



Pupil premium strategy statement: Guilsborough CEVA Primary School

1. Summary information					
School	Guilsborough CEVA Primary School				
Academic Year	2016/17	Total PP budget	£22,400	Date of most recent PP Review	May 2017
Total number of pupils	182	Number of pupils eligible for PP	16	Date for next internal review of this strategy	Sept 2017
2. Current attainment – April 2017					
		<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>	
% achieving in reading, writing and maths		76%		75%	
% making expected (or better) progress in reading		92%		92%	
% making progress in writing		100%		95%	
% making progress in maths		100%		91%	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers (<i>issues to be addressed in school</i>)					
A.	Gross and fine motor skills in Reception and Key Stage 1 are mostly lower for pupils eligible for PP than for other pupils. This slows writing and physical progress in subsequent years, although additional support is put in quickly to diminish any difference.				
B.	Some historic lack of engagement (for a small number of PP pupils), this has improved with our Pastoral Worker and our Values Based Education approach.				
External barriers (<i>issues which also require action outside school</i>)					
C.	A lack of parental engagement from a small proportion of PP families, with limited support for issues such as homework, or an underlying attitude of school life lacking importance.				

4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A.	Improve gross and fine motor skills for pupils eligible for PP in Reception class and KS1.			Pupils eligible for PP in Reception class and KS1 make rapid progress each year, so that all pupils eligible for PP (excl. SEN) meet age related expectations by the end of KS1. Attainment and progress of disadvantaged pupils to be analysed separately to other pupils.	
B.	Lack of engagement in the learning of PP children addressed.			Fewer behaviour incidents recorded for these pupils on the school system (no necessity to change recording practices or standards). Learning walks/pupil voice discussions to have focus on PP children.	
C.	Parental engagement of PP families to improve further.			Parents to be spoken with, individually at parents' evening or informally, to highlight our concerns. PP children supported with homework, in school if this doesn't happen at home.	
5. Planned expenditure					
Academic year		2016/17			
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?
A. Improved gross and fine motor skills in Reception Class and KS1	Liaison with appropriate pre-schools. Staff training on developing gross and fine motor skills for the relevant staff.	We want to invest some of the PP in longer term change which will help all pupils. Kinetic Letters has been highlighted as a suitable programme, which works from underlying logistics of writing.	Course selected using evidence of effectiveness. It is planned that the training will be cascaded to all relevant staff. Use INSET days to deliver training. Peer observation of relevant classes after the course, to embed learning (no assessment).	Early Years Leaders – KS and SS	Sept 2017

B. Lack of engagement in PP children is addressed.	Values Based Education to be used to focus support for relevant pupils.	We want to ensure that PP pupils can achieve (and enjoy their learning) as well as simply 'meeting expected standards'. We want to train relevant staff in VbE practices to provide stretch and encouragement for these pupils.	Courses selected using evidence of effectiveness. Use INSET days and staff meetings to deliver training to other staff. Peer observation of attendees' classes after the course, to embed learning (no assessment).	Deputy HT Senior Leader – GW and DH	Jan 2017
Total budgeted cost					£4,000
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?
B. Lack of engagement in the learning of some PP children. C. PP families to become more engaged.	Teaching and support staff to focus on PP children individually and in small groups Pastoral Worker to identify additional needs, to help support pastorally and socially.	Each PP child has different needs, and what may engage one will not necessarily another. There may be underlying social and/or emotional issues which have not been addressed, Children who receive academic support at home, to consolidate school work, tend to make accelerated progress.	Class teachers to liaise with support staff on a daily basis, informally after intervention work. Class teachers to liaise with SENCO to consider if SEN issues are hampering progress. SLT to highlight PP pupils during Progress Reviews.	Headteacher Senior Leadership Team Class Teachers	Sept 2017
Total budgeted cost					£13000 Salary contribution
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?
Self-esteem of PP children is raised.	Ensure all children receive equal access to trips and extra-curricular activities. Ensure uniform is purchased for PP pupils.	All children in Guilsborough CEVA Primary School should be able to have equal access to all activities. We believe that if all pupils look the same, in clean, new uniform this will raise their self-esteem, so they are not singled out for negative reasons.	All children have equal access to all activities and resources. Regular, informal chats with parents to ensure they know the support is available. PP (Non) Payment system for parents is clear and non-obtrusive.	Headteacher Bursar	Sept 2017
Total budgeted cost					£5,400