

## Pupil premium strategy statement (primary)

1. Summary information					
School	Withington C of E Primary School				
Academic Year	2016/17	Total PP budget	£8,500	Date of most recent PP Review	Oct 2016
Total number of pupils	33	Number of pupils eligible for PP	6	Date for next PP Strategy Review	April 2017

2. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Oral language skills in Reception 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.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
C.	Varied levels of parental engagement. This slows potential progress.
D.	30% of PP children have attendance figures lower than the national average. This slows potential progress.
E.	20% of PP children are regularly late to school – this affects their interventions as they often take place first thing in the morning.

3. <b>Outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class 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>	Consistent, sustained parental engagement.	PP children's parents engage in school life e.g. attending parent consultations, hearing their children read and supporting them with homework tasks will result in PP children having improved levels of progress.

<b>D.</b>	Improved attendance figures for PP children.	PP children have increased attendance figures that are in line with others in the school..
<b>E.</b>	Reduced lateness for PP children.	PP children are in school on time to access their intervention time.

**4. Planned expenditure**

• <b>Academic year</b>		<b>2016 - 2017</b>			
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. <b>Quality of teaching for all</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>
Improve oral language skills for pupils eligible for PP in Reception class.	Staff training on developing speech and language.	The EEF's research suggests that oral language interventions are very successful, particularly for the youngest pupils.	Courses 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 2017
Raise self-esteem in PP children	Confidence building activities e.g. Horse riding, rock climbing, dance festivals	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 Our teachers will know how and when to move children beyond their comfort zone to produce the best levels of progress. We will make cross curricular links between their physical achievements and perseverance and how this	PE Co-ordinator / Class teachers	Mar 2017

			can be applied to their academic barriers.		
<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>
Consistent, sustained parental engagement.	Curriculum meeting to inform parents in how they can support their child's learning  Family breakfasts  Celebration assemblies	Research has shown that parental engagement has a significant positive effect in student attainment. (Deforges 2003)  Including parental engagement in children's learning raises children's attainment. (AFA)  Two recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact	Qualified teaching staff engaging in regular professional dialogue with parents/careers and each other.	All staff	

Improved attendance figures.	Letter to all parents regarding the importance of arriving at school on time  Incentives for improved attendance	Improved attendance will almost certainly have a positive impact on pupil progress. This will benefit all children.  NfER briefing for school leaders identifies addressing attendance as a key step.	Invite inclusions advisor in to discuss attendance and lateness figures.	SB	April 2017
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**Total budgeted cost** £2000

**ii. Targeted support**

<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. We feel this is important as evaluators of the EEF funded trials of breakfast club places found an increase in concentration and positive learning behaviours in children who received a	Conversations with all PP families to highlight this facility. Family breakfasts to show parents how it runs.	SENDCo/C M	Jan 2017

		healthy breakfast as well as evidence of up to two months extra progress (Year 2 children) in Reading, Writing and Maths attainment.			

**Total budgeted cost** £2500

iii. **Other approaches**

<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>
Closing the gaps in attainment of pupil premium children and their peers.	Withdrawal for 1-1 support by a trained TA in literacy intervention	Research suggests that intervention delivered by highly trained professionals produces accelerated learning and progress. Our staff are currently trained to deliver Dancing Bears, Talk Boost and Precision Teaching intervention	Regular monitoring of interventions e.g. start points, review data and tracking from class attainment	SENDCo A Mixture C Foster	Termly

		groups. Our own tracking systems have shown accelerated progress in Reading and Writing when children, who are struggling, are part of these intervention groups.			
<b>Total budgeted cost</b>					<b>£3500</b>

5. Review of expenditure				
<b>Previous Academic Year</b>				
i. <b>Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>



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.