

Pupil premium strategy statement

1. Summary information					
School	Stottesdon CofE Primary School				
Academic Year	17/18	Total PP budget	£9080	Date of most recent PP Review	Summer 17
Total number of pupils	105	Number of pupils eligible for PP	6 (+ 3 new pupils)	Date for next internal review of this strategy	December 17
2. Current attainment					
		<i>Pupils eligible for PP (your school)</i>			<i>Pupils not eligible for PP (national average)</i>
End of EYFS % achieving GLD 2017		No pupils			70.7%
Phonic Screening Y1 (Y2 retake)		No pupils			
End of KS1: % achieving expected standard reading % achieving greater depth reading		1 pupil (joined school in March) 0% 0%			76% 25%
End of KS1: % achieving expected standard writing % achieving greater depth writing		1 pupil (joined school in March) 0% 0%			68% 16%
End of KS1: % achieving expected standard maths % achieving greater depth maths		1 pupil (joined school in March) 0% 0%			75% 21%
End of KS2 % achieving expected standard in reading, writing and maths		1 pupil 100%			60%
End of KS2: % achieving expected standard reading % achieving greater depth reading		1 pupil 100% 100% (progress: 9.6)			72% 25%
End of KS2: % achieving expected standard reading % achieving greater depth reading		1 pupil 100% 100% (progress: 6.5)			76% 18%

End of KS2: % achieving expected standard reading % achieving greater depth reading	1 pupil 100% 100% (progress: 9.2)	75% 23%
Internal data Y3: % working at or above ARE	1 pupil 100% (above)	
Internal data Y4: % working at or above ARE	2 pupils (1 pupil on SEN register) 0% (1 at ARE in reading)	
Internal data Y5: % working at or above ARE	2 pupils (1 pupil with EHCP, Child in Need and split placement) 0% (1 pupil made accelerated progress though)	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)
Whilst end of Key Stage data continues to be extremely positive we have pupils progressing through the school who need specific support. We also have an influx of new pupils who will also need to access this support even though they do not yet figure in the funding figures above.

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

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| A. | Low self esteem and poor motivation for some pupils |
| B. | 'Gaps in learning' which need input in order to secure robust foundations in maths |
| C. | Independent application of SPAG elements to writing |
| D. | Pupils read regularly, enjoy reading and demonstrate their understanding of what they have read. |

External barriers (*issues which also require action outside school, such as low attendance rates*)

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| D. | Lack of home support for learning for some pupils. Some specific social and emotional needs which are being addressed through Looked After Children support, Early Help, Child in Need and SEN/EHCP support. |
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved self esteem and motivation	Evidenced by pupil interviews and staff reports. EHAF, Child in Need and PEP meetings track impact. Pupils are proud of their achievements and apply themselves fully to tasks.
B.	Interventions in maths (pre-teaching/over-learning/additional sessions) plug conceptual gaps	Evidenced by provision map smart targets. Pupils make at accelerated progress within maths.
C.	Pupils spelling/phonic gaps are overcome and pupils confidently apply spelling and punctuation knowledge to their writing	Evidenced by provision map smart targets and case studies for writing. Pupils make at accelerated progress within writing.
D.	Pupils read regularly and fluently. They enjoy reading and demonstrate comprehension of what they are reading.	Evidenced in progress, pupil and staff feedback and tracking of reading.
E.	1 Y6 pupil achieves ARE and another has an effective plan for secondary transition and ongoing support into KS3.	1 Y6 pupil achieves age related expectations in all areas. 1 Y6 pupil has a planned secondary transition

