**Pupil premium strategy statement (primary)**

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| 1. **Summary information** | | | | | |
| **School** | Pattishall CE Primary School | | | | |
| **Academic Year** | 2018/19 | **Total PP budget** | £11880 | **Date of most recent PP Review** | Nov 2018 |
| **Total number of pupils** | 158 | **Number of pupils eligible for PP** | 9 | **Date for next internal review of this strategy** | Nov 2019  As 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 (our school)* | *Pupils not eligible for PP (national average)* |
| **% making progress in reading** | 50% | 75% |
| **% making progress in writing** | 67% | 70% |
| **% making progress in maths** | 83% | 70% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | |
| **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** | **2018-19** | | | |
| 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 | HJB/JB |  |
| A specific focus on Pupil Premium children during Pupil Progress Meetings and staff meetings where assessment is discussed. | | To enable better tracking and monitoring of PP children by all staff. | EM/SB |  |
| ELSA led 1:1 sessions to improve self esteem and resilience. | | To improve self esteem – Social/emotional learning EEF Research: +4 months Mod cost | HJB/HB |  |
| Targetted ‘Catch Up’ sessions timetabled for maths | | To correct misconceptions in maths as part of Mastery approach | SB/HJB |  |
| TA led 1:1 reading | | To improve reading ages allowing better access to all parts of the curriculum. | HJB |  |
| Meeting with parents of Pupil Premium children | | To share how support is being targeted and what the aim of this is for their child. EEF Research +3 months Mod cost | SB |  |
| Targetted weekly marking feedback sessions | | Teachers to review children’s work with them and share individual next steps. EEF Research +8 months Low cost | SB |  |
| Training | | Whole school attachment training to become an Attachment Aware School | SB/JG |  |
| **Total budgeted cost** | | | | £10530 |
| 1. **Other approaches** | | | | |
| **Approach** | | **Evidence and rationale** | **Staff lead** | **Review** |
| Trips | | Support for funding trips/residential visits | SB |  |
| Clubs/Music Tuition | | Sports/Arts participation EEF Research +2 months Low-Mod cost | SB |  |
| **Total budgeted cost** | | | | £1350 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year 2017-18** | 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** | | | | |
| **Approach** | | **Evidence and rationale** | **Staff lead** | **Review** |
| Collaborative learning | | EEF Research: +5 months Low cost | All teachers | Maths results show a positive impact. |
| Feedback | | EEF Research: +8 months Low cost | All teachers | Our marking policy emphasises meaningful and if possible immediate feedback. This approach is to be built on. |
| Mastery learning | | EEF Research: +5 months Low cost | All teachers | Maths results show a positive impact. |
| Phonics | | EEF Research: +4 months Low cost | All teachers | KS1 Phonics Screening Results continue to be good for all children. (90%) |
| Small group tuition | | EEF Research: +4 months Mod cost | All teachers | Children working in small groups to revisit maths work has had a positive impact. |
| **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 | An effective approach allowing us to target different groups throughout the year. |
| Introduce OTrack | | To enable better tracking and monitoring of PP children by all staff. | EM | Effective tool in highlighting progress of groups within school. This approach is to continue and also include Class Track formative assessment. |
| 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 | ELSA support works for 5 children per term. |
| Targetted ‘Catch Up’ sessions timetabled for maths | | To correct misconceptions in maths as part of Mastery approach | SB | Good maths results for Pupil Premium children. |
| TA led 1:1 reading | | To improve reading ages allowing better access to all parts of the curriculum. | SB | Very effective for children who were targeted (increases in Reading Age of over double amount of time for many children) |
| **Total budgeted cost** | | | | £19080 |
| 1. **Other approaches** | | | | |
| **Approach** | | **Evidence and rationale** | **Staff lead** | **Review** |
| Trips | |  |  |  |
| Clubs | |  |  | Funding has been provided to support sports clubs and music tuition so that children are more engaged by school. |
| 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** | | | | £6000 |