

Primary School Pupil premium strategy statement

1. Summary information					
School	Primary School				
Academic Year	2016/17	Total PP budget	£45,560	Date of most recent PP Review	Spring 2017
Total number of pupils	131	Number of pupils eligible for PP	89 (84 Service Premium; 5 Pupil Premium)	Date for next internal review of this strategy	Summer 2017

2. Current attainment - Years 1 - 6		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard or above in reading, writing & maths	scaled score 102.1	63% scaled score 102.7
% making expected progress in reading	66%	67%
% making expected progress in writing	16%	83%
% making expected progress in maths	40%	83%
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Some pupils are EAL	
External barriers		
B.	High mobility – moving from school to school leads to gaps in learning, loss of friends, emotional upset, turmoil and instability.	
C.	Military deployments and training, at times cause high levels of anxiety for children and their parents.	
D.	Poverty and family welfare concerns.	

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	Success criteria
For all pupils who are eligible for the pupil premium grant to make at least the same amount of progress as those who are not eligible for the pupil premium grant.	All pupils will, from their different starting points, match the progress of pupils nationally.

5. Planned expenditure

Academic year	2016-2017
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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?
Pupils receive immediate intervention to fill any gaps in learning.	Maintain level of Teaching Assistants who will support learning in the classroom for English and Maths. TAs will also provide small group / 1:1 intervention to close gaps.	Initial baseline assessment on arrival shows that some PP children have learning gaps. EEF demonstrates that pupils make most progress if the TA is working to support learning within the classroom.	<ul style="list-style-type: none"> ❖ Lesson observations ❖ Governor monitoring ❖ Work scrutiny ❖ Pupil progress meetings ❖ Ongoing assessment and data tracking 	Headteacher	<p>Three times a year in governors' meetings.</p> <p>Three times a year in pupil progress meetings.</p> <p>Overall review in July 2017.</p> <p>Data analysis following assessment periods.</p>
Total budgeted cost					£41,160

ii. 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 records and documents are transferred swiftly.	Coverage of additional hours to enable administration staff to ensure that pupil information both into our school and from our school is swift.	The relatively high level of mobility means that a lot of pupil information needs to be dealt with to ensure that there are no gaps in learning.	Efficient record keeping showing movement of information. Accountability for teachers.	Headteacher Admin Team	Three times per year in discussion with SBM and Admin Officer.
For all of our Pupil Premium children to be supported emotionally when they need it.	TAs to provide 1:1 'Meet and Greet' or social skills group as appropriate.	We have noticed that PP children can be emotionally unstable during particular periods such as deployment, training exercises and forthcoming postings and this naturally can impact on their learning and well-being.	Discussions with parents, children and staff involved with the individual child.	Deputy Head	On-going discussions of needs and impact. Pupil Progress meetings. Meetings with parents
For all pupils to have access to all activities.	Supplement school outings and trips as well as providing PE kit where needed.	We have seen that some of our PP children and FSM children do not always have PE kit; conversations with parents has revealed that they are unable to afford it. Similarly the cost of a school trip can be difficult for some parents to afford.	All of our PP, FSM and Looked after children have appropriate kit and are able to participate in school trips without financial hardship to parents.	Senior Leadership Team	Every term (3 times a year) although it will also be review throughout the year as needs arise.
Total budgeted cost					£4,400

6. Review of expenditure				
Previous Academic Year		2015-2016		
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
All PP, FSM and Looked after pupils make progress which is at least as good as pupils not in these groups.	Small group in-class and individual support for pupils at risk of underachieving, provided by TA.	<i>Please see table in section 7 below, which shows the outcome in detail.</i> In summary, it shows that at the end of Key Stage 1 and 2, the attainment of our pupil premium children compared with our non-pupil premium children varies according to the particular make up of each cohort. However, overall, our pupil premium children attain at least as well as, if not better than, other children in the school.	The approach of using our TAs to work with and support our PP, FSM and Looked after pupils has clearly worked and is therefore an approach that we will continue with next year.	£56,271
Small group and individual intervention for pupils at risk of underachieving	Teaching Assistants provided targeted intervention for pupils requiring this approach.	The outcomes show that overall our PP children attained at least as well as non PP children.	This approach will continue into 2016-2017	
All mobility transition will be carried out swiftly and successfully.	Provide additional admin time to ensure that incoming and outgoing documentation is dealt with swiftly.	All documentation was handled swiftly and successfully once it was in our control by the Admin staff. Minimal delays in receipt of information from previous schools; occasional delays caused by teachers who did not respond to deadlines.	The same approach will continue however we will review the accountability aspect for teachers who do not return documentation swiftly to the Office.	£4,400

7. Comparison between Pupil Premium and non-Pupil Premium attainment – Expected +						Summer 2016
Year Group		Reading	Writing	Maths	SPaG	Science
1	Pupil premium = 19 (5%)	95%	79%	84%	84%	95%
	Non pupil premium = 7 (14%)	86%	71%	86%	71%	100%
2	Pupil premium = 17 (6%)	94%	82%	82%	82%	82%
	Non pupil premium = 11 (9%)	100%	91%	100%	91%	100%
3	Pupil premium = 19 (5%)	89%	68%	68%	89%	89%
	Non pupil premium = 11 (9%)	82%	82%	73%	91%	82%
4	Pupil premium = 13 (8%)	92%	69%	77%	92%	85%
	Non pupil premium = 8 (13%)	100%	100%	100%	88%	88%
5	Pupil premium = 13 (8%)	92%	77%	85%	77%	85%
	Non pupil premium = 6 (17%)	67%	33%	50%	33%	67%
6	Pupil premium = 16 (6%)	38%	81%	50%	56%	69%
	Non pupil premium = 8 (13%)	75%	88%	63%	75%	100%

1, 3, 4, 5	Pupil premium = 64 (2%)	92%	73%	83%	86%	91%
	Non pupil premium = 32 (3%)	84%	75%	78%	75%	84%