

1. Summary information					
Academic Year	2016-17	Total Pupil Premium (PP) budget	£38,680	Date of most recent PP Review	N/A
Total number of pupils	417	Number of pupils eligible for PP	21	Date for next internal review of this strategy	March 17

2. Current attainment for KS2			
<i>National Average expectations range = -5.0 to 5.0</i>	<i>Tetherdown pupils eligible for PP (4)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>National scaled score pupils eligible for PP</i>
% achieving expected standard in Reading, Writing & Maths (71%)	0	53	60
Progress in reading (R)	1.5 (in line with N.A.)	-	-
Progress in writing (Wr)	-0.5 (in line with N.A.)	-	-
Progress in maths (Ma)	1.3 (in line with N.A.)	-	-

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Higher proportion of pupils than in previous years with lower prior attainment
B.	Higher proportion of pupils than in previous years with Special Educational Needs & Disabilities (SEND)
C.	Higher turbulence of children
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Social and emotional support for children facing with family challenges.

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	All children make progress in line with national expectations despite any issues relating to social/economic challenge. 2016 PP Progress (R,Wr,Ma) =0.76 Target for 2017 = 1.0	<i>Children identified as disadvantaged make progress that is in line with all other pupils.</i>
B.	All children achieve aspirational targets for attainment irrelevant of status. 2016 PP attainment (R,Wr,Ma) = increase by 33% for end of KS tests.	<i>Children identified as disadvantaged attain personal targets in line with all other pupils.</i>
C.	All children grow in confidence and are supported in being able to make a full contribution to the life of the school. Positive feedback from pupil questionnaire – spring 2017.	<i>Children identified as disadvantaged are emotionally fit for learning and enjoy school.</i>

5. 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?
All children make progress in line with national expectations despite any issues relating to social/economic challenge.	Conferencing (one to one with pupils)	Meta-cognition (Education Endowment Foundation - EEF) research based.	Staff cover timetable linked to staff briefing overview.	Richard Deputy HT	March 2017 And July 2017
	Oral language interventions (EEF). Oracy is a focus within our School Development Plan 2016-17.	Writing levels for KS1 and KS2 are an area of focus. Dialogic teaching, talk for writing fit with EEF recommendations relating to oral language interventions.	Review of provision with Learning & Achievement Group. Focus within the SDP. Phase Leaders implementing a review of consistent expectations.	Tony HT	March 2017 And July 2017
Total budgeted cost					£1,250

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?
All children achieve aspirational targets for attainment irrelevant of status.	Specific closing the gap interventions whereby the Class Teacher(CT) and Teaching Assistant (TA) focuses on specific strategies for accelerating learning.	Our whole school review of SEND provision supported by a specialist consultant identified the need for a rigorous approach to the interventions staff can make within the classroom.	Monitoring activities: <ul style="list-style-type: none"> • Lesson observations • Feedback from TAs • Feedback from Pupil Progress Review Meetings • Feedback from disadvantaged pupils • Performance Management targets for CTs and TAs. 	SENCo	March 2017 And July 2017
Total budgeted cost					£29,430

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?
All children grow in confidence and are supported in being able to make a full contribution to the life of the school.	Children attend a variety of extended services and engage with their peers in a wide variety of activities within the curriculum.	EEF identifies support from Sports participation and Arts participation as encouraging 2 months additional progress.	Staff engage with pupils to identify social emotional concerns which can easily be supported through additional activities, e.g. sports clubs (after school football, karate), arts clubs (choir, instrumental lessons, art, dance). SBM to ensure staff are aware of finances available. Contributions towards school visits and music tuition.	School Business Manager (SBM)	March 2017 And July 2017
	Provide financial support for attendance at Breakfast / After School Club / Holiday Programmes	Friendship and inclusion is extremely important for all our children. Children are supported; families in need can access the service school provides. Parents are very appreciative.	Teachers advise SBM of need. Families inform school of need by signing up. Monitor all pupils and provide feedback to class teachers as appropriate.	SBM	March 2017 And July 2017
	Provide support for emotional well-being	A proportion of children displaying behavioural management issues / struggling with challenging home circumstances / trauma in the home.	Deploy a trained and qualified counsellor to provide pastoral support for identified children.	SENCo	March 2017 And July 2017
Total budgeted cost					£8,000

6. Review of expenditure (End of 2017)

Previous Academic Year

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

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

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

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.