



Pupil premium strategy statement

1. Summary information					
School					
Academic Year	2017/18	Total PP budget	£23,860	Date of most recent PP Review	January 2018
Total number of pupils	57	Number of pupils eligible for PP	15	Date for next internal review of this strategy	July 2018

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)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Application of basic mathematical skills, such as the four operations and times table, is more evident in PP children
B.	Writing skills of the children eligible for PP are lower than that of their peers in both KS1 and KS2. This prevents higher level achievement in subsequent years
C.	Poor emotional health and well being combined with difficulties with oral language skills, low confidence and social skills
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	Support for families with adopted or looked after children due to the emotional and support needs of the children

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Application of basic mathematical skills, such as the four operations and times table, is more evident in PP children	PP pupils will make at least expected progress in Big Maths and be able to apply this to Maths sessions. PP children to be working at age expected levels by the end of the year.
B.	Writing skills of the children eligible for PP are lower than that of their peers in both KS1 and KS2. This prevents higher level achievement in subsequent years	Pupils eligible for PP tracked closely to ensure the gap between their attainment and age related expectations in writing is narrowing. Children are

		given the opportunity to read and to develop a love of reading to develop their writing.
C.	Poor emotional health and well being combined with difficulties with oral language skills, low confidence and social skills	Children will use confidence in their abilities to improve the quality of their work. They will participate in activities organised by school and be apply skills to other school activities. The PP children will be able to share their experiences orally with their peers
D.	Support for families with adopted or looked after children due to the emotional and support needs of the children	Families of PP children have the access to support mechanisms and are given the opportunity to access after and out of school support.

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. 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	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 we can embed across the school.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the training, to embed learning. Lessons from training embedded in school Mats policy.	Headteacher	Jan 2018
B. Attainment in English, in particular Reading, is consistent throughout the school and in line with National expectations	Phonics scheme and accelerated reader CPD and INSET	We want to ensure that our PP children are making at least expected progress for the long term which starts with basic skills. EEF toolkit suggests reading comprehension strategies is a very effective way to improve attainment as well as phonics for raising attainment	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment).	Headteacher	Jan 2018
Total budgeted cost					£4000
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?
A. Retention on basic mathematical skills, such as the four operations and times table, is increased throughout the school and	121 provision of maths recovery Small group provision of overlearning	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Observations and assessments	Maths Leader	Mar 2018
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	We want to provide extra support to enable high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Impact overseen by English co-ordinator. Teaching assistant (TA) CPD for TAs	Headteacher	Mar 2018

C. Openness to learning and increased confidence and willing to participate	Small group collaborative learning intervention 1:1 support	Collaborative learning has been proven, through the EEF Toolkit, to make a significant difference to children's learning 1:1 support has been shown to work in school by addressing issues at the moment they occur	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Ensuring a member of staff is available throughout the day to support.	Headteacher	Jan 2018
Total budgeted cost					£12000
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?
To provide specialist support for SEN children and children with additional needs	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	External scrutiny through cluster peer group Access to specialist teachers will increase due to SENDCo experience and knowledge Improved parental understanding and engagement	Head	May 2018
Total budgeted cost					£7860

6. Review of expenditure				
Previous Academic Year		2016/17		
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 50% to 60% (No PP in this group) Ks1 results have improved from 42.5% to 75% (All PP children achieved at age related) Each year group has seen an 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 50% to 60% Ks1 results have improved from 42.5% to 75% (All 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 50% to 60% (No PP in this group) Ks1 results have improved from 42.5% to 75% (All PP children achieved at age related) Each year group has seen an 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 50% to 60% Ks1 results have improved from 42.5% to 75% (All 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 1:21 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
D. Increased attendance at After School clubs and out of school events	After school provision	Attendance at clubs has been 50% PP children and representation at sporting events has been improved as a result.	Trips, visits and residential have been planned to ensure coverage across the school and throughout the year to ensure impact and celebration events as well as other educational experiences are maximised.	£1000
C. Openness to learning and increased confidence and willing to participate	Use support worker to engage with parents before intervention begins.	Early identification of support needed has allowed children to close the gap on their peers – identified through tracking and structured interventions.	Parents are willing to engage in support for their children – discussion about interventions and support at home has led to increased home-school communication and improvements in the children, especially PP.	£3000

7. Additional detail

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