**Pupil premium strategy statement (primary)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | |
| **School** |  | | | | |
| **Academic Year** | 2017/18 | **Total PP budget** | £22,440 | **Date of most recent PP Review** | n/a |
| **Total number of pupils** | 100 | **Number of pupils eligible for PP** | 11FSM +  6 E6 | **Date for next internal review of this strategy** | Feb 2018 |

|  |  |  |
| --- | --- | --- |
| 1. **Current attainment** | | |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving in reading, writing and maths** | Due to the small overall cohort sizes and number in receipt of pupil premium funding, pupils may be easily identifiable and as a result, these details are not included. | 61% |
| **% making progress in reading** | 71% |
| **% making progress in writing** | 76% |
| **% making progress in maths** | 75% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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)* | | | | |
|  | | Attainment in reading, writing and maths, for some pupils who are eligible for the pupil premium, is below age related expectations. | | |
|  | | Some pupils, who are eligible for the pupil premium, are not making expected progress in reading, writing and maths. | | |
| **C.** | | Some pupils, who are eligible for the pupil premium, are not always able to access extra-curricular opportunities. | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | The attendance of pupils eligible for the pupil premium is below 90% in some instances. | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Close the gap between disadvantaged and others, particularly in reading | | The outcomes for those pupils who receive pupil premium funding are broadly in line with those of other pupils |
|  | Ensure all disadvantaged children make at least expected progress from their differing start points | | The progress measure evidences pupils receiving pupil premium funding make at least expected, and where possible, accelerated progress from their different starting points |
|  | All pupil premium children are given the opportunity to access all extra-curricular activities: clubs, school trips etc. to ensure they are able to experience our full provision | | All pupils receiving pupil premium funding are given the opportunity to participate in extra-curricular activities  Registers evidence that at least 90% of pupils receiving pupil premium funding are participating in school-based extra-curricular activities |
|  | Pupil premium children are not disadvantaged through non-attendance. Opportunities to close the gap are maximised. | | All pupils receiving pupil premium funding are given the best possible support to attend school regularly. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Planned expenditure** | | | | | | | |
| **Academic year** |  | | | | | | |
| 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?** |
| Pupil Premium pupils are supported and challenged within lessons and given further support or challenge in order to close the gap and accelerate progress  Assessment and tracking systems are used to ensure progress of pupil premium children is accurate and used by leaders and teachers to precisely identify any gaps in understanding  Resources are provided to support and provide stretch for those learners who are eligible for pupil premium funding – resulting impact is evaluated | Staff training | Staff knowledge and skills will  continue to improve so that  outcomes for pupils eligible for the  pupil premium will improve | Implement an effective  continuous professional  development (CPD)  programme, involving high-quality training for staff.  Review and evaluate regularly  with staff. | | | GD | March 2018 |
| A proportion of the  costs involved to use  Accelerated Reader to  raise attainment. | The attainment in reading for pupils who are eligible for the pupil premium will have improved. | Track progress in reading of  the pupils eligible for the pupil  premium. | | | GD | March 2018 |
| A proportion of the  costs involved to track  pupil progress using a  tracking system called  OTrack. | Next steps in learning for pupils  eligible for the pupil premium will  have been identified through rigorous and effective tracking of  their progress | Monitor the effectiveness of the tracking system through  pupil progress meetings. | | | GD | March 2018 |
| Educational (including  IT) resources to  support  disadvantaged pupils. | Educational provision for pupils  eligible for the pupil premium will have been enhanced. | Track pupil progress to  evaluate the impact of the new  educational resources. | | | GD | March 2018 |
| A proportion of the  salary of the staff  member with  responsibility for Pupil  Premium.  Outcomes for pupils eligible for the pupil premium will continue to improve due to high quality leadership.  Evaluate the effectiveness of the pupil premium strategy  through rigorous staff  appraisal. |  |  | | | GD | March 2018 |
| **Total budgeted cost** | | | | | | | £5,907 |
| 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?** |
| To accelerate the  progress of pupils  eligible for the pupil  premium.  To close the attainment gap  between the pupils  eligible for the pupil  premium and other  pupils nationally. | Teaching assistant  intervention for  disadvantaged pupils. | Pupils eligible for the pupil premium  who have fallen behind will make  accelerated progress through  carefully planned intervention. | | Annual teaching assistant  appraisals.  Measuring the impact of  interventions (amount of  progress made). | GD | | March 2018 |
