

Pupil Premium Strategy Statement

1. Summary information					
School	Cuckney C of E Primary School				
Academic Year	2017/18	Total PP budget	£7,920	Date of most recent PP Review	07.2017
Total number of pupils	139	Number of pupils eligible for PP	8	Date for next internal review of this strategy	December 17 April 18 July 18

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading, writing and maths combined	33.3%	Due to small numbers of pupils accessing FSM, comparisons to national data are statistically unreliable. Particularly when comparing gaps in attainment.
Progress score in reading (<i>expected progress: 6.0</i>)	7.32	
Progress score in writing (<i>expected progress: 6.0</i>)	5.66	
Progress score in maths (<i>expected progress: 6.0</i>)	6.32	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Some pupils have low self-esteem and lack of self-confidence in own abilities and potential.
B.	Some pupils need to fill in gaps missed in prior learning.
C.	Poorer oral language skills on entry to school.
External barriers (<i>issues which also require action outside school</i>)	
D.	Some pupils have low attendance and erratic punctuality.
E.	Lack of support for some children within home setting.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All PP children participate in an extra-curricular activity to increase confidence and self-esteem.	A variety of different extra-curricular opportunities provided to suit the interests and abilities of the PP children. PP children take part in lunch time/ after school clubs, music tuition, or have a role on a school committee such as school council or eco club.
B.	PP children working below ARE make accelerated progress in Maths and English.	Pupils eligible for PP identified as working below age related expectations

		make better than expected progress in maths, reading and writing. Measured by teacher assessments and successful moderation practices, both internal and external (within the family of schools).
C.	Improved oral language skills in EYFS.	Pupils in EYFS make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
D.	Increased attendance rates for Pupil Premium children.	Attendance of Pupil Premium children is outstanding, reaching target of 96%.
E.	Regular meetings with parents of PP children and individualised home learning support packs provided.	Parents meet with PP Champion and class teachers on a regular basis to discuss current attainment of children and next steps in learning and development. Teachers to share appropriate resources in home learning pack that parents can use to support their children at home. Parents of PP children are encouraged to attend school-run workshops and information sessions- childcare provided at these sessions to make attending easier.

5. Planned expenditure

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.

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?
Effective differentiation in all English and Maths lessons to enable PP children to make accelerated progress in these areas.	Teaching assistant present in English and Maths lessons when possible to provide structured, adult led differentiation. Teaching assistants to be used to support <u>and</u> challenge children.	Additional support for class teacher to enable planned for differentiation to take place, allowing additional challenge and stretch to be in place as well as helping to set work at an appropriate level for all pupils.	Regular monitoring of lessons by HT and subject leaders i.e. observations and learning walks. Pupil Progress meetings. Monitoring progress and attainment of children and cohorts. Assessment data.	RW LC KC BHG	December 17 April 18 July 18
Improved performance in phonics screening, alongside national average.	Provide daily phonics lessons for all children in KS1, 20-30 minutes per day, in small, stage appropriate groupings. Additional phonics interventions as required.	Need to address phonics performance in target cohorts. Targeted, stage appropriate groupings are an effective strategy to fill gaps and move children on. Children will have improved performance if delivery is matched to needs and small groupings provide effective, personalised learning.	Regular monitoring of phonics lessons by PP Champion and Literacy Co-ordinator. Pupil Progress meetings. Monitoring progress and attainment of children and cohorts. Assessment data.	RW BHG	February July 18
Total budgeted cost					£1521

