



Pupil premium strategy statement

1. Summary information					
School					
Academic Year	2018/19	Total PP budget	£30,760	Date of most recent PP Review	July 2018
Total number of pupils	62	Number of pupils eligible for PP	19	Date for next internal review of this strategy	January 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	50%	100% (64%)
% making progress in reading	50%	100% (75%)
% making progress in writing	50%	100% (78%)
% making progress in maths	50%	100% (76%)

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.	Low communication, speaking, listening and attention, and being imaginative skills on entry to school	
B.	Low reading aspirations and engagement particularly with parents within the Juniors	
C.	Aspirations for children with PP are lower and as such their motivation and energy for school are low	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	High numbers of adopted or looked after children which have attachment issues, varying levels of childhood trauma, and low self confidence and awareness	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved communication, speaking, listening and attention, and being imaginative skills so that it is at least in line with other EYFS outcomes. Measurement using personalised tracking using PLOD sheets, Tapestry and ongoing assessments	Pupils eligible for PP tracked closely to ensure the gap between their attainment and age related expectations is narrowing. Children are given the opportunity to play imaginatively and to develop a love of speaking, listening and turn taking.
B.	Reading skills will be improved so that the children value reading as part of their daily lives and engage their	PP pupils will make at least expected progress in Reading and be able to apply

	families with reading. Accelerated reader, daily reading checks and reading rewards will ensure all children have the opportunity to be measured on their progress.	this to English sessions. PP children to be working at age expected levels by the end of the year.
C.	Pupil aspirations will form part of the planning process for topics and visits to ensure PP children see the wider world and their place in it. Activities such as STEM will encourage children to take an active part in their learning. PP children's work, motivation and attitudes towards learning will be monitored through pupil voice, attendance at events and assessment data.	PP children will take part in all of the extra activities provided during school time. PP children's attendance will be monitored throughout the year and their enthusiasm towards school will be evaluated through pupil voice and other methods.
D.	PP children, no matter their start in life, will have opportunities to take part in the wider life of school which can be measured by their views of school, their social interactions and their progress in all areas of school	PP children, in particular LAC children, will have access to support throughout the school day and their changing needs met through a variety of levels of adult support. Small classes throughout the day will support their social interactions.

5. Planned expenditure					
Academic year	2017/2018				
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 communication, speaking, listening and attention, and being imaginative skills so that it is at least in line with other EYFS outcomes.	Small class size for EYFS to ensure quality first wave teaching Provision of TA support for PP children within EYFS 1:1 time with each child in EYFS	The EEF have secure findings which show an improvement of children by 5 months with these strategies. Knowledge of the starting points of children within the village and their home life.	Measurement using personalised tracking using PLOD sheets, Tapestry and ongoing assessments	Miss Simcox	January 2019
B) Reading skills will be improved so that the children value reading as part of their daily lives and engage their families with reading.	Accelerated reader throughout the school Power of Reading Whole school topics	The EEF have secure findings which show an improvement of reading skills for children of 3 months using accelerated reader but for FSM children this is by 5 months. Children in our school want to quiz and challenge themselves on the books they read with parents and at school. Previous success with this strategy.	Accelerated reader, daily reading checks and reading rewards will ensure all children have the opportunity to be measured on their progress.	Miss Landells	Each half term Oct 18 -
C) Pupil aspirations will form part of the planning process for topics and visits to ensure PP children see the wider world and their place in it. Activities such as STEM will encourage children to take an active part in their learning.	Science taught every Wednesday across the school in small groups Access to technology and sessions on improving understanding of different strategies for solving problems	Children in our school enjoy Science. We have prioritised Science for Wednesday across the school to ensure all children have access to quality Science teaching. We take part in STEM activities throughout the year and have technology as an ongoing theme. The EEF are currently investigating the improvement of children through STEM.	PP children's work, motivation and attitudes towards learning will be monitored through pupil voice, attendance at events and assessment data.	Mr Brotherhood	Each half term Oct 18 -
Total budgeted cost					£10000

