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**Pupil premium strategy statement:**

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| 1. **Summary information** | | | | | |
| **School** |  | | | | |
| **Academic Year** | 2016/17 | **Total PP budget** | £12,180 | **Date of most recent PP Review** | n/a |
| **Total number of pupils** | 99 | **Number of pupils eligible for PP** | 10 | **Date for next internal review of this strategy** | Jan 2017 |

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| 1. **Current attainment** | | |
| **Attainment for: 2015-2016 (4 pupils) Whole school** | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (your school/national Y6)* |
| **% achieving expected standard or above in reading, writing and maths** | Not measured% | Not measured% |
| **% achieving expected standard or above in reading** | 75% | 82% / 66% |
| **% achieving expected standard or above in writing** | 50% | 75% / 74% |
| **% achieving expected standard or above in maths** | 25% | 73% / 70% |

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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)* | | | | |
|  | | Social and emotional intelligence | | |
|  | | Low ambition | | |
| **C.** | | Poor reading skills (phonics) | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | Attendance | | |
| **E.** | | Lack of routine (sleep, food, homework,) | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. | | Children retain more friendships  Children have less fall-outs  Children need less support in class time to resolve friendship issues |
|  | Children make expected or better attainment and talk with enthusiasm about their academic future. | | Children talk about their future with enthusiasm  Children talk about academic targets with excitement  Children set/attempt challenging targets  Children speak ambitiously about heir future at Secondary school and work. |
|  | PP children’s reading improves in line with non-pp children | | PP children make better progress in reading so that their writing is influenced by this  PP children can achieve well in spelling  Children enjoy reading and can talk enthusiastically about a book they are enjoying  PP children achieve in line with non-PP children. |
|  | The attendance of PP children improves | | Reduce the number of persistent absentees among pupils eligible for PP  EWO involvement will not be needed  Attendance for the children is in line with national at 96% |

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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?** | |
| Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. | | PHSE lessons are regular  Circle time etc.  Class ethos is agreed on a classroom charter to ensure all children feel save to talk about their feelings. | | Circle time allows a child to share anything on their mind and seek support or advice from children and adults in the room. It creates an emotionally safe ethos in the classroom and the children will always feel happy to share their thoughts/fears/worries. This will mean the teacher is aware of concerns early on before they become a catalyst for anger. | | I will speak with the children to see that they feel they can talk about their feelings in class  Drop ins to lessons will show the class ethos  Training will be offered to staff who are unsure about good quality circle time. | |  | | January | |
| Children make expected or better attainment and talk with enthusiasm about their academic future. | | Pupil progress meetings half termly will inform how the children are achieving.  Assemblies and lessons will share with the children the purposeful learning and how it can lead to a desired career.  Children will be inspired by visitors who talk about their jobs/careers. | | Children who are not on track to meet their end of year target will gain support from intervention (subject support, nurture, forest school, 1:1 specialist support).  Assemblies are an opportunity to showcase careers and inspirational people allowing the children to see that it is also achievable for them too.  This allows them to be inspired to believe they can achieve the same and gives them the opportunity to ask questions about how they got to where they did. | | Dates are set for the year. LSAs are employed in the afternoons to carry out intervention. This will be the 3rd year of working the programme.  I will role model in my assemblies but also support staff in inviting people in to speak to the children. I will attend those assemblies in class to show the children how I hold aspirations in high regard.  I will see lessons in the Monitoring programme and interview children about purposeful learning. | |  | | September | |
| PP children’s reading improves in line with non-pp children | | Children will receive extra daily reading with an LSA.  Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading.  Books will be celebrated and enjoyed in school  An author will be celebrated and children will be encouraged to read. | | When children read daily their reading improves. Any areas of difficulty can be address (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed.  Phonics will be encouraged as a strategy to reading in the classroom when necessary.  Books will be on display in the classrooms and work on the walls will show the children’s interest in books.  An author will celebrated in medium term planning. | | Pupil progress meetings will review intervention given (daily readers) and progress made.  Drop ins will show books are celebrated and phonics is being used as a spelling strategy.  The children will be able to talk to me about the Author they are celebrating and learning about. | |  | | September | |
| The attendance of PP children improves | | Topics will interest all children and especially PP children.  They will include WOW days and Forest school, Art/dt work and exciting activities throughout the term. | | When a child cares about the topics learned and their purpose this can be a hook to want them to come to school.  WOW days and exciting activities throughout the term will be fun and the children will want to be part of them.  Our PP children enjoy hands on activities and outdoor learning. | | Topic webs will be shared with parents and be interesting.  Wow days will be shared with the children and parents as something to look forward to. They will be in the diary on the website.  Forest school, DT and outdoor learning will be regular. | |  | | September | |
| 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?** |
| Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. | Some PP children will attend nurture time to talk about their feelings. – a new Pastoral Care Worker employed 3 mornings per week. | | | | Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work. | | Intervention charts will show the children who need support in this area. | | Heulwen Stevenson/ J Norman | | September 2016 |
| Children make expected or better attainment and talk with enthusiasm about their academic future. | Pupil progress meetings will focus on how the PP children feel about their future and areas of the curriculum they find strength.  Assemblies will encourage children to be ambitious and consider their strengths and where they might use them.  New LSA employed to support in class 3.  New Apprentice TA employed in KS1. | | | | Children are inspired by stories of people who have achieved something even if they once thought they wouldn’t. They can begin to see that school teaches them skills which can easily be used in many careers – this will explicitly show them how what they are learning can lead to a job they will enjoy or a University course they will enjoy. | | Feedback from staff/progress and new LSA/TA will inform SLT as to whether the children can see that their schooling is teaching them vital skills in order to achieve their desired career or future dreams.  Assemblies will inform if the children are beginning to have visions of a productive happy future.  Monitoring will show children can discuss how what they are learning in class can be used as a skill outside the classroom. | | J Norman | | September 2016 |
| PP children’s reading improves in line with non-pp children | A reading team is set up to ensure PP children receive daily reading and quality 1:1 comprehension around the book in a positive way.  The curriculum will allow for more boy friendly books to be incorporated at whole school/class level. | | | | When children read daily they gain in confidence. That 10-15 minutes of chatting about the book and linking the story to something they have experienced helps them to remember in long term memory what they have learned.  This time makes them feel valued.  This time makes them see that books are positive and enjoyed.  The boys who do not like reading will be more inspired in class with book more appropriate to their interest. | | The books used in class will be of more interest to boys – super heroes, action etc.  Children who have daily reading – progress will be seen at pupil progress meetings.  Children will look to read more at ‘free time’.  Boys will begin to enjoy reading as a past time and not just when asked. | |  | | December |
| The attendance of PP children improves | EWO will be involved with families who’s attendance falls below 87%.  The children will be invited to partake in planning the medium term curriculum and desired outcome – taking some ownership and interest.  The PfSA will be asked to work with children who are consistently falling below 90%.  Awards are given to children who have ‘goo’ attendance.  If travel is an issue for families they will be offered ways to help. | | | | When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident.  Children enjoy receiving awards and will often try harder when an award is being offered. | | Attendance will be monitored half termly.  Any absence will be addressed immediately.  A chart of which children receive awards will be logged and tracked. | |  | | September |
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| 1. **Review of expenditure** | | | | | | | | | | | |
| **Previous Academic Year** | | |  | | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | | | |
| **Desired outcome** | | **Chosen action/approach** | **Estimated impact:** | | | **Lessons learned** | | | | | **Cost** |
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| 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** |
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| 1. **Additional detail** |
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Julie Norman Version 1 05 01 2020