> <td>100</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td rowspan="2">2C</td> <td>PP</td> <td>4</td> <td>0</td> <td>0</td> <td>8</td> <td>63</td> <td>0</td> <td>6</td> <td>17</td> <td>0</td> </tr> <tr> <td>Other</td> <td>0</td> <td>n/a</td> <td>0</td> <td>0</td> <td>n/a</td> <td>0</td> <td>1</td> <td>100</td> <td>0</td> </tr> <tr> <td rowspan="2">2B</td> <td>PP</td> <td>9</td> <td>78</td> <td>0</td> <td>6</td> <td>85</td> <td>0</td> <td>7</td> <td>57</td> <td>0</td> </tr> <tr> <td>Other</td> <td>5</td> <td>80</td> <td>0</td> <td>8</td> <td>100</td> <td>13</td> <td>1</td> <td>100</td> <td>0</td> </tr> <tr> <td rowspan="2">2A</td> <td>PP</td> <td>3</td> <td>100</td> <td>33</td> <td>3</td> <td>100</td> <td>0</td> <td>8</td> <td>75</td> <td>25</td> </tr> <tr> <td>Other</td> <td>2</td> <td>100</td> <td>0</td> <td>3</td> <td>100</td> <td>67</td> <td>8</td> <td>100</td> <td>0</td> </tr> <tr> <td rowspan="2">3</td> <td>PP</td> <td>5</td> <td>100</td> <td>0</td> <td>1</td> <td>100</td> <td>100</td> <td>2</td> <td>50</td> <td>50</td> </tr> <tr> <td>Other</td> <td>11</td> <td>100</td> <td>73</td> <td>7</td> <td>100</td> <td>100</td> <td>8</td> <td>100</td> <td>75</td> </tr> </tbody> </table>											KS1 Level	Group	Reading			Writing			Maths			Number	% EXP+	% HIGH	Number	% EXP+	% GD	Number	% EXP+	% HIGH	1	PP	7	14	0	10	30	0	5	0	0	Other	1	100	0	1	100	0	1	0	0	2C	PP	4	0	0	8	63	0	6	17	0	Other	0	n/a	0	0	n/a	0	1	100	0	2B	PP	9	78	0	6	85	0	7	57	0	Other	5	80	0	8	100	13	1	100	0	2A	PP	3	100	33	3	100	0	8	75	25	Other	2	100	0	3	100	67	8	100	0	3	PP	5	100	0	1	100	100	2	50	50	Other	11	100	73	7	100	100	8	100	75
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£3,000		<ul style="list-style-type: none"> <li>• All PP pupils attended residential visits in years 5 and 6 except 2 pupils in Year 5 whose parents did not wish them to go.</li> <li>• Y5 Farm trip had a high impact due to <ul style="list-style-type: none"> <li>- interaction with another living thing, including lambs</li> <li>- responsibility taken to feed and care for animals</li> <li>- experience of a contrasting environment and way of life</li> <li>- collaboration to maintain their own rooms and prepare their clothes</li> </ul> </li> </ul>																																																																																																																																								

<b>Years 3/4</b>	£6,000	<p><b>Phase Leader with release time to develop and monitor consistent, effective implementation of SIP priorities</b></p> <ul style="list-style-type: none"> <li>• Share best practice, via team teaching, focussed peer observations</li> <li>• Ensure effective, sustained implementation of School Improvement priorities: -<i>Spelling, writing and grammar</i> -<i>timely challenge for all pupils in Maths</i> -<i>effective lesson types for Maths</i></li> <li>• Ensure implementation of agreed best practice for Learning Overview focus pupils</li> <li>• Carry out monitoring and moderation that sharpens focus on Pupil Premium pupils</li> <li>• Ensure Teaching Assistants are being deployed effectively in lessons</li> </ul>	Pupils in phase make sustained good and better progress from starting points towards to Secure and Secure + due to consistent application of teaching and learning policy																															
	£4,200	<p><b>Intervention Teacher for Y3, to prevent pupils from 'plateauing' in Maths and Writing on entry into KS2</b></p> <ul style="list-style-type: none"> <li>- Number interventions, linked to misconceptions identified in Quality First Teaching during the week</li> <li>- Guided writing workshops, applying grammatical learning more accurately in context</li> </ul>	<p>Pupils make good and better progress towards Secure and Secure +</p> <table border="1"> <thead> <tr> <th>Teacher Assessment 2016</th> <th>Progress Steps</th> <th>Y3</th> <th>Y4</th> </tr> </thead> <tbody> <tr> <td rowspan="2"><b>Reading</b></td> <td>Pupil Premium</td> <td>5.2</td> <td>4.9</td> </tr> <tr> <td>Non Pupil Premium</td> <td>5.3</td> <td>5.4</td> </tr> <tr> <td rowspan="2"><b>Writing</b></td> <td>Pupil Premium</td> <td>5.3</td> <td>5.7</td> </tr> <tr> <td>Non Pupil Premium</td> <td>5.5</td> <td>5.6</td> </tr> <tr> <td rowspan="2"><b>Maths</b></td> <td>Pupil Premium</td> <td>4.7</td> <td>5.4</td> </tr> <tr> <td>Non Pupil Premium</td> <td>5.3</td> <td>5.5</td> </tr> <tr> <td rowspan="2"><b>Average of all subjects</b></td> <td>Pupil Premium</td> <td>5.2</td> <td>5.2</td> </tr> <tr> <td>Non Pupil Premium</td> <td>5.3</td> <td>5.5</td> </tr> </tbody> </table>	Teacher Assessment 2016	Progress Steps	Y3	Y4	<b>Reading</b>	Pupil Premium	5.2	4.9	Non Pupil Premium	5.3	5.4	<b>Writing</b>	Pupil Premium	5.3	5.7	Non Pupil Premium	5.5	5.6	<b>Maths</b>	Pupil Premium	4.7	5.4	Non Pupil Premium	5.3	5.5	<b>Average of all subjects</b>	Pupil Premium	5.2	5.2	Non Pupil Premium	5.3
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Sam can you update table for 16-17



<b><u>Total Spend</u></b>	<b>£233,540</b>	
<b>EYPP</b>	£4,500	
<b>PP</b>	£227,620	
<b><u>Total PP</u></b>	<b>£232,120</b>	