

Pupil premium strategy statement – STANDLAKE CE PRIMARY SCHOOL



1. Summary information					
School	Standlake CE Primary School				
Academic Year	2017/18	Total PP budget	£22,440	Date of most recent PP Review	Jul 17
Total number of pupils	126	Number of pupils eligible for PP	20	Date for next PP Strategy Review	Jan 18

2. Current attainment		
End of KS2 2017 (0 pupils eligible for PP)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (school average)</i>
% achieving the national standard or above in reading, writing & maths	-	75%
Progress in reading	-	40%
Progress in writing	-	46%
Progress in maths	-	46%
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.	To identify gaps in and barriers to children's learning.
B.	To ensure appropriate support and provision
C.	To ensure children have equal opportunities with their peers to access extra-curricular opportunities
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for PP children (PP pupils 91.6% school 96.6%) (PP pupils 94.9 without 2 families)

4. Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	To identify gaps in and barriers to children's learning.	To have identified priority gaps in the children's learning. To have identified the learning barriers To have identified other barriers for learning. To have completed a PP profile for all children
B.	To ensure appropriate support and provision	Pupils to make 7+ steps progress More children are at ARE Interventions to be adapted accordingly
C.	To ensure children have equal opportunities with their peers to access extra-curricular opportunities	All children access activities they want Increase in CLESS assessment scores Anecdotal evidence

D.	Attendance rates for PP children	Reduce the number of persistent absentees among pupils for PP. Overall PP attendance improves from less than 93% to 96% in line with 'other' pupils and national average.
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5. Planned expenditure

Academic year	2017 – 18
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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?
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Rapid progress made by all PP pupils (minimum of 6 steps aspirational 7+)	Quality first teaching	If children are receiving high quality teaching in the classroom then they will make more than expected progress.	Monitoring of teaching, books and pupil progress meetings. Teachers to mark PP books first to ensure high quality feedback.	All teachers Deputy/ Head	Deputy and PP Governor three times a year (Dec, March and June)
	TA support for Guided group support if necessary	CTs to look at statement gaps and children's work and deploy Tas to where they see necessary to support learning.	Effective use of Tas during morning session for in class support and afternoon sessions for 'catch up' sessions if necessary.	All teachers	Assessment points
	Lexia for highlighted children (PPG/SEN)	Children to work through the programme to support spelling and reading which is tailored to the children's individual needs.	Children's usage to be checked and monitored by Deputy	Deputy	Termly
	Fresh start programme	Evidence to support programme to support progress.	Ta to receive appropriate training Support from deputy in running the sessions	Deputy /TA	Termly
	EP training on mediated learning		Monitoring of Tas during learning walks and observation	Head	Termly
Total budgeted cost					£16,210
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?

Improve progress of high attaining pupils	Quality first teaching Staff training/ meetings	If children are receiving high quality teaching in the classroom then they will make more than expected progress.	Monitoring of teaching, books and pupil progress meetings. Deputy to have meetings with teachers about the progress of pupil premium children termly.	All teachers Deputy/ Head	December 2017
Total budgeted cost					£0
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	Monitoring of attendance (2 families)	If attendance is improved then this will improve attainment of PP children. This will then help towards more children achieving ARE.	Head, Deputy and class teachers will collaborate with parents to ensure we work together with families to ensure attendance is improved to at least national.	Deputy head Head Teacher	Termly
PP children have equal opportunities with their peers to access extended curriculum opportunities	Parents supported with the cost of activities including residential trips, clubs etc.	Outdoor adventure learning adds 3 + months (Sutton Trust) whilst sporting activities adds 2+. The rationale also is to support those children's self-esteem.	Monitor take up of activities and ensure all families are aware of this facility. More clubs to be run by teachers and encourage uptake by children	Deputy Business manager	Deputy and PP Governor three times a year (Dec, March and June)
Total budgeted cost					£3,000

6. Review of expenditure	
Previous Academic Year	2016 – 2017
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
Rapid progress made by all PP pupils	Fresh Start Intervention for children who were identified as below in reading by teachers.	<p>1 year 6 who had Fresh start achieved expected in reading in SATs - not PPG</p> <p>Fresh Start:</p> <p>Year 5's:</p> <p>1 child finished the programme</p> <p>4/5 made 6 + points progress in reading</p> <p>1/5 made 5 points progress in reading</p> <p>Year 4's:</p> <p>3 children made 5 + points progress in reading</p>	<p>Targeted reading and writing interventions with Fresh start. They made progress within the sessions (assessment sheets) – it now needs to be brought back into the classroom. Training new TA to take on the programme for certain children for new academic year.</p> <p>Year 3 – 5 writing intervention during term 5, children taken back to basics – again now need to see more evidence of this in classroom but children seems to be more aware of what is needed. Would like to run this programme again but took lots of planning and organisational time – think of strategies of how this could be resolved.</p>	<p>£13,420</p> <p>£5,500</p>
	Lexia	Too early to tell impact	Lexia – to be continued	£2950

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 progress of high attaining pupils	High quality first teaching – differentiation by class teachers	Some of the higher attaining pupils made good/ better than progress but needs to be consistent across the school therefore success criteria not met. Math lead from Bartholomew worked with MA in maths.	This is an area that we need to be consistent in across the school (see Ofsted, SDP). Approach needs to be continued and staff to work together to ensure this is happening. Could we get more support from Bartholomew for our MA like the maths, could we do the same with English?	
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
Increased attendance	Monitoring of attendance (2 families)	Completed everything on success criteria however still not improved.	To continue to work with these families and outside agencies.	n/a
PP children have equal opportunities with their peers to access extended curriculum opportunities	Parents supported with the cost of activities including residential trips, clubs etc.	Success criteria partially met so equal opportunities available for all.	More clubs on offer this year with a wider range for all pupils particularly outdoor activities. Bush craft wasn't successful as part of PE lessons – look into forest school/ bush craft training for some teachers?	£1020 £700 £153
			Total spent 2016- 2017	£23,633

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

See target tracker

AP3 data

Pupil premium impact report

SDP