

## Pupil premium strategy statement (primary)

1. Summary information					
School	Withington C of E Primary School				
Academic Year	2017/18	Total PP budget	£13,200	Date of most recent PP Review	April 2017
Total number of pupils	39	Number of pupils eligible for PP	10	Date for next PP Strategy Review	April 2018
2. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	Oral language skills across the skills are lower for some pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.				
B.	A high percentage of our PP children have lower self-esteem than their peers. This prevents sustained high achievement.				
C.	40% of our PP children have difficulties with handwriting. This limits their progress in writing.				
D.	A high percentage of our PP children have difficulties with spelling. This limits their progress in writing.				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
E.	Varied levels of parental engagement. This slows potential progress.				
F.	30% of PP children have attendance figures lower than the national average. This slows potential progress.				
G.	20% of PP children are regularly late to school – this affects their interventions as they often take place first thing in the morning.				

<b>3. Outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	<p>Improve oral language skills for pupils eligible for PP in Reception class.</p> <p>Improve oral language skills for children in other year groups who have gaps that are affecting their learning.</p>	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
<b>B.</b>	Raise self-esteem in PP children	PP pupils have confidence, perseverance and resilience to attempt any task.
<b>C.</b>	Improve handwriting, skills, and stamina.	Improved presentation of written work across the school.
<b>D.</b>	Improve phonic knowledge and subsequent spelling.	Children recall phonic and spelling rules and apply these effectively.
<b>E.</b>	Consistent, sustained parental engagement.	PP children have improved levels of progress
<b>F.</b>	Improved attendance figures for PP children.	PP children have increased attendance figures that are in line with others in the school.
<b>G.</b>	Reduced lateness for PP children.	PP children are in school on time to access their intervention time.

#### 4. Planned expenditure

Academic year

2017 - 2018

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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve oral language skills for pupils eligible for PP.	Staff training on developing speech and language.  TalkBoost 2 Training and resources	Investing in staff training to continue to support children in this area will ensure good progress throughout the school.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment).	SENDCo	Jan 2018          £500
Raise self-esteem in PP children	Confidence building activities e.g. Horse riding, rock climbing, dance festivals, iSING Pop	Physical activity raises self-esteem and confidence and enhances social and cognitive development and academic achievement. <i>Findings from Physical Education and School Sport: A Review of Benefits and Outcomes. R Bailey 2006)</i>	Expert teachers will know how to move children beyond their comfort zone. We will make cross curricular links between their physical achievements and perseverance and how this can be applied to their academic barriers.	PE Co-ordinator / Class teachers	Mar 2018          £1,500

Improved presentation of written work across the school.	Letter-join handwriting scheme to be used throughout the school.  Raised expectation of standards of work	Advice from Ofsted inspection 2016 to improve presentation across the school we should implement a cursive, joined script from Reception.	Monitor handwriting	SENDCo CL – English Lead Class teachers	Termly  £100
Improved Spelling	Spelling scheme resources.	Teaching spelling systematically supports all children to develop mastery of language. Good spelling helps good reading comprehension. <i>(Findings from The Importance of Spelling by Susan Jones, M. Ed. 2/2009)</i>	Monitor spelling test results Monitor spelling in independent writing.	Class teachers	Termly  £100

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?
Consistent, sustained parental engagement.	Curriculum meeting to inform parents in how they can support their child's learning	Research has shown that parental engagement has a significant positive effect in student attainment. (Deforges 2003)	Qualified staff engaging in regular professional dialogue with parents/careers and each other.	All staff	April 2018
	Family breakfasts	Including parental engagement in children's learning raises children's attainment. (AFA)			£50
	Celebration assemblies				£50
Improved attendance figures.	Letter to all parents regarding the importance of arriving at school on time  Incentives for improved attendance e.g. whole school reward trip.	Improved attendance will have a positive impact on pupil progress. This will benefit all children. (DfE 2016)	Monitor lateness and attendance figures and compare with before incentives were added.	S.Beames	April 2018  £1,000
<b>Total budgeted cost</b>					<b>£3,350</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Reduced lateness for PP children.	Free Breakfast Club for PP children  Family breakfasts	They will be here before 9:00am, as breakfast club runs from 8:00 – 8:45am. They will also mix with peers in non-academic circumstances, and they will receive a nutritional breakfast.	Conversations with all PP families to highlight this facility.  Family breakfasts to show parents how it runs.	SENDCo/ C.Mascall	Jan 2018
<b>Total budgeted cost</b>					£500
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Targeted teaching resources and motivational activities for individuals	E.g. 2simple, Mathletics, Twinkl	A range of activities and resources are available to appeal to different learning styles and needs.		SENDCo A Mixture C Foster	Termly  £800
Accurate data tracking to highlight gaps to be closed	INSIGHT data tracking	Quick and accurate analysis of the progress and attainment of pupils overall and for particular groups, including pupils with SEND and those eligible for free school	Pupil progress meetings for English and Maths each half term		£500

Closing the gaps in attainment of pupil premium children and their peers.	Withdrawal for 1-1 support by a trained TA in literacy intervention	meals. Use this data and information from regular pupil progress meetings to target pupils that are not making good progress, using effective strategies to help them to quickly catch up.  Research suggests that intervention delivered by highly trained professionals produces accelerated learning and progress.	Regular monitoring of interventions e.g. start points, review data and tracking from class attainment		£3,000
	Specific 1-1 support in class (literacy)				£3,000
				<b>Total budgeted cost</b>	<b>£7,300</b>

## 5. Review of expenditure

### Previous Academic Year

#### i. 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

**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

**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

### 6. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.