



Pupil Premium Strategy Statement

1. Summary information			
Academic Year	2017/2018	Total PP budget	£36,500
Total number of pupils	217	Number of pupils eligible for PP	30
Pupil premium numbers last three years/allocation of money		2016-2017	35 + 1 LAC
		2017-2018	29 + 1LAC
Date for next internal review of this strategy		September 2018	

2. Current attainment (to 2017 at ks2) Pupil Premium compared to school and national average for all					
	Pupil premium throughout school	All throughout school	% Pupil Premium Reaching Expected or above Standard at KS2	Compared with school and all nationally at KS2	
% achieving expected standard in reading	88.9%	88.6%	80%	68% school nationally	79%
% achieving expected standard in writing	55.6%	67%	80% (of which 20% were at greater depth)	71% school nationally	76%
% achieving expected standard in Maths	77.8%	82.2%	80%	81% school nationally	77%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
a	Impact of spelling in writing throughout the school
b	In ks1 and in ks2 classes, children who are making less progress than other pupils. Diminishing the difference in attainment in Maths and Writing
c	Ensuring that pupils who are eligible for PP that are making slower progress in ks2 are provided with further supports.
d	Not enough support for social/emotional small group activities in EYFS and ks1 as in ks2.
External barriers (issues which also require action outside school, such as low attendance rates)	
e	Attendance rates of groups of pupils especially those PP pupils with additional vulnerabilities
f	Housing issues-including overcrowding, poor living conditions, risk of evictions, temporary housing arrangements

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria/Evidence</i>
a	All pupil to achieve national averages and above in reading writing and maths	PP children to achieve in line with non PP
b	All children to improve progress in writing, particularly with regard to spelling	PP children to achieve in line with non PP
c	Increased attendance rates for pupils eligible for pupil premium	PP pupils to attend at national averages of 95% in all cases.
d	Pupils to have similar opportunities/experiences (enrichment) during their time at primary school as those from more affluent areas (eg-after school clubs, visits, etc)	Pupil feedback case studies and parental feedback.

5. Planned expenditure

Academic year	2017-2018
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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?
Diminishing the difference DD between PP children in Maths	Intensive small group support in maths(1 st Class @ Number), catch –up Numeracy.	There has been a difference of 5 % through- out the school and that pupils should through quality first teaching and variation achieves the same outcomes as those not PP	Pupil progress through Mappix Monitoring and testing (using GL) progress sheets from Catch up Classroom observations	LP	Summer 2018 £8,000
Target support for spelling	Use GL testing to be more specific at targeting spelling groups through Nessy	The Mappix data shows where children were struggling to get to the Expected spelling was an area of weakness	On-going conversations with MWM and Progress reports	LP	£600
% PP children to achieve end of key stage expected outcomes in line with all.	Booster sessions to support all learners. To raise attainment and achievement across the school for	DD between PP children and Non identified PP children.	Intervention support. Wave 3, Numeracy (Y 2-6) and) and extra support in Y1	LP	Summer 2018 £1,500
Percentage of children to achieve expected standard in line with non PP children	To raise attainment and achievement across the school in all subjects	Enable all pupils the opportunity to build stronger meta cognition skills & learning to learning strategies.	Pupil progress is monitored termly to make sure it is in line with non PP children. Testing using GL Classroom observations Whole staff CPD (on meta cognition): Whole School L2L Learning Conferences.	SLT Anne Webb	Termly Sumer 2018
To maintain phonics results	Staff training and CPD Targeted support, small groups	To increase staff knowledge and provide strategiesto help the development of language and communication in those with a barrier.	Meetings with Y1 teacher Termly monitoring	SLT	Termly Summer 2018 £1.000
Budgeted cost					£11,100

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?
% of year six PP children achieve expected or higher outcomes for R,W and M to be in line with national expectations for all	To enable children to be taught in groups that provide extra support	challenging more able and less able FSM pupils.	Pupil progress reports Termly monitoring Testing with GL	SLT	Termly (with SLT Triad) £3,000 (JH and MWM)
Increased attendance rates for PP children in particular	Family support worker employed to quickly support attendance issues.	We can't improve attainment for pupils if they are not in school.	Through briefing of support worker about existing issues and regular reports and update meetings.	LP and RG	Reviewed termly in SLT meetings. £2,000
Budgeted cost					£5000
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?
Children able to access learning in a calm manner to support development of communication and interaction through music	Music Therapist 1 morning a week. Target PP children	Specialised support for children through child directed approach in therapy	Employ music support therapist and monitor through pupil's progress Weekly meeting with Music therapist Keep a watch on Pupil attainment and engagement	Inclusion Lead: LP	Termly – also weekly meeting with Music Therapist to monitor. £1,000
Children are able to engage with the learning in the classroom.	Forest School	Specialised support through outdoor engagement activities: Forest School	Regular termly meetings with staff and Forest school lead - looking at the desired impact and ensuring this is the correct intervention	LP and LT	Termly £4,500
	Woodland School-targeting EYFS, Y1 and possibly older children who will benefit from EYFS approach	Introduce the concept of Forest school on site with infant teacher BP. BP already knows and has a relationship with these children Woodland school	Meetings with teaching staff	LP and BP	£4,500
	Other social /emotional intervention	1:1 support if needed for KS2 children showing emotional difficulties (eg Dreadnought)	Regular meetings and reports between professionals.	LP	£1,000
Ensuring physical and emotional wellbeing	Afterschool clubs Residential opportunities for Y6. Water Sports opportunities: y3 and y5 Specialist transport costs		Monitoring of clubs and extended activities eg Water-sports, residential by LP	SLT	£ 4,000
Budgeted cost					£15000

	Total budgeted costs	£31,100
	Training for Catch up Literacy	£1,000
	Carry forward to implement the Catch-up Literacy for Next Year	£3,000
	Total budgeted cost	£35,100

6. Review of expenditure 2016-17

Previous Academic Year	
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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
Improve outcomes for Pupil Premium children in Maths	<ul style="list-style-type: none"> Whole school change in approach in teaching Maths. Mega Maths Targeted 1:1 support by <i>1st class@Number</i> trained TA 	Improve % of children reaching expected in Maths for all. To improve Pupil Premium scores in line with all.	This approach proved to be effective. However, where scores in Maths dramatically improved (82% for all), attainment in writing was lower throughout the school.

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
% of Pupil premium achieving in line with all in Maths.	<ul style="list-style-type: none"> 1:1 <i>1st Class@Number</i> 	In ks2 80% of our PP children achieved the expected standard in SATs in line with school All and above national averages.	The impact of this intervention has seen improved outcomes in Maths.

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
Increase attendance and provide support for families	<ul style="list-style-type: none"> Family Support advisor 	2 of our PP children in y6 benefitted from this support to engage and support parents. 3 of our y5 children also benefitted from this support.	We would like to continue with this support
Provide emotional support to assist PP engagement in class	<ul style="list-style-type: none"> Forest school 	5 of our PP children in y6 have benefitted from Forest School support and are better placed to fully engage in class activities	This targeted support aids engagement in class. In this current y6 PP group, 80% met the expected standard in Reading, Writing and Maths.