

# Pupil premium strategy statement

1. Summary information					
School	SPENNITHORNE CE VC PRIMARY SCHOOL				
Academic Year	2018/19	Total PP budget	£3240		
Total number of pupils	40	Number of pupils eligible for PP	5	Date for next internal review of this strategy	SEPT 19

2. Current attainment (Y6)		
	Pupils eligible for PP(2)	Pupils not eligible for PP (5)
% achieving expected standard or above in reading, writing and maths	0%	50%
% making at least expected progress in reading	0%	100%
% making at least expected progress in writing	0%	50%
% making at least expected progress in maths	0%	50%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Ensuring a solid knowledge of the 4 operations, number sense and phonological awareness
B.	To help children to develop independent target setting skills and work towards a greater development standard (PP MAT)
C.	To ensure access to all residential trips for those in receipt of pupil premium
D.	PP children lack resilience when attempting new and more demanding or challenging concepts
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Attendance rates in KS

4. Outcomes		
	Chosen action / approach	Success criteria/ Desired outcomes
A/B	Times table push	Improved recall of key number facts

	<p>Interim framework/target setting for all pupils</p> <p>Success@Arithmetic training for staff to enable maths interventions to be put in place</p> <p>Targeted additional adult support in every classroom</p> <p>Rapid arithmetic resources purchased</p>	<p>Children are working towards and above ARE as they are target setting themselves</p> <p>Increased small group support and careful marking allows quick intervention if misconceptions occur</p> <p>All PP children are achieving at or above ARE</p> <p>NUMBER - all PP children achieved at least a SS of 100</p>
<b>C</b>	<p>Financially support those in receipt of Pupil Premium to access residential trips and other educational activities ensuring that finance is not a barrier</p>	<p>Children read at home to an adult regularly and enjoy reading</p> <p>Improved word recognition allows greater access to the wider curriculum</p> <p>Children gain confidence and this improves their behaviour for learning.</p> <p>PP voice to heard through the school council and also supporting British Values</p> <p>All children, including PP access activities which promote team work, social skills and mental wellbeing</p>
<b>D</b>	<p>Children are more resilient in their learning and can cope with both success and failure</p>	<p>By 2019, through effective use of support, differentiated work, children are working with greater independence and are able to cope with failure as well as success</p> <p><i>MEASURE – end of year interviews, impact of mental health training, HRBQ responses, nurture group??</i></p>

<b>5. Planned expenditure and targeted support</b>					
<b>Academic year</b>	<b>2018/19</b>				
This enable us to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review</b>
Improvement in basic skills including spelling	Tables troopers	KS1 to KS2 progress is slow and PP children are not making expected progress	Termly monitoring by Literacy Co-ordinator/ EHT	LE/RI/CS	Termly

and times tables and vocabulary	Introduction of new spelling strategy TAs trained in reading recovery To open the library for school community sessions	PP children are not closing the gap on their peers in core subjects of English and maths Less developed vocabulary skills from data analysis across the board			
To upskill teaching assistants to have a greater impact on pupil outcomes	Whole school TA training from NYCC	KS1 to KS2 progress is slow and PP children are not making expected progress  PP children are not closing the gap on their peers.	Termly monitoring by EHT	EHT	Termly
To offer a personalized curriculum to address areas of weakness	Additional TA hours to cover intervention which they have been trained for	Big gaps in PP children's understanding – (through PP meetings) PP children are not closing the gap on their peers as quickly as we would have hoped	Termly monitoring by EHT and lit/num co-ordinator and improved tracking and intervention	EHT/RI/CS	Termly
To offer mental health training for staff which in turn will offer support for children with a key focus on resilience	Whole school training 18/19 – project on 'Healthy mind, healthy body, healthy world'	Resilience to setbacks is something which children struggle with and	Pupil conferencing – LE Pupil questionnaire – Spring 19	EHT	Termly
<b>Total budgeted cost</b>					£ 1200
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review</b>
To ensure Year 6 pupils are able to achieved expected level at KS2	Teacher to work in small groups with Yr 6 pupils	PP children are not achieving expected standard	Termly monitoring by EHT and lit/num co-ordinator and improved tracking and intervention	EHT/RI/CS	Termly
<b>Total budgeted cost</b>					£1300
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	Review
<b>PP children are not disadvantaged by cost for residential and educational visits</b>	School pays for residential trips and others	These children would otherwise miss out. These activities build resilience.	Resource sub-committee of GB	LS/EHT	Annually
<b>Total budgeted cost</b>					£800

6. Review of expenditure					
Previous Academic Year		2017/2018	See strategy overleaf		
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	
To ensure all children , including PP children achieve ARE in maths	Add teaching support TA trained in Success@Arithmetic and First Class @Number Increased TA hours targeted support	50% achieved the expected level at end of KS2 and through support, 1 PP child is working at expected standard. Another child accessed the Success@Arithmetic course and has closed the gap significantly and made an increase of 18 SS points from her start at the beginning of Y5.	Effective use to train and upskill TAs – this approach is continuing being used to an effective strategy and is good value for money	£1681	
ii. 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)	Cost	
To ensure PP children achieve ARE in GPS	Add teaching support for Yr 2 and 6	100% of pupils in Y6 achieved ARE and with additional support given, PP children in other year groups are working at expected level	A big part of assessing writing is grasping the spelling curriculum so in 18/19 , we are working to address this through embedding a spelling system called 'No Nonsense Spelling.	£400	

Accurate tracking in assessment testing	Purchase of GAPS to consolidate PUMA and PIRA	This has been good to track pupils although writing is harder to track and teachers have concerns over what is EOY expectation	Very useful as a tracking tool but lacks writing assessment Need a greater focus on formative assessment and analysis of data in 18/19	£100
Building confidence through team work skills	Sports coach to organise focused sessions on co-operation and team building skills Access to residential trips	Reduction in behaviour incidents Children gaining confidence and improved behaviour for learning	Lunchtime focused sessions were productive and access to residential trips made our school inclusive but this was a small part of a whole school approach to improve behaviour, behaviour for learning, attitudes etc. This year, we have utilized Sports Premium to improve playground toys and organised playleader training. It would be useful to reuse sports coach for focused lunchtime sessions	£450

## 7. Additional detail

- As a small school, our cohorts are very small and slight variations can cause significant results swings