5. Planned expenditure					
Academic year	2017 - 18				
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 (cost)	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils have secure and robust foundations in maths	Engaging in teaching for mastery programme (Y4/5 and Y2/3 staff lead) (funded)	Mastery learning is identified on EFA toolkit. Provision which caters for sequential steps and varied presentation will support the gaps in learning	Engaged in Maths Hub work with Shropshire and Mastery teachers who will coach and advise	JJ KR	At the end of each term
Pupils spelling/phonic gaps are overcome and pupils confidently apply spelling and punctuation knowledge to their writing	Use of case studies to track and target specific areas of progress. Specific success criteria which children have ownership of (adapted system in place)	Proven track record in school. Also facilities more precise feedback, pupil conferencing and success criteria which are all on EFA toolkit	Termly staff meeting reviews for work scrutiny. Termly tracking to evaluate impact Termly moderation which focuses on pupils not at ARE External consultant to reviews (£550)	Classteachers CM	At the end of each half term
Pupils read regularly and fluently. They enjoy reading and demonstrate comprehension of what they are reading.	Reading explorer used to explicitly teach comprehension skills Maintaining guided reading groups Using a whole class text with older pupils Reading reward scheme which tracks, values and rewards regularly reading. (£15 per pupil = £135)	Teaching reading comprehension strategies are acknowledged as effective on EFA toolkit. Small group teaching acknowledged on EFA We have evidence that shows this is supporting accelerated progress of less able. Evidence in school shows this supports motivation and valuing of regular reading.	Reading diaries checked weekly Pupil interviews (Governors and SLT) Termly tracking Observations of sessions	Classteachers CM	Autumn Term and ongoing
Pupils read regularly and fluently. They enjoy reading. They transfer a passion for reading into their writing. Vocabulary is explicitly modelled.	Talk for writing approaches are adopted through the school to boost speaking, vocabulary and writing process.	Programme with proven track record	Termly staff meeting reviews for work scrutiny. Termly tracking to evaluate impact Termly moderation which focuses on pupils not at ARE	CM all staff	Autumn 1 and ongoing
Total budgeted cost					£685

ii. Targeted support					
Desired outcome	Chosen action/approach (cost)	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Interventions in maths (pre-teaching/over-learning/additional sessions) plug conceptual gaps which supports more rapid progress overall	Pre-teaching and overlearning Mental maths support groups e.g. times tables (£2736)	Proven track record in school. Also allows for learning to learn aspects, feedback, and smaller group tuition which are all on EFA toolkit	Tracked on smart targets on provision map Tracked on termly progress data	TK JJ CM KR	Termly on provision map and through progress data.
'Pupils spelling/phonic gaps are overcome and pupils confidently apply SPAG knowledge to their writing	Spelling intervention sessions to focus on phonic application/gaps, keyword acquisition and application, (£1200) 1:1 Tuition (£250) Slow write creative writing session (£228)	Proven track record in school. Phonics is positively acknowledged by EFA. Also allows for learning to learn aspects, feedback, and smaller group tuition which are all on EFA toolkit 1:1 is positively acknowledged by EFA and has proven track record at school. Allows for feedback and smaller group tuition which are positively acknowledged by EFA	Tracked on smart targets on provision map Tracked on termly progress data Lesson observations Work scrutiny	All staff TK CS	Termly on provision map and through progress data.
Pupils read regularly and fluently. They enjoy reading and demonstrate comprehension of what they are reading.	1:1 reading where this isn't regularly happening at home. (£456) Reading comprehension group (£100)	1:1 is positively acknowledged by EFA and this also has positive impact on self esteem. Reading comprehension strategies and small group tuition is positively acknowledged on EFA	Check of reading diaries Tracked on smart targets on provision map Tracked on termly progress data Pupil feedback	All staff	Ongoing
Total budgeted cost					£4970

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?
<p>Improved self esteem and poor motivation for some pupils</p> <p>Specific social and emotional needs do not prevent pupils from learning and progressing</p>	<p>Over the shoulder TA/teacher support so pupils with attachment know they are being noticed. This then supports emotional resilience, focus and application (£1520)</p> <p>Specific reward schemes in class</p> <p>Early Help Process (£72 for termly meetings and actions)</p> <p>Family Support Working</p> <p>Class with the greatest needs in this area has smallest class size.</p> <p>Liaison with Child In Need process, EHCP process and TMBS (split placement)</p> <p>Engagement in wider clubs, trips and activities (£100)</p>	<p>Specific advice from LAC team and educational psychologists</p> <p>Approach allows for learning to learn discussions as acknowledged by EFA</p> <p>Reducing class size is positively acknowledged by EFA. Cost is not included as has not incurred additional cost to school.</p> <p>Specific needs and programme of support which pupil premium contributes to (£1900)</p> <p>Behaviour intervention is acknowledged by EFA</p>	<p>Lesson observations</p> <p>Tracking of pupil progress</p> <p>Work scrutiny of pupils books</p> <p>Pupil and staff feedback</p>	<p>KR CM</p>	<p>Termly</p>
Total budgeted cost					£3592

