

Alban Wood's Pupil Premium Strategy 2016-2017					
Academic Year	2016/17	Total PP budget	£87,120	Date of most recent PP Review	Autumn 2016
Total number of pupils	210	Number of pupils eligible for PP	70	Date for next internal review of this strategy	Autumn 2017
The main barriers to educational achievement					
<ul style="list-style-type: none"> • Reading development particularly vocabulary development and inference skills • An overlap between PP children and SEN in some year groups • Within Early Years, low PSED baselines • Lower attendance at extra-curricular clubs than non PP pupils • Attendance 					
How we will spend our Pupil Premium allocation to address barriers and the reasons for this approach					
	Chosen action / approach	Evidence and rationale	How we will ensure it is implemented well		
Support for the love of reading!	SDP includes a focus on raising the profile of reading across the school.	KS2 SATs data 2016 shows an attainment gap between PP children and non-PP children, therefore reading will remain a priority.	Monitoring of guided reading planning/ outcomes/ use of texts. Pupil voice linked to reading. Support for reading at home.		
	Purchasing new resources will support with children's growing understanding of the world around them.		Monitor use of new resources – pupil voice		
	Develop vocabulary across the school.		Staff to attend CPD on building/ developing vocabulary - whole school initiative.		
	A new, outdoor reading space will continue to grow children's love of reading. Children working 1:1 or in small groups to improve their reading. Purchasing favourite children's books to engage children in reading.		Once completed, the outdoor reading space will be used to work with small groups of reluctant readers.		
	A proportion of the SEN budget will be supported through Pupil Premium funding, especially in year groups where this overlap is high – resources invested in will include Numicon.	Where there is a PP/ SEN overlap, it is important that we support children in	Observations and monitoring of new resources and		

SEN	Specialist Support Staff/Teaching Assistant Support Learning mentor programmes (for example, protective behaviours, drawing and talking therapy), Nurture group provision, additional intervention/personalisation including 1:1 or small group learning (for example,	foundation subjects to further their understanding of the world.	interventions to measure impact on progress. Pupil Progress Meetings, and detailed analysis across the staff team.
Early Years: analysis and action based on implications arising from baseline data	Stay and Play lending library to support parents with resources/ encourage parental engagement	Following home visits by EY staff, was suggested that some parents might be grateful for the opportunity to borrow resources which can be used to support children at home.	EY staff/ parents to feedback to SLT about whether systems/ practices are working well and whether parents are utilising this opportunity.
	ELKLAN provision in EY	Speech and communication has been identified as a common area of development for our PP children on their entry into EY. Early intervention has proved the most effective way of these children making accelerated progress	Formative and summative assessment shows children are quickly identified as needing support with speech and language. Targeted support ensures these children make accelerated progress.
Attendance at cross curricular clubs and events	As well as use of Sports Premium funding, a proportion of Pupil Premium money will ensure that all year groups are offered at least one free club a year. Pupil/ parent voice at the end of the year shows positive feedback of clubs/ opportunities which have been offered across the year.	Funding for clubs in previous years has shown increased attendance at clubs. Funding for Cuffley Camp has enabled all children to attend this residential for the past two years. During 2015-2016, all children in Y3 and Y6 attended swimming lesson. All children in Y6 were able to swim 25m on exit of Alban Wood.	Termly analysis of children attending clubs. Impact of clubs to be measured through PE assessment.
	Swimming, class trips (including one trip further afield for all year groups once a year), Y6 residential trip to Cuffley for all pupils.		
	Access to Breakfast Club/After School Club		
Attendance	A pupil-led group now meet to lead a range of rewards to further improve attendance (for example, afternoon tea for Mystery attendance week, Amazon voucher raffles half termly).	Impact from this group shows the attendance of pupil premium children is almost in line with non-pupil premium children (2015-2016).	Weekly analysis of attendance data and termly meetings with the Attendance Improvement Officer.