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) Reading skills will be improved so that the children value reading as part of their daily lives and engage their families with reading.	Individual reading sessions Guided reading sessions Accelerated Reader Intervention groups	Many of our children, and parents, don't read for pleasure. By ensuring reading is of a high profile in school we can promote this love of reading. The EEF have secure evidence which shows children can make 6 months progress with reading comprehension strategies and working in small groups will also improve progress by 2	Accelerated Reader diagnostics Reading comprehension analysis Interviews with pupils and families about reading Observations and tracking of reading sessions	Mr Brotherhood	Each half term
C) Aspirations for children with PP are lower and as such their motivation and energy for school are low	Big Maths Maths recovery Interventions and small group work throughout the day	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest small group tuition is an effective way to improve attainment, and it is suitable as an approach that	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the training, to embed learning.	Mr Bromley	Prior to the beginning of each term
Total budgeted cost	£12000				
B) Reading skills will be improved so that the children value reading as part of their daily lives and engage their families with reading.					Individual reading sessions
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?
PP children, no matter their start in life, will have opportunities to take part in the wider life of school.	SENDCo support from specialist Intervention, observations and staff training	Parental engagement and Early Years interventions have been proven, through the EEF toolkit, to make a significant difference to children's learning both at a 1-1 level and within small groups. Parental engagement works within our school due to the access and relationships within the school community Previous cluster projects have been a success and provided children with greater opportunities	Pupil views of school, social interactions (behaviour log) and their progress in all areas of school.	Mr Brotherhood	Each half term
Total budgeted cost					£8860

6. Review of expenditure				
Previous Academic Year		2017/18		
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
A. Retention on basic mathematical skills, such as the four operations and times table, is increased throughout the school and particularly in PP children	Big Maths Purchase of resource and staff training over the year Small group intervention	Results in KS2 have improved from 60% to 80% (40% PP in this group) Ks1 results have continued at 75% (75% PP children achieved at age related) Each year group has seen continued improvement in weekly scores and pace of recall and application.	A focus on the basics of maths, scaffolded on a daily basis has had a great improvement on the quick recall and application skills of the children. Most children are now working at age related expectations and as a result there is now a focus on providing greater depth and application processes.	£5000
B. Attainment in English, in particular Reading, is consistent throughout the school and in line with National expectations	Phonics scheme and accelerated reader Small group intervention CPD and INSET	Results in KS2 have improved from 60% to 80% (40% PP in this group) Ks1 results have had a slight drop from 75% to 62.5% - one child (75% PP children achieved at age related) Each year group has seen an improvement in weekly scores and pace of recall and application.	With daily targeted reading as well as support from accelerated reading targeted children have been supported as well as challenged Staff have a clearer understanding of the needs and the ways to improve the quality of reading in each year group. Structured interventions have improved the quality of reading and recall as well as training staff for the future.	£3000
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
A. Retention on basic mathematical skills, such as the four operations and times table, is increased throughout the school and particularly in PP children	121 provision of maths recovery Small group provision of overlearning	Results in KS2 have improved from 60% to 80% (40% PP in this group) Ks1 results have continued at 75% (75% PP children achieved at age related) Each year group has seen continued improvement in weekly scores and pace of recall and application.	A focus on the basics of maths, scaffolded on a daily basis has had a great improvement on the quick recall and application skills of the children. Most children are now working at age related expectations and as a result there is now a focus on providing greater depth and application processes.	£4500
B. Attainment in English, in particular Reading, is consistent throughout the school and in line with National expectations	121 and small group provision of FLS No-nonsense phonics Small group provision of phonics overlearning	Results in KS2 have improved from 60% to 80% (40% PP in this group) Ks1 results have had a slight drop in reading from 75% to 62.5% - one child (75% PP children achieved at age related) Each year group has seen an improvement in weekly scores and pace of recall and application.	With daily targeted reading as well as support from accelerated reading targeted children have been supported as well as challenged Staff have a clearer understanding of the needs and the ways to improve the quality of reading in each year group. Structured interventions have improved the quality of reading and recall as well as training staff for the future.	£4000

C. Openness to learning and increased confidence and willing to participate	Small group collaborative learning intervention 121 support	Early identification of support needed has allowed children to close the gap on their peers – identified through tracking and structured interventions.	Teaching assistant training and deployment has been taken into account to provide the best quality learning experience. Teachers have had training to maximise use of TAs through interventions. A monitoring and record keeping system is now in place to ensure consistency.	£2500
---	--	---	--	-------

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 provide specialist support for SEN children and children with additional needs	SENDCo support from specialist Intervention, observations and staff training	Increased use of external specialist teachers and support staff has led to a greater understanding of individual children's needs as well as an increase in the diagnosed EHCP from 2 to 4. Additional needs such as ADHD has been identified as a strength of the school by external providers and has led to an improvement in the support provided to all children.	Continue with our SENDCo as his experience, as well as his understanding of the special needs of our school, has led to a greater parental engagement as well as greater likelihood of parents looking for help earlier.	£7860

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.