**Pupil premium strategy statement (primary)**

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| 1. **Summary information**
 |
| **School** | Pattishall CE Primary School |
| **Academic Year** | 2017/18 | **Total PP budget** | £25080 | **Date of most recent PP Review** | Nov 2017 |
| **Total number of pupils** | 155 | **Number of pupils eligible for PP** | 14 | **Date for next internal review of this strategy** | Nov 2018As part of your full strategy you will also wish to **consider results for specific groups of pupils** (such as particular year groups or minority groups) as well as the headline figures presented here. If you have very small pupil number you may wish to present 3 year averages here.Data sources that can help you identify barriers to attainment in your school include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance. It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.Identify barriers that need to be addressed in-school, as well as external issues such as poor home learning environments and low attendance.Use measures that replace levels.An illustrative example of a completed primary template is available at: http://tscouncil.org.uk/resources/guide-to-effective-pupil-premium-reviews/ |

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| 1. **Current attainment**
 |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)*  |
| **% achieving in reading, writing and maths**  |  | 61% |
| **% making progress in reading**  |  | 83% |
| **% making progress in writing**  |  | 84% |
| **% making progress in maths**  |  | 82% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)**
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|  **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | Low self esteem |
|  | Lack of resilience when learning |
| **C.** | Opportunities for extra-curricular activities |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **D.**  | Opportunities for learning at home |
| 1. **Desired outcomes**
 |
|  | To develop the whole child, building emotional resilience and self esteem.  |
|  | To develop a growth mindset approach to learning. |
|  | For all pupils to make the best possible progress |
|  | To close any attainment gap between pupils eligible for Pupil Premium and those not eligible. |

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| 1. **Planned expenditure**

Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the [Teaching and Learning Toolkit](https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit), the [NfER report](https://www.nfer.ac.uk/publications/PUPP01/PUPP01_home.cfm) on supporting the attainment of disadvantaged pupils, [Ofsted’s 2013 report](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf) on the pupil premium and [Ofsted’s 2014 report](https://www.gov.uk/government/publications/the-pupil-premium-an-update) on pupil premium progress. You may have more than one action/approach for each desired outcome.  |
| **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.  |
| 1. **Quality of teaching for all**
 |
| **Approach** | **Evidence and rationale** | **Staff lead** | **Review** |
| Collaborative learning | EEF Research: +5 months Low cost | All teachers |  |
| Feedback | EEF Research: +8 months Low cost | All teachers |  |
| Mastery learning | EEF Research: +5 months Low cost | All teachers |  |
| Phonics | EEF Research: +4 months Low cost | All teachers |  |
| Small group tuition | EEF Research: +4 months Mod cost | All teachers |  |
| **Total budgeted cost** |  |
| 1. **Targeted support**
 |
| **Approach** | **Evidence and rationale** | **Staff lead** | **Review**  |
| Small group teacher led sessions for writing, SPAG and maths. | To allow specifically targeted teaching using assessments and teacher knowledge to inform content. EEF Research +4 months Mod cost | SB/JB |  |
| Introduce OTrack | To enable better tracking and monitoring of PP children by all staff. | EM |  |
| To introduce a Nurture Group focussing on self esteem and self regulation. | To improve self esteem – Social/emotional learning EEF Research: +4 months Mod cost | HB/CS/AH |  |
| Targetted ‘Catch Up’ sessions timetabled for maths | To correct misconceptions in maths as part of Mastery approach | SB |  |
| TA led 1:1 reading | To improve reading ages allowing better access to all parts of the curriculum. | SB |  |
| **Total budgeted cost** | £2080 |
| 1. **Other approaches**
 |
| **Approach** | **Evidence and rationale** | **Staff lead** | **Review** |
| Trips  |  |  |  |
| Clubs |  |  |  |
| Music tuition |  |  |  |
| Resources | To enable the various support packages to take place to the highest possible standard |  |  |
| Training | To enable the various support packages to take place to the highest possible standard |  |  |
| **Total budgeted cost** | £5000 |

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| 1. **Review of expenditure**
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| **Previous Academic Year** | Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.Lessons learned may be about impact or implementation. For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.This is a review of the previous year, so the outcomes and success criteria will be different to above. |
| 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) |  |
| Improved attainment andprogress in mathematics | Introduction of Maths No Problem | Impact evident in KS1 and lower KS2 | Approach to continue. Further support introduction in Upper KS2 and ensure consistency of delivery across the age ranges. |  |
| Detailed monitoring of pupils in receipt of PP | Part funding of Inclusion Manager | All pupil premium children monitored termly. | Approach to continue. Introduce OTrack assessment system so that all teachers can track PP children (and others) more effectively. |  |
|   | **Cost** | 8900 |
| 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) |  |
| Improved outcomes in writing | 1:1 teacher led sessions | Positive impact on target children | Approach to continue with focus on grammar |  |
| Regular reading taking place | TA led 1:1 reading | Target met.  | Approach to continue but with increased frequency for children who most need it. |  |
|  | **Cost** | 2500 |
| 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) |  |
| Improvement in self esteem levels | Funding for extra-curricular activities | Funding provided for clubs, music tuition and trips/residentials. | Approach to continue |  |
|  | Teacher led lunchtime club |  |  |  |
|  | **Cost** | 4800 |

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| 1. **Additional detail**
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