6. Review of expenditure				
Previous Academic Year		2016-17 11 pupils £11,720		
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
Quality teaching is supported by support/challenge/interventions at the time of teaching	Teaching assistant support in lessons	<ul style="list-style-type: none"> 1 pupils behaviour was managed so it didn't disrupt the learning of others 2 pupils made accelerated progress 1 pupil made expected progress 2 pupils made less than expected progress 	<ul style="list-style-type: none"> As this was of high cost to try and break down more specifically what has impact for the next year. 	£3420
The school maintains smaller class sizes in order to give more targeted support in all lessons	Smaller class size for Y6 and then Y4	<ul style="list-style-type: none"> 1 pupil made accelerated progress internally and compared to the national 1 pupil made accelerated progress in reading 2 pupils made less than expected progress. 	<ul style="list-style-type: none"> For pupils still progressing through the school, target external factors that affect social and emotional states. In addition target specific interventions which have impact. 	£1746
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
Pupils read regularly and confidently show their comprehension skills in tests	Additional guided reading and text discussion Additional individual reading and text discussion	Of 4 pupils targeted: <ul style="list-style-type: none"> 2 made expected progress (1 above ARE and 1 just below ARE) 1 made accelerated progress to ARE 1 made less than expected progress 	<ul style="list-style-type: none"> External factors need resolving for one pupil (EHAF) To continue to use strategies but boost teaching of reading comprehension strategies. 	£798
Interventions in maths (pre-teaching/over-learning/additional sessions) plug conceptual gaps which supports more rapid progress overall	Preteaching and overlearning of concepts	Of 3 pupils targeted: <ul style="list-style-type: none"> 1 pupil made accelerated progress 2 pupils made less than expected progress 	<ul style="list-style-type: none"> External factors need resolving for 1 pupil (EHAF) and LAC attachment difficulties continue to need addressing. Continue approach as proven track record in school 	£456

Gaps in phonic/spelling development are tackled and children make similar progress and attainment to their peers.	Spelling and phonic interventions	Of 3 pupils targeted: <ul style="list-style-type: none"> 1 pupil is now working at ARE for this element of writing 1 pupil is closer to ARE overall and made accelerated progress. 1 pupil made less than expected progress. 	<ul style="list-style-type: none"> LAC attachment difficulties continue to need addressing Continue approach. 	£600
Pupils times table fluency improves Pupils fluency reasoning and problem solving is consolidated and extended (1 pupil had this wider brief)	Times table intervention group	Of 3 pupils targeted: <ul style="list-style-type: none"> 1 pupil made accelerated progress 2 pupils times tables knowledge improved and application also improved. However overall progress data still show less than expected progress. 	<ul style="list-style-type: none"> The pupil who made accelerated progress had more regular access to the intervention and filling of other gaps was also included. Increase intervention time and widen focus to other areas of maths. Consider teaching mastery tools 	£583

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
Children are happy with positive, stable relationships. They manage personal feelings and anxieties; set and achieve goals; feel and show empathy for others; establish and maintain positive relationships and make responsible decisions. As a result they are able to function successfully in a learning environment.	Social and emotional learning strategies/programmes to help deal/manage/interact in social situations, learning and their story. 1:1 therapeutic approach (mini sessions interspersed with sensory/relaxation breaks).	A full EHCP was achieved by March, Child in Need support was also set up and a TMBSS placement is now in place. Desired outcome not achieved but extensive support in place.	Too early to evaluate complex needs.	£9936 was projection but EHCP supported for the final 1/3 of the year £7900 estimated cost without additional EHCP funds
Pupils are engaged in wider school life which supports self esteem, well being and social relationships	Funding of clubs, trips and activities	Achieved – see PEP reviews	To attempt to reduce and apply monies to other areas of need which have had less impact.	£350

7. Additional detail

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