

Pupil premium strategy statement

1. Summary information					
School	Alban City School				
Academic Year	2016/17	Total PP budget	£22,440	Date of most recent PP Review	March 2017
Total number of pupils	300	Number of pupils eligible for PP	19	Date for next internal review of this strategy	March 2018

2. Current attainment		
As at August 2016 Progress measures in steps on school tracking system	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>
Year One making progress since EYFS in reading, writing, maths	3.2, 3.2, 3.5	3.1, 3.1, 3.2
Year Two making progress since EYFS in reading, writing, maths	6, 6.5, 6.5	6.9, 7.0, 6.9
Year Three making progress since end of Y2 in reading, writing, maths	2.2, 1.8, 2.2	2.8, 2.8, 2.8

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Significant number of children with SpLD traits (dyslexia)
B.	Poor working memory skills
C.	Early literacy and numeracy difficulties.
D.	Inequality of opportunity, compared to peers, to experience the world and develop aspirations for the future
External barriers	
E.	Poor attendance rates for a very small number of children

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	For children with SpLD traits to be able to make progress in reading, writing and maths.	Pupils make rapid progress by the end of the year.
B.	For children to develop strategies to maximise their working memory capacity	Pupils use the strategies learned in the classroom
C.	For children where literacy and numeracy difficulties have been identified to make at least expected progress.	Pupils will make at least 3 steps progress across the year
D.	For children to take part in activities typical of their peers that otherwise might be precluded by their	Children will have participated in activities that they might not otherwise

	parent's financial situation.	have been able to access.
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5. Planned expenditure					
Academic year	2016/17				
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?
For children with SpLD to make progress.	Target Ladders to personalise learning objectives	Quality first teaching should be the first strategy for SEN. This approach allows teachers to move children on from individual starting points.	Monitor lessons and planning. Monitor progress against HFL criteria and target ladder objectives	Claire Lord	Termly
Total budgeted cost					£800 (Resources)
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?
For children with SpLD to make progress in literacy.	1:1 teaching using a multi-sensory approach. SENCO to complete OCR Level 5 in SpLD and cascade knowledge to all staff.	This is the accepted method for teaching children with SpLD.	Monitoring of lessons. Monitoring of planning. Monitoring of progress.	C Lord	Termly
For children with SpLD to make progress in maths.	Small group teaching using strategies aimed specifically at the SpLD learner.	This is the accepted method for teaching children with SpLD.	Monitoring of lessons. Monitoring of planning. Monitoring of progress.	C Lord	Termly
For children to improve their working memories.	Individual teaching following project schedule set by Oxford University.	School is part of a study with the University which has shown to have measurable success.	Monitoring of lessons. Monitoring of planning. Monitoring of progress.	C Lord F Cullen	Termly
Total budgeted cost					£19140 (Salaries)
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?

<p>For targeted children to gain an awareness of employment options in order for them to have something to work towards.</p>	<p>Kidzania (plus pre- and post-visit work)</p>	<p>Rationale – there are a number of very able pupils receiving PPG who are capable of high attainment. We want to ensure that they are aware of options open to them and help them develop high aspirations for their futures.</p>	<p>Pupil engagement Pupil and parent feedback</p>	<p>C Lord</p>	<p>July 2017</p>
<p>For children to take part in activities typical of their peers that otherwise might be precluded by their parent's financial situation.</p>	<p>Swimming lessons Music Lessons</p>	<p>Rationale – by paying for swimming lessons we are allowing children access to learning an essential life skill. Rationale – learning a musical instrument has a wealth of educational benefits and can boost self-esteem.</p>	<p>Pupil engagement Pupil and parent feedback</p>	<p>J Goddard C Lord</p>	<p>July 2017</p>
<p>For children's emotional well being to be supported and developed in a positive way.</p>	<p>Employment of a Family Support Worker.</p>	<p>Increased emotional resilience will enable increased progress in learning.</p>	<p>Feedback from Family Support Worker.</p>	<p>J Goddard</p>	<p>July 2017</p>
<p>Total budgeted cost</p>					<p>£2500 (Family support worker/ lessons)</p>

