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

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| 1. **Summary information** | | | | | |
| **School** |  | | | | |
| **Academic Year** | 2015-16 | **Total PP budget** | £17,160 | **Date of most recent PP Review** | n/a |
| **Total number of pupils** | 82 | **Number of pupils eligible for PP** | 13 | **Date for next internal review of this strategy** | Spring |

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| 1. **Current attainment** | | |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving in reading, writing and maths** | KS1: 50% (2 pupils total) KS2: 17% (6 pupils total) | KS1 78% KS2 60% |
| **% achieving in reading** | KS1 50% KS2: 33% | KS1: 78% KS2: 71% |
| **% achieving in writing** | KS1: 50% KS2: 17% | KS1: 70% KS2: 79 % |
| **% achieving in maths** | KS1: 50% KS2: 33% | KS1: 77% KS2: 75% |

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| 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)* | | | | |
|  | | Data indicates a gap between low-achieving (EYFS/KS1) PP chn and other children. A number of PP children need to make accelerated progress, particularly in reading and writing and particularly boys. | | |
|  | | There are high-attaining PP children who are progressing well and need to build confidence and have access to greater breadth of experience. | | |
| **C.** | | Behavioural issues, including lack of confidence and resilience, with a tendency to fulfil requirements rather than ask “is this my best work?” | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | A small number of PP children had attendance issues last academic year, which continue to be addressed with support from the La/Prevention Services | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Low-achieving children, both boys and girls, make accelerated progress. | | All these children to show at least a good rate of progress from their starting points using Chris Quigley “Lines of Good Progress;” majority to achieve ARE for their Milestone.  KS2 gap for lower-achieving children to come into line with National. |
|  | Higher-achieving children remain on high-achieving trajectory. | | All HA children to exceed ARE for their Milestone. |
|  | Quality and quantity of classwork to increase, with children receiving timely and incisive feedback on how to improve. Improvement in resilience so that children increasingly self-assess and take responsibility for improving their own work and achieving targets. | | Work scrutinies and lesson observations show that work is being re-drafted and improved, with teacher feedback contributing to rapid progress. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2016-17** | | | | |
| 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?** |
| Lower-achieving children make accelerated progress; Higher-achieving make more than expected progress. | Children identified in provision maps and planning and specific strategies identified. | There is evidence to suggest that poor teaching has a disproportionally large effect on disadvantaged children. We are therefore going to continue to focus this year on the quality of teaching, including strengthening the role of subject leaders, to ensure that disadvantaged children throughout the school receive the best-quality education. This is especially important where a special educational need is also present, as provision will be compromised by anything less than high-quality teaching. | Whole-school monitoring, including use of new tracking system to identify specific areas of concern. Monitoring of impact of support staff. | HT | Half-termly. Report to governors via Finance & Staffing / Curriculum & Standards Committee meetings. |
| **Total budgeted cost** | | | | | £15,000 |
| 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?** |
| Higher rates of progress for all – closing the attainment gap. | Individual / small group intervention work focussing on basic skills to support class teaching. | Interventions with good track record where correctly implemented, eg Toe by Toe, Stareway to Spelling, handwriting interventions, Power of 2: all aimed at building fluency and confidence as well as supporting classroom teaching. | Relevant training for staff delivering; separate monitoring of interventions. | HT  Senco | Termly alongside whole-school monitoring. |
| **Total budgeted cost** | | | | | £1000 |
| 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?** |
| Good engagement with school life, including good attendance, and with range of opportunities on offer. | Support with before-and after school club; access to extra-curricular activities. | Previous good track record in school of supporting children in this way. | Good use of subject leads to develop enhanced opportunities; rigorous monitoring and action on attendance; record of involvement in activities. | HT | Spring 2017. |
| **Total budgeted cost** | | | | | £1000 |

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| **6 Review of expenditure** | | | | |
| **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** |
| **Accelerated progress where necessary to bring progress and attainment into line with peers, with more children exceeding expectations.** | Whole-school Training for teachers and TAs in key areas. | Good examples of this seen throughout school, for children both eligible and not eligible, with some very good progress in Reading; however not yet consistent. | We need to focus on carefully monitoring progress and quickly acting on identified needs, especially for example where a child has more than one area of need. | £650 |
| **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** |
| Improve the percentage of more able children exceeding expectations; pupils who exceeded expectations at KS1 to continue to exceed.  All children to make comparable progress to their peers from their starting points. | Investment in classroom resources for extending more able pupils.  Small group and 1:1 teaching, including intervention programmes, with enhanced monitoring and evaluation; release of teachers to take part in learning conversations with parents for SEN. | Partially met; some good progress data for more able children across school, both eligible and not eligible for PP. | Use of resources targeted at more able children has improved teaching and we will continue to develop both physical resources and staff expertise.  Withdrawal of children for focussed teaching needs to be carefully chosen and carefully monitored to ensure maximum impact. | £1400 |
| **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** |
| Improvement in attendance | Support for extra-curricular activities. | Attendance improved from below 80% to nearly 100%. Standards met in Reading; | This was a successful strategy and we would consider it again if appropriate. | £300 |