**Pupil premium strategy statement ( small school)**

|  |
| --- |
| 1. **Summary information**
 |
| **School** |  |
| **Academic Year** | 2016/17 | **Total PP budget** | £15,800 | **Date of most recent PP Review** | January 2017 |
| **Total number of pupils** | 77 | **Number of pupils eligible for PP** | 12 | **Date for next internal review of this strategy** | Sept 2017 |

|  |
| --- |
| 1. **Current attainment**
 |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)*  |
| **% achieving in reading, writing and maths**  | 50% | % |
| **% making progress in reading**  | 100% | % |
| **% making progress in writing**  | 92% | % |
| **% making progress in maths**  | 75% | % |

|  |
| --- |
| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)**
 |
|  **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | Lack of home support – homework |
|  | Learning – Reading, Writing & Maths. Low attainers and ensuring high ability pupils make good progress |
| **C.** | Access to extra curricular and enrichment activities |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **D.**  | Emotional Distress due to family circumstances |
| 1. **Desired outcomes**
 |
|  | *Desired outcomes and how they will be measured* | *Success criteria*  |
|  | Improved completion of homework | Homework supports enhanced learning. Pupil self esteem raised |
|  | Raised attainment and good progress for all PP children | Pupils attain in line with National and make good progress from prior attaintment EYFS – KS1 |
|  | Pupils access range of activities enhancing enjoyment, self - esteem, participation in sports | Pupils attend after school clubs, Residential, Trips according to individual need and enjoy as wide a range of activities as non PP children |
|  | Pupil/s able to manage feelings and feel supported | Improved emotional well being which impacts on learning and social skills |
| 1. **Planned expenditure**
 |
| **Academic year** | **2016/2017** |
| 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.  |
| 1. **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?** |
| **Improved pupil progress and self esteem** | **SENCO time – support for teachers, working in class, Senco advice re programmes, interventions** | **Teachers supported, understand clearly pupils needs, teaching and learning reflects targets in IEP’s****Ensuring low expectations not barrier to achievement** | **Pupil progress records and discussion with Senco/Class Teacher****Scrutiny of IEP’s and evidence that in class planning reflects targets** | **JD/AH** | **September 2017** |
|  |  |  |  |  |  |
| **Total budgeted cost** | £4000-  |
| 1. **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 Attainment/Progress** | **Booster/Intervention** | **Analysis of Pupil need eg Phonics testing, reading assessment etc** | **NG & JT will maintain performance records for pupils** | **LT/AH** | **Termly Staff Meeting informally** |
| Learning supported by completion of homework | Homework support by ATABoosters delivered daily | Pupils distressed due to never doing homework. This is having negative impact. | CH will maintain homework record. | CH/AJ | Termly staff meeting |
| **Total budgeted cost** | £7000 |
| 1. **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?** |
| Emotional distress lessened improved learning | Counsellor employed by school to deliver one to one sessions | Pupils needs could not be met from current staff capacity, availability of trained counsellor known to school and pupil | Speak to child re feelings. Monitor behaviour and attaintment | LT | Easter 2017 |
| Parents access support signposted by Keyworker | ATA (HH) - weekly family worker role | Parents unaware of services available eg Children’s Centre Pateley Bridge. | Gain ParentaL Feedback – In playground on mornings  | HH | September 2017 |
| Pupils attend range of clubs and activities. Pupil succeed in chosen musical instrument | Enable pupils to attend enrichment opportunities / trips/ residential/ clubs | Pupils unable to access activities available to other children | Attendance at Clubs, weekly clarinet lessons attended | TH | Termly as needed |
| **Total budgeted cost** | £4800 |
| 1. **Review of expenditure TO BE COMPLETED SEPT 2017**
 |
| **Previous Academic Year** |  |
| 1. **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 pupil progress and self esteem** | SENCO time – support for teachers, working in working in classBooster/Intervention | July 2017 Teachers report feeling supported with clear understanding of pupils needs.Pupils’ IEP’s clearly reflected needs and informed teaching. . These then governed content of daily interventions and boosters delivered by TA throughout the year. Pupils received appropriate support enabling good progress to be made against targets.Extra time spent 1 to 1 with pupils allowed positive relationships to develop and early identification of any barriers to achievement.  |   | £4000 |
| 1. **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** |
| Learning supported by completion of homeworkImproved progress and attainment | Homework /in class and 1 to 1 support by ATA | Homework was completed throughout year. Positive impact on pupil progress, esteem and attitude to school. |  | £7000-  |
| 1. **Other approaches**
 |
| **Desired outcome**Emotional distress lessened improved learning | **Chosen action/approach**Counsellor employed by school to deliver one to one sessions | **Estimated impact:** Counsellor attended throughout Autumn tern, unavailable from then onwards so role was taken on by school staff. This was not as successful due to conflicting demands. One benefit was strenghthened relationships between pupil and staff which has impacted positively on pupil attitude, behaviour and learning. | **Lessons learned** (and whether you will continue with this approach)Problem of continuity and staffing needs careful thought and organising | **Cost** |
| Parents access support signposted by Keyworker | ATA (HH) - weekly family worker role | Parents signposted to services available eg Children’s Centre Pateley Bridge. Also enhanced relationships between EYFS staff and parents of Reception children.Parents report positively on help received. |  |  |
| Pupils attend range of clubs and activities. Pupils succeed in chosen musical instrument | Enable pupils to attend enrichment opportunities / trips/ residential/ clubs | Attendance of Pupil Premium pupils improved at Clubs, weekly clarinet lessons attended.Pupil to continue lessons, instrument provided. |  |  |

|  |
| --- |
| 1. **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  |