

Pupil premium strategy statement – Helmsley Community Primary School

1. Summary Information					
School	Helmsley Community Primary School				
Academic Year	2018/19	Total PP Budget	£15625	Date of most PP recent review	April 2018
Total number of pupils	119	Number of eligible for PP	13	Date for next review	April 2019

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving National Standard or above in Reading, Writing and Maths	0%	40
Progress measure in Reading	-2.2	-2.6
Progress measure in writing	+1.0	-0.6
Progress measure in maths	-11.3	-5.1
3. Barriers to future attainment		
In-school barriers (issues to be addressed at school, such as poor oral language skills)		
A	Progress in writing	
B	Progress in maths	
C		
External barriers (issues which also require action outside of school, such as low attendance)		
D	Participation in extra curricular events	
4. Desired Outcomes		
A	Pupils will achieve good levels of attainment in all areas with outcomes in line with or better than national	
B	Pupils will achieve good levels of progress in all areas with outcomes in line with or better than national	
C	Increased participation in extra-curricular activities will be inline with non-PP children.	
5. Planned Expenditure		
Academic year	2018/2019 £15625	

The headings below enable schools to demonstrate how they are using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

I. Quality of teaching for all

Desired Outcome	Action/approach	Rationale	Monitoring progress	Staff lead	Date to review
English attainment and Progress	Talk for Writing £500 Read, write inc approach to spelling £600 Purple mash £500	Research shows that the chosen methods to support the delivery of our English curriculum is successful to improvement the attainment and progress of pupils.	Through Pupil progress meetings, pupil perceptions and data tracking.	ND/CL	Formal termly review meetings. Weekly Monitoring and feedback at SLT meetings.
Maths attainment/progress	Singapore maths £900	As a recommended Dfe listed maths approach it is highly successful to support pupils' attainment and progress in maths.	Through Pupil progress meetings, pupil perceptions and data tracking.	WF/CL	Formal termly review meetings. Weekly Monitoring and feedback at SLT meetings.
Total Cost	£2500				

II. Targeted Support

Desired Outcome	Action/approach	Rationale	Monitoring progress	Staff lead	Date to review
Attainment and Progress – early intervention	Keep up not catch up approach £8000 Staff to pupil ratios are high to provide additional support £8000	By increasing the capacity within schools, we are able to Support pupils before and after each lesson in preparation for the next day.	Weekly quality assurance.	CL	Formal termly review meetings. Weekly Monitoring and feedback at SLT meetings.

Participation – early Intervention	To provide a place where pupils can go for 1:1 support £1000	To have a purposeful designed room to allow pupils to be supported emotionally and academically.	Weekly quality assurance.		
Total Cost	£16000				
6. Review of Expenditure					
Previous Academic Year			2017/2018 PP Funding £14072 Actual £20460		
Desired Outcome	Action/approach	Rationale	Impact	Evaluation	Cost
Attainment and progress	Staff to pupil ratios are high and teachers have capacity to give disadvantaged pupils additional support in class £10,000 Resources to support English and maths £2500	Progress is just or slightly below national average. In year progress in lower key stage 2 is below expected.	Pupils are beginning to catch up with their peers.	Need to embed approaches. As pupils progress through school to ensure the gaps are kept closed. Further resources/approaches and training will be required to ensure high quality lessons are delivered daily.	£10000 £2500
Participation – early intervention	1:1 Support Phonics intervention £6960 Personalise breakout rooms for pupils. £1000				£6960 £1000
Total Cost	£20460				