| Specialist teacher  support for  disadvantaged pupils. | Pupils eligible for the pupil premium  who have fallen behind will make  accelerated progress through  specialist support. | | Track progress of pupils who  have had input from specialist  teacher to measure impact. | GD | | March 2018 |
| One-to-one and small  group tuition for  disadvantaged pupils. | Pupils eligible for the pupil premium  who have fallen behind will make  accelerated progress through one to-  one and small group support. | | Track progress of pupils who  have had one-to-one and/or  small group tuition to measure  impact. | GD | | March 2018 |
| **Total budgeted cost** | | | | | | | 13,136 |
| 1. **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?** |
| **Pupil Premium pupils are able to access all opportunities alongside their peers** | Use of funding to subsidise:   * Swimming costs * Trips * Milk | Equality of opportunity  Inclusion  All pupils eligible for the pupil  premium should have the opportunity to access all aspects of the curriculum and have the choice to attend extra- curricular opportunities. | | Keep a record of the extracurricular  opportunities pupils  have accessed and evaluate | GD | | March 2018 |
| **Pupil Premium pupils attend school regularly and are given the best possible start to the day and are ready to learn.** | Use of funding to subsidise:   * Breakfast Club places   % of EWO costs  A proportion of the  costs of buying back  Education Welfare  services | Good attendance for all pupils  eligible for the pupil premium will maximise opportunities to accelerate progress and provide the best start to their next steps in education and life. | | Attendance will be above 90%  for all pupils eligible for Pupil  Premium funding. | GD | | March 2018 |
| **Total budgeted cost** | | | | | | | £2,253 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Review of expenditure** | | | | | |
| **Previous Academic Year** | |  | | | |
| 1. **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** |
| To close the attainment gap between the pupils eligible for the pupil premium and other pupils nationally. | A proportion of the  costs involved to use Accelerated Reader to  raise attainment. | | This system worked well and allowed some PP children to make good progress and greater teacher awareness of individual abilities and needs. | This will be continued but needs to be used alongside other resources to ensure pupils are able to perform within assessments and show their full understanding. This would allow KS2 outcomes for PP to improve significantly. | £11,773 |
| A proportion of the  costs involved to track pupil progress using a tracking system called  OTrack | | The use of a tracking system was effective in improving awareness of where children are and provided greater insight for teachers. It helped to inform where and what interventions were appropriate to close the gaps. | We will be looking at alternative tracking systems but in principle this approach will be continuing and developing this year. |
| Educational (including IT) resources to  support  disadvantaged pupils. | | These have been useful in providing insight, motivating and engaging learners across different subjects. | We will be continuing with this principle this year and identifying any potential gaps that could be addressed with additional or alternative systems. |
| Staff Training | | This has been effective and has provided greater awareness across staff. | This will continue this year with increased focus on identifying potential gaps, ways to effectively close them and greater awareness of evaluating and assessing impact on teaching and learning. |
| 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** |
| To accelerate the progress of pupils eligible for the pupil premium.  To close the attainment gap  between the pupils  eligible for the pupil  premium and other  pupils nationally. | Teaching assistant  intervention for  disadvantaged pupils.  Specialist teacher  support for  disadvantaged pupils.  One-to-one and small group tuition for disadvantaged pupils. | | Support within the classroom and in small groups/one:one has collectively been effective. It has had an impact on disadvantaged pupils within all classes. | Our CPD this year will continue to build on previous work in Mobilise: ‘Making effective use of TAs’.  This will continue to build knowledge and confidence and heighten ability to evaluate and assess impact related to attainment and progress and confidence as a learner. | £12,566 |
| 1. **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** |
| To improve the attendance of pupils who are eligible for the pupil premium. | % of EWO costs  A proportion of the  costs of buying back Education Welfare services | | This was effective in reducing the number of persistent absentees who are eligible for pupil premium funding. | This has been successful in improving opportunities for those children in receipt of pupil premium funding. This approach will continue in 2017/18. | £2,010 |
| To enable pupils who are eligible for the pupil premium to access extra-curricular opportunities. | Subsidised school  trips  Subsidised swimming  Subsidised breakfast  club places | | This allowed disadvantaged children to access all opportunities. | This has been successful in improving opportunities for those children in receipt of pupil premium funding. This approach will continue in 2017/18. |

|  |
| --- |
| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  Our full strategy document can be found online at: http://www.kobps.lincs.sch.uk/PupilPremium.asp |