

# Pupil premium strategy statement (primary)

1. Summary information					
School	Great Finborough Church Primary				
Academic Year	2017/18	Total PP budget	£37772	Date of most recent PP Review	29.1.18
Total number of pupils	140	Number of pupils eligible for PP	24	Date for next internal review of this strategy	Sept 18

2. Current attainment		
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (school average)</i>
% achieving expected standard in reading, writing and maths	95%	79.3%
% making expected (or above) progress in reading	83.3	96.3%
% making expected (or above) progress in writing	100%	98.9%
% making expected (or above) progress in maths	87.5%	90.6%

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.	PP children struggling with maths in transition from KS1 to KS2
B.	PP children making less progress in reading in KS1
C.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	PP attendance is below that of non-pupil premium, but this is mainly related to one pupil who is the subject of specialist support.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP pupils make greater progress in maths at the start of KS2	Closer matched maths progress between PP and non PP
B.	PP children make greater progress in reading in KS1	PP pupils make as much progress as their peers in KS1 in reading

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 rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP pupils make greater progress in maths at the start of KS2  Additional adult support for PP pupils in KS2	Move to concrete/pictorial/ abstract approach Review of whole school maths teaching Additional time on times tables Additional times table resources Calculation training maths lead Textbook support for staff in maths Additional TA hours to support learning in KS2	Recent maths training/ influence of the Singapore approach/ introduction of the times table test/ results of whole school maths monitoring/ NCETM guidance materials/  Additional adult to enable individual and small group tuition to support high level of PP and SEN in mixed Y5/6 class	Maths training course on CPA approach attended by maths lead. Staff meeting to introduce new times table work/ new maths curriculum materials made available to teaching staff/ outcomes of maths monitoring shared with staff /	Maths lead	June 2018
PP children make greater progress in reading in KS1  Additional adult to improve outcomes for all pupils in KS1	Weekly guided reading, target children for individual reading, explicit teaching of comprehension strategies Additional support staff in KS1 to support specific child and improve learning outcomes for all.	Reading comprehension strategies – source Teaching and learning toolkit 1:1 support – evidence Teach and learning Toolkit	Observation of reading comprehension lessons in KS1	Literacy Lead	June 2018
<b>Total budgeted cost</b>					£7272
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?

PP pupils make greater progress in maths at the start of KS2	1:1 maths support for target children Small group support	This can be tailored to meet the individual needs of the child Where appropriate, small groups (usually 2-3) with similar needs can enable peer discussion and opportunities for pupils to explain their understanding.	Pre and post intervention tracking using either Pupil Asset or other relevant assessment.	SLT	June 2018
PP children make greater progress in reading in KS1	Access to Nessy intervention programme	<ul style="list-style-type: none"> <li>See below</li> </ul>	Pre and post assessments, tracking of frequency of interventions	SENDSCO	June 2018
<b>Total budgeted cost</b>					£5500
<b>iii. Other approaches</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>When will you review implementation?</b>
To enable families of PP pupils to make the best employment choices	Free access to wrap around provision	School based evidence that this has supported families to improve their financial situation.	Parents and carers are made aware of this provision throughout the school and particularly when joining.	Head-teacher	June 2019
To support PP families in positive relationships with the school and ensuring pupils are properly equipped and have equal access to opportunities.	Free set of school uniform Free access to extra-curricular activities/ trips	That pupils benefit from being fully included in all learning and extra-curricular activities, to support their self-esteem and feelings of self-worth which in turn reflects on their learning.	This provision is automatically triggered and managed through the school office.	Business manager	June 2019
<b>Total budgeted cost</b>					£25,000
<ul style="list-style-type: none"> <li>Nessy was developed from classroom teaching practices at the Bristol Dyslexia Centre. It is an instructional approach intended primarily for use with persons who have difficulty with reading, spelling, and writing. Nessy is focused upon the needs of the individual student and is most effective when used as individualized or small group instruction.</li> </ul>					

6. Review of expenditure				
Previous Academic Year £24,340				
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 closely match the outcomes of PP pupils with their non PP peers	Additional TA time	Most PP pupils made similar progress to their peers.	To be continued, making sure support staff are well trained.	£18022
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 support and fill in learning gaps for individual children	1:1 tuition Free wrap around care and enrichment opportunities Set of badged school uniform	Effective – as most PP pupils made similar progress to their peers.	Implementation of 1:1 support is dependent on the availability of suitable staff, and is best placed outside normal lesson time otherwise it can be counter- productive.	£5136
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
To enable families of PP pupils to make the best employment choices	Free access to wrap around provision	Harder to assess but good take up from disadvantaged families		£2934
To support PP families in positive relationships with the school and ensuring pupils are properly equipped and have equal access to opportunities.	Free set of school uniform Free access to extra-curricular activities/ trips. Where appropriate, extended music tuition and access to instruments.	Harder to assess but good take up from disadvantaged families		£2682