

Pupil premium strategy statement (primary)

1. Summary information					
School	Dalton St Michael's C.E. Primary School				
Academic Year	2017/18	Total PP budget	£9240	Date of most recent PP Review	March 2018
Total number of pupils	58 + 20	Number of pupils eligible for PP	5 ever6	Date for next internal review of this strategy	October 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving YGE in reading, writing and maths	60%	75%
% making progress in reading	100%	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, such as poor oral language skills</i>)	
A.	Oral language skills on entry to school are sometimes lower for pupils eligible for PP than other pupils
B.	Slow or late development is sometimes evident in children eligible for PP
C.	Practising reading at home and completion of homework is often lower for children eligible for PP
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance is lower than other children for some pupils eligible for PP. Although this is improving.
E.	Voluntary contributions and other financial areas are sometimes lower for children eligible for PP.
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
A.	Improve oral language and communication skills for pupils eligible for PP
	<i>Success criteria</i>
	Pupils eligible for PP make good progress by the end of the year so that all pupils eligible for PP meet age related expectations.

B.	Improve attendance for all children and those children eligible for PP in particular.	Attendance rates to improve and persistent absence to decrease for some pupils eligible for PP
C.	Ensure there is a high focus for reading and reading at home	Pupils eligible for PP read and complete homework more often at home
D.	Provide early intervention for identified children	The 'gap' is narrowed between pupils eligible for PP and other pupils children
E.	Ensure children eligible for PP take part in all opportunities, offering support to parents wherever necessary	All children have access to a broad and balanced curriculum

5. Planned expenditure					
Academic year	2017/18				
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?
Increase the percentage of children eligible for pupil premium who are working at expected levels	Guided group work in sustained writing at least weekly Individual, Guided and Shared reading dependent on the needs of children in each cohort. Class novels in KS2. Guided Maths work focussing on number and problem solving and using and applying	Sustained writing and Guided group writing has proved to be extremely beneficial for all children. Improvements have proved to be rapid for the majority of children. 'Talk for writing' has many benefits in EYFS and KS1. Reading has a high focus throughout school. Small guided group work ensures that misconceptions are tackled straight away and new skills are consolidated.	Pupil progress meetings each term will be used to measure the impact for individual children in each cohort. The impact of Pupil Premium will be evaluated. Provision map will detail intervention required each term.	AR	December 2017 March 2018, June 2018
All staff to differentiate work for all levels of ability in each class, in particular the pupil premium children	All staff to use the KLIPs to assess progress against and inform the next steps in children's learning	Assessment for learning and regular assessment ensures that the teachers know the developmental needs for each child	Monitoring of the curriculum by subject leaders in English and Mathematics alongside the Headteacher. This is included in the School Improvement Plan.	All teaching staff	December 2017 March 2018, June 2018
Total budgeted cost					-

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?
Improved oral language skills for children in Early Years, Key Stage one and Lower Key Stage two	Speech games Small group work focussing on speaking and listening/taking turns/social skills	Children often lack confidence and find it easier to speak in small groups. Speaking and listening skills need to be consolidated in small groups. Social skills games and taking turns encourages children to wait for responses. Circle time in the Early Years, KS1 and Lower KS2 has had an impact.	Lesson, group observations will take place throughout the school year	IA, HL,LD	December 2017 March 2018, June 2018
Early intervention for identified children	Focussed intervention and consolidation of skills especially in reading, phonics, writing and maths	Pupil progress meetings review each child's progress each term. This informs future intervention and staff priority areas. Quality first teaching and targeted support has an impact on learners at that point.	The SENCO works alongside teaching staff to prioritise targeted intervention.	AR, SH	December 2017 March 2018, June 2018
Total budgeted cost					£6187.92
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?
Improved attendance for all pupils	Monitor attendance of all pupils. Follow up quickly on the first day of absence.	Children need to be at school each day to ensure they receive quality first teaching.	Headteacher will monitor regularly, particularly vulnerable children or those with persistent absence.	AR	December 2017 March 2018, June 2018
Improved focus on reading at home	A number of children have been identified	Children who read regularly have increased vocabulary and have a	Class teachers will monitor those children who are reading	AR, SH	December 2017 March 2018,

and completion of homework	as requiring 1:1 reading. Parents will be asked to support as well as at school.	greater awareness of grammar in the written word. This has an impact on the majority of the areas of the curriculum.	at home. 1:1 targeted individual reading to be monitored by SENCO.		June 2018
To ensure all children are included in school activities and their family's needs are met	Provide additional support for families: Pupil Uniform After-School Clubs School trips	All children should be included in the daily life of the school and benefit from all these experiences.	Support will be given to families to enable their children to attend additional activities	AR	December 2017 March 2018, June 2018
Total budgeted cost					187.20

6. Review of expenditure				
Previous Academic Year				
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 (and whether you will continue with this approach)	Cost
Improved attainment and progress of all pupils, particularly targeted children in receipt of PP	Small guided group work focussing on the groups specific needs	Some identified children made rapid progress, particularly in KS1 and lower key stage two. They benefited from guided group work in writing and mathematic. The gap has 'narrowed' between the attainment of those children in receipt of PP and those who are not. The majority of children are now at age related expectations in reading and maths.	This was extremely beneficial. We will repeat this where practically possible. Additional books and resources will be purchased where funds allow.	£5950.80
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 (and whether you will continue with this approach)	Cost
Intervention for targeted children	1:1/1:2 intervention for reading, spelling and Maths	Some identified children made rapid progress, especially in reading. These children were not all necessarily in receipt of PP.	Targeted support had many benefits for all children involved. We will continue this approach throughout school.	£3173.76

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 (and whether you will continue with this approach)	Cost
To ensure all children are included in school activities and their family's needs are met	Provide additional support for families: School trips	All children were included in the daily life of the school and benefitted from these experiences.	We will continue this where the budget allows	£115.44
Increased Attendance for all pupils	Attendance awards for all children: Weekly Termly Annually Response on first day of absence	This has had a great impact on attendance over the last three years. We saw a drop in the attendance rates last year, however, this was due to ill-health for a minority of pupils on the whole.	We will continue this focus. Support is often required for families. We have developed good relationships with parents who feel confident to approach school if funding is an issue.	No cost

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk

2015/16 costs

Teaching assistant hours 25 hours for 38 weeks = £11305

Teaching assistant hours 12 hours for 38 weeks = £5426

Reading materials = £2100

School Uniform = £169

After School club = £400

School trips = £400

Total cost = £19800

2016/17 costs

Teaching assistant hours 15 hours for 38 weeks = £6783

Teaching assistant hours 8 hours for 38 weeks = £3617

Reading materials = £1050

School trips = £730

Total cost = £12180

2017/18 costs

Teaching assistant hours 15 hours for 38 weeks = £5950.80

Teaching assistant hours 8 hours for 38 weeks = £3173.76

School trips = £115.44

Total cost = £9240

2018/19 costs

Teaching assistant hours 12 hours for 38 weeks = £6187.92

School trips = £112.08

After School Club = £300

Total cost = £6600