



Pupil Premium Strategy Statement:

1. Summary information					
Academic Year	2017/18	Total PP budget	£148,720	Date of most recent PP Review	
Total number of pupils	215	Number of pupils eligible for PP 2017/18	104	Date for next internal review of this strategy	

Current attainment		
EYFS Attainment Prime Areas for 2016-17 (11 pupils)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected or above in PSED	82%	94%
% achieving expected or above in Communication and Language	82%	94%
% achieving expected or above in Physical Development	100%	94%
EYFS Attainment Specific Areas for 2016-17 (11 pupils)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected or above in Literacy	82%	82%
% achieving expected or above in Mathematics	82%	88%
% achieving expected or above in Understanding the World	91%	82%
% achieving expected or above in Expressive Arts and Design	55%	71%
Y1 Attainment for: 2016-2017 (13 pupils)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading	69%	65%
% achieving expected standard or above in writing	69%	82%
% achieving expected standard or above in maths	62%	71%
Y2 Attainment for: 2016-2017 (16 pupils)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading	73%	67%
% achieving expected standard or above in writing	73%	53%
% achieving expected standard or above in maths	73%	60%
Y3 Attainment for: 2016-2017 (21 pupils)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading	67%	71%
% achieving expected standard or above in writing	62%	71%
% achieving expected standard or above in maths	76%	86%

Current attainment		
Y4 Attainment for: 2016-2017 (17 pupils)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading	82%	87%
% achieving expected standard or above in writing	65%	81%
% achieving expected standard or above in maths	71%	75%
Y5 Attainment for: 2016-2017 (21 pupils)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading	82%	89%
% achieving expected standard or above in writing	76%	89%
% achieving expected standard or above in maths	76%	89%
Y6 Attainment for: 2016-2017 (18 pupils)	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths	Not measured	Not measured
% achieving expected standard or above in reading	39%	69%
% achieving expected standard or above in writing	67%	92%
% achieving expected standard or above in Grammar, Punctuation and Spelling	67%	92%
% achieving expected standard or above in maths	72%	92%

2. 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)*

A.	Limited English Language skills and experience of quality spoken English
B.	Limited experiential learning
C.	Life skills achieved , not age related
D.	Low self-esteem
E.	Emotional difficulties

External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
A.	Limited quality English language at home	
B.	Economic deprivation <ul style="list-style-type: none"> - poor nutrition - accommodation 	
C.	Insecurity of immigration status	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased conceptual and vocabulary understanding resulting in improved progress in reading, writing and maths	Pupil Premium children make better progress in reading, writing and maths – narrowing gap from on entry
B.	English language and numeracy skills are developed resulting in improved progress in reading, writing and maths	Pupil Premium children achieve better attainment in reading, writing and maths
C.	Confidence, emotional development, self-esteem and well-being are enhanced resulting in improved attitudes and readiness for learning	Pupil Premium children achieve enhanced life skills
D.	Effective partnership with home resulting in enhanced pupil learning	Pupil Premium children make better progress in reading, writing and maths – narrowing gap from on entry

4. Planned expenditure					
Academic year	2017/18				
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/ PP Funding	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased conceptual and vocabulary understanding resulting in improved progress in reading, writing and maths	Visits and trips subsidy £17,500	Poor oral spoken skills on entry both at YR and post YR and limited experiences Visits and trips are selected to extend experiences	Senior Leadership Team and Governors will review impact of visits on extending children’s experience Feedback from places visited Feedback from children and parents/carers	Lisa Fahy	March 2018
Increased language and numeracy learning resulting in improved progress in reading, writing and maths	Additional resources purchased for language and maths £4,300	Immerse children in quality reading materials Expose children to practical maths experiences which excite and engage them	Lesson observations and pupil interviews	Lisa Fahy – Maths Lead Dawn Cooper – English Lead	March 2018
Effective partnership with home resulting in increasing pupils’ learning	Homework equipment packs £2,000	Children poorly equipped at home	Class teachers will monitor provision Senior Leadership Team will evaluate impact of homework	Senior Leadership Team	March 2018

