

Pupil premium strategy statement (primary)

1. Summary information					
School	Withington C of E Primary School				
Academic Year	2018/19	Total PP budget	£19,460	Date of most recent PP Review	April 2018
Total number of pupils	43	Number of pupils eligible for PP	11	Date for next PP Strategy Review	April 2019
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.	
3. Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	<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.	Raise self-esteem in PP children	PP pupils have confidence, perseverance and resilience to attempt any task.
C.	Improve handwriting, skills, and stamina.	Improved presentation of written work across the school.
D.	Improve phonic knowledge and subsequent spelling.	Children recall phonic and spelling rules and apply these effectively.
E.	Consistent, sustained parental engagement.	PP children have improved levels of progress
F.	Improved attendance figures for PP children.	PP children have increased attendance figures that are in line with others in the school.
G.	Reduced lateness for PP children.	PP children are in school on time to access their intervention time.

H.	SENDCo Training	Provide knowledge and understanding of barriers to learning including SEND descriptors.
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4. Planned expenditure

Academic year	2017 - 2018
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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.	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 T. Northwood	Jan 2019

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 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 2019
Improved presentation of written work across the school.	Letter-join handwriting scheme to be used throughout the school. Continued high expectations of written 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
Improved Spelling	Research and purchase suitable phonic/spelling scheme (considering Read, Write, Ink among others) Staff phonic training	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> Children need to have a secure phonetic knowledge to support their reading and spelling skills	Monitor spelling test results Monitor spelling in independent writing. Course selected using evidence of effectiveness.	Class teachers	Termly

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 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)	Qualified staff engaging in regular professional dialogue with parents/careers and each other.	All staff	April 2019
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 2019
Total budgeted cost					£5000

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?
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/ SENDCo	July 2018 (if continued April 2019)
Total budgeted cost					£1000
iii. 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?
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.	Regular monitoring of interventions e.g. start points, review data and tracking from class attainment	SENDCo A Mixture C Foster	Termly
SENDCo training	Increase knowledge and understanding of additional school staff.	Increased staff knowledge will ensure barriers to learning are picked up early and provided for efficiently.	Completion of course.	Head	April 2019
Total budgeted cost					10,000

5. Review of expenditure				
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Previous Academic Year				
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i. Quality of teaching for all				
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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				
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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				
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6. Additional detail

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