

Pupil Premium strategy statement 2017/2018

1. Summary information					
Academic Year	2017/18	Total PP budget	£233,640.00	Date of most recent PP Review	
Total number of pupils	407	Number of pupils eligible for PP	177	Date for next internal review of this strategy	January 2018

2. Current Progress Data for the whole school			Current Attainment Data for Year 6 and Year 2		
	Pupils eligible for PP	Pupils not eligible for PP		Pupils eligible for PP	Pupils not eligible for PP
% of pupils making expected or accelerated progress in Maths	95.3%	96.8%	% of pupils at the expected standard in Maths	66.6% 75.8%	80% 86.2%
% of pupils making expected or accelerated progress in Reading	95.5%	96.2%	% of pupils at the expected standard in Reading	61.9% 62%	60% 72.4%
% of pupils making expected or accelerated progress in Writing	95%	95.9%	% of pupils at the expected standard in Writing	61.9% 65.5%	68% 79.3%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
	Oral language skills in Nursery, Reception and Year 1 are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
	Pupils who are eligible for PP are making less progress than Non-Pupil Premium pupils are. This has a negative impact upon achievement at the end of Key Stage 2.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	50% of our Persistent Absentees are Pupil Premium pupils. This has a negative impact on progress and attainment.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
	Improve oral language skills for pupils eligible for PP in Nursery, Reception and Year 1.	Pupils eligible for PP in Nursery, Reception and Year 1 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.

	Higher rates of progress across KS2 for pupils eligible for PP.	Pupils eligible for PP make as much progress as Non-PP pupils, across Key Stage 2 in maths, reading and writing. Measured termly by teacher assessments.
	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP from 50% to 25% or below.

5. Planned expenditure

Academic year **2017/2018**

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?
A. Improved oral language skills in Nursery, Reception and Year 1.	1:1 screening of Nursery, Reception and Year 1 children using the Wellcomm programme and a clear plan of subsequent interventions.	Some of the students need targeted support to catch up. This is a programme, which has been independently evaluated and shown to be effective in other schools.	Arrange appropriate training for staff carrying out the screening and delivering interventions. Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	EYFS Phase Leader / SENDco / KS1 Phase Leader	
Total budgeted cost					£10,080.00

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?

B. Improved progress for PP pupils	Additional Teaching staff including a 0.4 Teacher in KS2 and a 0.6 teacher in KS1. Additional outdoor education / sports instructor. Three temporary additional Teaching Assistants F/T contract (two posts in UKS2 and the other in Reception) One temporary additional Teaching Assistant 20hr contract (KS1) Ensuring the curriculum is enriched with opportunities for visits and visitors to bring learning to life. Investment in additional projects to boost engagement, self-confidence, emotional well-being of PP pupils e.g RESPECT programme, My World project	We want to provide extra support to ensure progress of pp pupils is improved. Small group interventions with highly qualified staff has been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with interventions to target raising aspirations and self-belief, such as outdoor education sessions with a specialist member of staff The RESPECT programme with Cheshire Fire Brigade and other enrichment opportunities.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Impact overseen by Principal / Vice Principal and Phase Leaders.	Principal / Vice Principal, KH, DR	
Total budgeted cost					£115,193.70
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?
D. Increased attendance rates	Full time Senior FSW and FSW employed to monitor pupils and follow up quickly on absences. Providing first day response provision and home visits to persistent absentees. Two Learning Mentors to work with vulnerable children in order to improve attendance, self-confidence and readiness to learn.	We cannot improve attainment for children if they are not actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of support worker about existing absence issues. Principal, Vice Principal, Safeguarding Lead, support worker, Phase Leaders etc. will collaborate to ensure new provision and standard school processes work smoothly together.	Principal / Vice Principal and Safeguarding Lead	
Total budgeted cost					£94,883.00
Overall Budget Total					£232,493.70

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/ approach	Estimated impact:	Lessons learned	Cost
ii. Targeted support				
Desired outcome	Chosen action/ approach	Estimated impact:	Lessons learned	Cost
iii. Other approaches				
Desired outcome	Chosen action/ approach	Estimated impact:	Lessons learned	Cost