

Pupil premium strategy statement (primary)

1. Summary information					
School	Alston Primary School				
Academic Year	16/17	Total PP budget	8 x 1320 =10580 3x 1900= 5700 Total = 16280	Date of most recent PP Review	
Total number of pupils	79	Number of pupils eligible for PP	11	Date for next internal review of this strategy	16 th Dec. 2016

2. Current attainment		
Year 6 (5 children) 2 children Pupil Premium/SEN Progress over time from starting points was good. Scholarpack data confirms	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% Age related expectations-all subjects		
% Age related in reading (or equivalent)		71
%Age related in writing (or equivalent)		79
% Age related in maths (or equivalent)		75
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Poor literacy basic skills	
B.	Emotional wellbeing	
C.	First quality teaching-targeted intervention within classroom	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		

D.	Attendance and arrival time	
E.	Hard to reach parents	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Accelerate progress in literacy	<p>More disadvantaged children will be on track to make expected standards in reading and writing by July 2016.</p> <p>Reading current 45% on track by July will be 73%</p> <p>Writing Current 36% on track by July at least 55%</p>
B.	Children with emotional wellbeing issues will be able to communicate with others their feelings and emotions. This will enable them to concentrate fully on class work.	<p>Pupil premium governor to do baseline pupil voice.</p> <p>Follow up</p> <p>7th April 2017 20th July 2017</p> <p>More disadvantaged children will be on track to make expected standards in all subjects by July 2016.</p>
C.	Identifying and closing gaps in subject knowledge with specific strategies, employed within the classroom, to accelerate progress.	<p>Use LASL review to baseline Teaching Learning - 25th November</p> <p>Follow up review June 2017</p> <p>More disadvantaged children will be on track to make expected standards in all subjects by July 2016.</p>
D.	Attendance of disadvantaged pupils with improve from 95.42% to 97%	Half termly attendance figures.

5. Planned expenditure

Academic year

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	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improving progress in literacy for lower achieving pupils All children to have made good progress on scholarpack-6 points or better.</p>	<p>In school sharing good practice-experienced literacy coordinators</p> <p>Raising the profile of reading. Library provision enhanced. Provision of reading books targeted at boys who are reluctant to read.</p> <p>Reading daily for pupil premium</p> <p>Reading comprehension skills- whole federation approach to guided reading</p> <p>Identify gaps in writing through Scholarpack formative data to ensure that more disadvantaged pupils reach expected.</p> <p>Consistent approach to phonics teaching across the federation</p>	<p>Evidence based through EEF anylysis. Comprehension +5 months Improve disadvantaged children's access to library/reading opportunities.</p> <p>Across the two schools in our federation we have a current literacy lead-previous literacy consultant and Teacher in charge-Prev consultant.</p> <p>EEF 5+ months</p>	<p>Impact overseen by Deputy Head- through half termly data anylysis.</p> <p>Regular reading interviews with pupils.</p> <p>Monitoring of library usage and if this translates into increase in achievement.</p> <p>Accelerated progress by disadvantaged children.</p> <p>Work sampling/hub heads moderation.</p>	<p>DH-KJB (STB/HW)</p>	<p>16th December 2016 17th Feb 2017 7th April 2017 26th May 2017 20th July 2017</p>

<p>Identifying and closing gaps in subject knowledge of children with specific strategies, employed within the classroom, to accelerate progress</p>	<p>Data anylisis to identify gaps in understanding.</p> <p>Coaching and support to improve differentiation, where needed</p> <p>Discuss strategies to be used in class during pupil progress meetings</p> <p>Allocate additional support where needed.</p> <p>Coaching /support for all STA staff to create and work towards SMART targets. STA appraisal to be implemented across federation.</p>	<p>EEF high quality feedback. +8months</p> <p>EEF high quality teaching has a differential greater impact on the progress of disadvantaged pupils</p>	<p>Impact overseen by Deputy Head- through half termly data anylisis.</p> <p>6 weekly monitoring by covering SENCo</p> <p>STA appraisal process begun for all by 16th December.</p>	<p>FW/KJB</p>	<p>16th December 2016 17th Feb 2017 7th April 2017 26th May 2017 20th July 2017</p>
Total budgeted cost					£6,000

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?
Children with emotional wellbeing issues will be able to communicate with others their feelings and emotions. This will enable them to concentrate fully on class work	<p>“Good to be me” programme with disadvantaged pupils</p> <p>Counselling/nurture</p> <p>Contact with hard-to reach parents via face to face contact</p>	EEF + 4 months	Pupil voice before and after a set of interventions. Ongoing monitoring of individual children half termly and impact on progress assessed through Scholarpack.	KJB/FB	<p>16th December 2016</p> <p>17th Feb 2017</p> <p>7th April 2017</p> <p>26th May 2017</p> <p>20th July 2017</p>
Attendance of disadvantaged pupils with improve from 95.42% to 97%	<p>Individual focus with children and parents</p> <p>Specific rewards</p> <p>Pupil voice to determine specific barriers and then address</p>	Department for Education The link between Absence and Attainment at KS2-report	Late attendance monitored from 9.00am. Half termly attendance reviews.	KJB	<p>16th December 2016</p> <p>17th Feb 2017</p> <p>7th April 2017</p> <p>26th May 2017</p> <p>20th July 2017</p>
Total budgeted cost					£9,840
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?
Total budgeted cost					

6. Review of expenditure				
Previous Academic Year		15/16		
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
Effective and efficient use of TA deployment	Training on effective use of other staff within the classroom	Progress of disadvantaged children across the school by July 2016 was mostly in line with expectations with a minority making accelerated progress. In 2016-17 we need to accelerate this particularly in reading and writing so that gaps close securely.	Mixed-Changes in staff mean that we need to ensure that all staff are directly meeting the needs of disadvantaged children during lessons and that all staff are able to give effective support and feedback.	£12,800
Early identification of gaps in understanding to provide targeted support.	Further train all staff on how they should use Scholarpack on a half termly basis. Create support plans/actions alongside SENCo Implement and review.	Staff took greater ownership of own class/group data. Formative statements were then used to identify areas for interventions. Support staff began to record progress half termly however this was with mixed success.	Support staff were less confident to create SMART targets which could be used to measure even small steps in progress. STA appraisal to be implemented across federation.	£2,000

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
Improve attendance and lateness in disadvantaged individuals	<p>Implement a breakfast club which targeted individuals from January to July</p> <p>Change in structure of school day and monitoring of minutes late after 9.00am</p> <p>Early chase up before further issues arise.</p>	<p>Attendance Whole school</p> <p>14/15 95.32%</p> <p>15/16 95.63%</p> <p>Attendance Pupil premium</p> <p>14/15 95.28%</p> <p>15/16 95.42 %</p> <p>Example cases</p> <p>Child A- 14/15 94.68% 15/16 94.68%</p>	<p>From a whole school perspective, all approaches have resulted in a very settled start to each day.</p> <p>Uptake at breakfast club varies, with up to 25 pupils attending each day.</p> <p>Increased contact with parents of children who are late attendees. Open discussions about how this can be solved.</p>	£5,000
iii. 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)	Cost

