**Twiss Green Primary School Pupil Premium Strategy 2016**

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| **1. Summary information** |
| **School** | Twiss Green Primary School |
| **Academic Year** | 2016/17 | **Total PP budget** | £24040 | **Date of most recent PP Review** | October 2016 |
| **Total number of pupils** | 210 | **Number of pupils eligible for PP** | 24 | **Date for next internal review of this strategy** | January 2017 |

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| **2. Attainment July 2016** |
|  | *Pupils eligible for PP* | *Pupils not eligible for PP (national average)* |
| **% achieving 100 or above in reading, writing and maths** | 66% | 68% |
| **Average Value Added for Disadvantaged Reading** | 13.2 |  |
| **Average Value Added for Disadvantaged Writing** | 1.86 |  |
| **Average Value Added for Disadvantaged Maths** | 11.9 |  |

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| **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.** | Language skills lower than for other pupils is impeding literacy and maths skills. |
| **B.** | Children eligible for PP in KS1 are working at the lower end of the expected band compared to other pupils.  |
| **C.** | A third of the children eligible for PP in KS1 and KS2 have significant SEN and are working with a range of external agencies. These affect their ability to cope with school routines. |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **D.** | Punctuality rates for pupils eligible for PP are below that for all children. This reduces their school hours and causes them to fall behind on average. |

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| **3. Desired outcomes** |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
| **A.** | Improve oral language skills for pupils eligible for PP in Reception class. | Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. |
| **B.** | Pupils eligible for PP in KS1 are making increased progress by the end of the year. | Pupils eligible for PP are making sustained progress at pupil progress meetings |
| **C.** | Adapted programmes carried out by specialist support enables children with SEN to reach the expected attainment and progress in Reading, Writing and Maths. | These children make rapid progress by the end of the year so that they reach at least age related expectations. |
| **D.** | Increased punctuality rates for pupils eligible for PP. | Diminish the difference in overall punctuality between pupils eligible for PP and others. |

The milestones and detailed action plan specifying how the above desired outcomes will be achieved should be read in consultation with the above.