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?
Improved performance in phonics/ spelling, specifically for those children who did not pass phonics screening.	Teaching assistant to provide phonics/ spelling catch up intervention sessions at least twice a week in intensive, 1:1 sessions.	To ensure that no child is left behind and provide each child who requires additional support the opportunity to have individual time with an adult to give them the best chance to catch up with the expected standard.	Regular monitoring of intervention sessions by PP Champion and Literacy Co-ordinator. Monitoring progress and attainment of individual children. Pupil Progress meetings.	RW BHG	February 17 July 18
Improved oral language skills in EYFS.	Staff to liaise with district SALTs of those children already accessing external intervention. Using this information and shared resources, staff to deliver high quality SALT sessions to target children in small focus groups and 1:1 sessions.	Some of the children need targeted support to catch up. These resources provided are professionally evaluated and currently being used and shared by SALT professionals in the districts. Early intervention can help to increase attainment in English, specifically in the phonics, reading and speaking and listening strands.	Regular monitoring and assessment. Monitoring attainment and progress in communication, language and literacy. Pupil progress meetings.	RW AM KM AT	December 17 April 18 July 18
Improved attainment in all areas of English and Maths for PP children identified as being below age related expectations at end of year pupil progress meetings.	Use of teaching assistants to support progress in lessons when present. Increased interventions by teaching assistants in English and Maths to fill in gaps as identified by teacher's assessments within lessons. Aim to do intervention on same or following day as deemed appropriate.	We want to provide extra support to achieve age-related attainment in all main areas. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Regular assessment of children's attainment by class teachers and monitored by PP Champion. Regular monitoring of intervention sessions and the effectiveness of these to by PP Champion and subject leads. Monitoring progress and attainment of individual children. Pupil progress meetings.	RW Class teachers. Subject leads.	December 17 April 18 July 18
Total budgeted cost					£3154
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?
Increased attendance rates of Pupil Premium children to outstanding, reaching target of 96%.	Closely monitor pupils and follow up quickly on absences, addressing any lateness proficiently.	Improvements to attainment cannot be made if the children are not in school or are late, therefore missing crucial learning time. NFER briefing for school leaders identifies addressing attendances as a key step.	Regular monitoring of absences and tracking patterns. PP Champion to unpick causes of absences and lateness and inform head. PP Champion and head will collaborate	RW LC	December 17 April 18 July 18

			to ensure standard school processes are having a positive impact.		
Regular, positive and effective communication with parents have encouraged increased academic support at home.	Regular meetings with PP Champion and class teacher, separate from scheduled parent consultations. Specific, individualised home learning packs provided for parents. Child care provided at school-led workshops and information sessions to encourage attendance of parents.	Providing support for parents in way of resources can help to encourage academic support at home as they have they equipment and activities to do this easily and effectively. Regular meetings give parents an understanding of expectations and support them to identify next steps in their child's development (socially and academically). Attendance at school-led workshops and information sessions provide further support. Often parents find it difficult to attend these due to childcare issues.	Pupil and parental feedback. Monitoring progress and attainment of individual children. Pupil Progress meetings.	RW Class teachers.	November 17 March 18
No child misses out on activities, visits or resources.	School provides subsidised trips and educational opportunities to Pupil Premium children, either in part or whole, to ensure that no child misses out on an experience due to financial reasons. Equipment, including uniform, PE kit is purchased by the school if deemed necessary.	Important that no child feels that they miss out or are at a disadvantage because of their family's financial situation.	Pupil and parental feedback. Monitoring of financial expenditure by Office Manager. Pupil Progress meetings.	RW BP	December 17 April 18 July 18
All children develop an extra-curricular interest and are motivated to attend school.	Provide a wide range of extra-curricular activities and clubs within school, ensuring some are targeted at specific individuals and groups, to ensure that all children attend at least one extracurricular club. Music tuition and instrument hire in place. Additional resources purchased, and new clubs identified throughout the year.	Children are given the opportunity to improve confidence, social skills, life opportunities and happiness. Children work closely with staff member leading extra-curricular activity providing enhanced relationships which have an impact in learning environment. Children enjoy extra-curricular activity and have something to look forwards to and consequently have improved motivation for school and learning. Children are proud of their participation and achievements.	Pupil and parental feedback. Pupil Progress meetings.	RW All staff.	December 17 April 18 July 18
Total budgeted cost					£3245