



Pupil Premium Strategy 2016 – 17

1. Summary Information					
School	Kings Meadow School				
Academic year	2016 - 17	Total PP budget	£26,900.00	Date of most recent PP review	n/a
	32	FSM	13	Date for next internal review of this strategy	January 2017
		Adopted from Care	2		
		Looked After Children	5		
2. Current attainment and progress summary					
<p>Our analysis of attainment and progress data for the 2015 – 16 academic year showed the following:</p> <ul style="list-style-type: none"> • Pupil premium pupils make as good, if not better progress than their peers in writing for those working at National Curriculum levels • 12.5% (2) of FSM pupils in the cohort working below National Curriculum levels did not make progress in writing • Children on free school meals have done disproportionately poorly in maths with 46% making no progress • A quarter of LAC children (1) have made no progress in maths 					
3. Barriers to future attainment (for pupils eligible for pupil premium)					
In school barriers (issues to be addressed in school)					
A.	Social and emotional needs including significant difficulties with self-regulation which hinders their readiness to learn and ability to sustain learning as well as impacting on relationships				
B.	Speech, language and communication difficulties are evident amongst some pupils which means that it is more challenging for them to access the curriculum and ability to express themselves				
C.	Difficulties with learning including poor concentration, memory and processing skills				
External barriers (issues which also require action outside of school)					
D.	In order to support our pupils, we work hard to also support our families. We have increased our family support team in order to do more bespoke support and are also planning workshops and group work in order to share successful strategies used in school and offer a greater depth of understanding of the pupils needs.				

4. Desired outcomes (Desired outcomes and how they will be measured)		Success Criteria
A.	Improvements in self-regulation skills in order to increase readiness to learn and engagement, therefore impacting positively on progress and attainment	Boxall profile assessments show improvements in both the diagnostic and developmental categories across the year. Reduction in behaviour incidents reported for identified pupils and increased time engaged in learning, reflected through the daily debrief records.
B.	Improved communication skills	The speech and language therapist confirms progress against individual targets in her termly assessments of identified pupils.
C.	Improved attainment in maths	100% PP pupils make progress in maths.
D.	Families accessing advice and support in order to help their child at home	Parents report that the impact of support offered is positive and they feel better able to support their child's development at home.

5. Planned expenditure

Academic Year	2016 -17
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i. Quality support with the development of self-regulation skills

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
A. Improvements in self-regulation skills in order to increase readiness to learn and engagement, therefore impacting positively on progress and attainment	A programme of specific and targeted interventions, with a specific focus on the increased use of therapeutic play. Additional staff will be trained in the Theraplay approach.	Our pupils have barriers to learning as a result of under developed self-regulation skills to varying degrees. Last year, we implemented a programme of specific interventions to address this, including Drawing and Talking to therapeutic play based activities. We saw improvements in the Boxall profile outcomes and feel that further development of this	Our Interventions and Pastoral Manager will liaise with class teachers and members of the pastoral team to devise a suitable interventions programme that meets the children's' needs. Each intervention will have targeted objectives which will be evaluated every six weeks. The outcomes will be analysed and will inform planning for further	Marian McClelland	January, April and July 2017

		interventions approach is beneficial.	intervention work. These will be reported to the Head teacher and Governors. Celia Chapman is the named governor who will monitor this.		
Total budgeted cost					£4,000.00
ii. Improved communication skills					
Desired outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
B. Improved communication skills	SALT employed for half a day per week to enhance limited NHS provision which is currently only three times per year	An increasing number of children are joining the school with identified speech and language needs. Others are displaying difficulties which the SALT is able to assess and provide support for. Last year, we employed the SALT for the first time and saw improved communication skills in identified pupils which increased confidence.	Our Assistant Head for Inclusion will liaise with the SALT and class teachers to ensure identified pupils are accurately assessed and programmes of work implemented. She will analyse progress against targets half termly and report these to the Head teacher and Governors. Celia Chapman is the named governor who will monitor this.	Sasha Lees	January, April and July 2017
Total budgeted cost					£11,000.00

iii. Improved attainment in maths					
Desired outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
C. Improved attainment in maths.	Professional development in maths to support curriculum changes and planning and delivery of teaching and learning.	Last year, 46% of FSM pupils (13 in cohort) made no progress in maths. We have identified professional development needs and changes required to our maths curriculum.	The Assistant Head for Teaching and Learning will ensure that appropriate training is organised and accessed. She will organise training to cascade the learning from this to other teachers. Mathematics teaching will be closely monitored and the progress of identified pupils will be scrutinised through book reviews and pupil progress discussions with teachers. The outcomes will be analysed and reported the Head teacher and Governors. Celia Chapman is the named governor who will monitor this.	Naomi Hansard	January, April and July 2017
Total budgeted cost					£6,500.00

iv. Families accessing advice and support in order to help their children at home					
Desired outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
D. Families accessing advice and support in order to help their children at home.	Development of specialist knowledge within the Family Support team in order to provide parent workshops and parent groups.	We wish to continue working positively with our families, providing advice and support. We would like to offer bespoke programmes to enable them to feel confident in supporting their child at home which will, in turn, impact positively on pupil engagement in school. We have run successful parent groups in the past with different staff members with positive evaluations and wish to develop this further.	Our Interventions and Pastoral Manager will organise appropriate training and ensure it is attended. She will support members of the Family Support team to design and implement a programme for parents. The impact will be measured through parental evaluations, annual reviews and via Boxall Profile analysis. This impact will be analysed and reported to the Head teacher and Governors. Celia Chapman is the named governor who will monitor this.	Marian McClelland	March, May and July 2017
Total budgeted cost					£5,400.00
Total					£26,900.00