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?
Increased language and numeracy learning resulting in improved progress in reading, writing and maths	Additional staff and additional staff hours £123,220	Individual and small group support has previously enabled our children to achieve more	Senior Leadership Team will evaluate impact in responsiveness of children within their learning	Senior Leadership Team	March 2018
Increased language and numeracy learning resulting in improved progress in reading, writing and maths	Y6 SATs Booster classes £1,500	Individual and small group support has previously enabled our children to achieve more	Senior Leadership Team will evaluate impact in responsiveness of children within their learning	Senior Leadership Team	April 2018
Effective partnership with home resulting in increasing pupils' learning	'Choose Time with Your Child Tuesday' parent/carer drop-in session into YR	The greater the parent/carer knowledge about their children's learning the better they are able to help their own children succeed	Weekly monitoring by EYFS Lead Parental and child feedback	Gail Scandrett – EYFS Lead	March 2018
Effective partnership with home resulting in increasing pupils' learning	Weekly SENCo Drop in for parent/carer	The greater the parent/carer knowledge about their children's learning the better they are able to help their own children succeed	Weekly monitoring by SENCo Parental and child feedback	Gail Scandrett - SENCo	March 2018

lii 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
Confidence, emotional development, self-esteem and well-being are enhanced resulting in improved attitudes and readiness for learning	PHSE – additional resources £2,000	Development of emotional resilience has proven to have an impact on our children’s long-term achievement	Greater confidence, self-esteem and well-being demonstrated – evaluated by SLT from staff, parent/carer, pupils and outside providers	Lisa Fahy	March 2018
5. Review of expenditure					
Previous Academic Year		2016/17			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost	
Increased conceptual and vocabulary experience, resulting in improved progress for Pupil Premium pupils in reading and writing in all year groups	Visits & Trips Subsidy	Pupils have experienced greater range of language in context allowing them to bring this language more readily into their own work.	Pupils are benefitting from enriched experiences. We will continue with this approach.	£16,000	
Increased conceptual and vocabulary experience, resulting in improved progress for Pupil Premium pupils in reading and writing in all year groups	‘Forest Schools’ Experience YR – Y6	Pupils have experienced greater range of language in context allowing them to bring this language more readily into their own work.	Pupils are benefitting from enriched experiences. We will continue with this approach on ‘Freedom Friday’ – at no additional cost from Pupil Premium.	£3,000	

Increase in effectiveness of home-school partnership, resulting in improved progress in reading and writing and Maths for Pupil Premium pupils	Homework Equipment Packs	Home school partnership has been strengthened. Pupils are now more able to access learning at home.	Pupils are benefitting from access to materials at home. We will continue with this approach.	£2,000
Increased language and numeracy learning, resulting in improved progress in reading and writing and Maths for Pupil Premium pupils	'Narrowing the Gap' Resources for Language & Maths	Enhanced resources have enabled better engagement and learning	Pupils have enjoyed access to quality reading materials and practical maths resources. This has helped children to engage more readily. We will continue with this approach.	£7,471
Confidence, emotional development, self-esteem and well-being enhanced, resulting in improved attitudes and readiness for learning for Pupil Premium pupils	Sport & Music Enhancement	Pupils are developing self-belief giving greater confidence to approach new learning in a range of curriculum areas	This area continues to be of high importance in the children's success. We will continue with this approach for all pupils – through Sports Premium.	£5,200
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
Boost Y6 SATs results	Y6 SATs Booster Classes	Pupils performed better in areas concentrated on in booster classes	Targeted revision for tests does have short term impact . We will continue with this approach.	£1,500

Confidence, emotional development, self-esteem and well-being are enhanced resulting in improved attitudes and readiness for learning	PHSE – additional resources	Pupils performed better	Greater confidence, self-esteem and well-being demonstrated – evaluated by SLT from staff, parent/carer, pupils and outside providers feedback– allowing positive 'can do' attitude to learning	£2,000
Improved progress for PP pupils in reading, writing and maths across all year groups	Additional staff & additional staff hours	Pupil Premium pupils have made improved progress	Specific targeted learning over set time scale is having a positive impact. We will continue with this approach.	£111,549

6. Additional detail

The impact of this strategy will be evaluated throughout the academic year.
Alterations will be made if impact is not evident.

Breakdown of PP spend by year group 2017/18

YR	10%	£14,872
Y1	10.5%	£ 15,615
Y2	11.5%	£ 17,102
Y3	17%	£ 25,282
Y4	18%	£ 26,769
Y5	15%	£ 22,308
Y6	17%	£ 25,282