EXTRACT FROM WEBSITE ( LESS THAN £20k PP)

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| **Pupil Premium Strategy** | Summary  Information |   |   |   |
|  | Academic Year | 2016-17 | Total PP budget | £15,198 |
|   | Number on roll | 104 | Number of pupils eligible for PP | 10 |

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| Date of most recent PP review | April 2017 |
| Date of next internal review of PP strategy | July 2017 |

Identified barriers to educational achievement for pupils eligible for PP at \*\*\*\*\* CE Primary:

In-school barriers:

* Our PP pupils may be looked-after children who have social and emotional challenges that need to be addressed
* Children who are identified as PP may also have special educational needs (SEN)
* Progress for low-attaining PP pupils can be low as a result of lack of engagement /poor attitude
* Social and emotional intelligence skills combined with low self-esteem and lack of resilience  can impact negatively on outcomes
* Social and emotional needs can impact negatively on behaviour
* Access to educational experiences such as trips, residential visits and extra-curricular activities can be limited

External barriers:

* Lack of life experiences such as accessing family holidays, visiting museums, exploring the countryside
* Lack of home routine (sleep, food, homework) can lead to poor concentration and behaviour

Key Expenditure for 2016-17

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| Key area of spend | Focus | Total allocation |
| Growth Mindset programme | Personal and social development | 10% |
| Dedicated TA hours | Progress in Maths and English | 81% |
| Funding for school trips, residentials, before and after school club | Personal and social development | 9% |

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| Area of spend | Intended outcomes | Actions |
| Implementation of Growth Mindset programme across whole school | * Raise aspirations of all in order to not limit learning
* Increased expectation of achievement by all
* Better outcomes for targeted PP children with clear progress being made
* Improved results at end of key stages
* Attendance for all staff at Growth Mindset
 | training - 8 x 2 hours sessions* Pupil Assembly
* Parents Meeting
* Staff meeting with key actions identified
* Focus of monitoring in Spring term to see actions implemented and measure impact
* PP pupils targeted with personalised objectives
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| Dedicated TA hours in Early Years and Key Stage 1 | * To provide 1-1 or small group support for PP pupils in order to enhance their social and emotional development
* Increase inclusion in all class activities
* Improve self-esteem at school, leading to increased confidence and improved attainment in class
* Use of ELSA material targeted appropriately and delivered by trained TA
* Regular opportunities for staff to liaise/feedback to one another in order to gain a holistic understanding
* Personalised curriculum for targeted pupils, supported by TA
* Personalised behaviour plans to help support pupils through reinforcement of positive behaviours
* Support from outside professionals with clear actions for TA to deliver
* Training for TA in order to support LAC more effectively
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| Funding for school trips and residential visits | * Pupils can access all school trips and residential visits, increasing self-esteem through extra-curricular activities and further opportunities to promote friendships
* Pupils can access before and after school club in order to improve friendships and raise self-esteem
* Classroom learning is supported by outside visits, with learning through context enhancing the curriculum, leading to better outcomes
* Identify school trips and residential visits for the year – target children to be encouraged to attend
* Liaise with parents of PP children and ensure support is given for them to access all extra-curricular activities
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How will the school measure the impact of the Pupil Premium?

To ensure that PP funding is being used effectively the following procedures are in place:

* Weekly update with all staff regarding vulnerable pupils
* Termly review meetings with all staff to monitor and track attainment and progress of PP pupils
* Termly monitoring report for Governors identifying allocation of funds, spending  to date and impact of actions
* Parent consultation evenings to evaluate the growth of confidence and self-esteem in the classroom

Predicted outcomes for end of key stage 2 2016-17

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| 2016-17 predicted outcomes (cohort of 17 pupils) |   |   |   |   |   |
|   |   | Reading | Writing | GPS | Maths |
| Working towards the standard | Pupils eligible for PP (2) |   |   |   |   |
| Pupils not eligible for PP (15) |   |   |   |   |
| Working at the national standard | Pupils eligible for PP (2) | 50% | 50% | 50% | 50% |
| Pupils not eligible for PP (15) | 27% | 67% | 60% | 47% |
| Working at greater depth within the  standard | Pupils eligible for PP (2) | 50% | 50% | 50% | 50% |
| Pupils not eligible for PP (15) | 73% | 33% | 40% | 53% |