

# Pupil premium strategy statement (primary)

1. Summary information					
School	Great Finborough Church Primary				
Academic Year	2018/19	Total PP budget	£40,970	Date of most recent PP Review	20.11.18
Total number of pupils	133	Number of pupils eligible for PP	18	Date for next internal review of this strategy	Nov 2019

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	60%	77%
Progress measure in reading	+1.1	-1.56
Progress measure in writing	-0.02	-0.34
Progress measure in maths	+0.36	+0.58

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 struggling to retain phonics teaching leading to difficulties presenting with reading and writing
B.	PP children making less progress in reading in early KS2
C.	PP children making less progress in maths in KS2 – largely linked to lack of times table knowledge
<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 retain phonic skills better leading to better reading and spelling	Closer matched reading and writing outcomes for PP and non PP pupils
B.	PP children make greater progress in reading in KS1	PP pupils achieve similar KS1 reading results to non-PP pupils.
C.	PP children make greater progress in maths in KS2	PP children achieve similar KS2 maths results to non PP pupils

5. Planned expenditure					
Academic year	2018/2019				
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 retain phonic skills better leading to better reading and spelling	Structured phonics teaching throughout KS1	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching and learning toolkit.	Phonic assessment tracking though KS1	Literacy lead	June 2019
PP children make greater progress in reading in KS1	Weekly guided reading, , explicit teaching of comprehension strategies Additional support staff in KS1 to support specific child and improve learning outcomes for all.	Reading comprehension strategies – On average, reading comprehension approaches deliver an additional six months' progress. Source: Teaching and learning toolkit Use of wide range of comprehension resources at appropriate level.	Observation of reading comprehension lessons in KS1  Tracking of reading comprehension test standardised scores.	Literacy Lead	June 2019
PP children make greater progress in maths in KS2	Whole school focus on times tables – daily practise across the school	Government introduction of the times tables check suggests a sound rationale for making this an area for additional focus in school.	Added times table checks into assessment schedule to be monitored by the maths co-ordinator. Tracking of PUMA maths test standardised scores.	Maths lead	June 2019
<b>Total budgeted cost</b>					£31,214

<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>When will you review implementation?</b>
PP pupils retain phonic skills better leading to better reading and spelling	Use of Nesy intervention for structured phonic revision Use of 1:1 personalised tuition for target individuals Use of Clicker 6 for target individuals.	Nesy recommended by professionals consulted (dyslexia specialists) for those requiring structured phonic intervention. 1:1 support – evidence Teach and learning Toolkit	Inset training of staff in the use of interventions.	Literacy lead	June 2019
PP children make greater progress in reading in KS1  Additional adult to improve outcomes for all	target children for individual reading and 1:1 support	1:1 support – evidence Teach and learning Toolkit Use of Nesy reading and spelling intervention for target children	Internal tracking of maths standardised scores.	Literacy lead	June 2019
PP children make greater progress in maths in KS2	1:1 support for target children	1:1 support – evidence Teach and learning Toolkit	Internal tracking of maths standardised scores.	Maths lead	June 2019
					£2,756
<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>					£7,000
<ul style="list-style-type: none"> <li>Nesy 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. Nesy 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 £36,272				
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
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 Additional TA hours to support learning in KS2	Good progress of both PP and non PP pupils in maths in KS2 – year six leavers showed positive progress score.	Additional TA support effective – this approach will be used as and when required. Level of staff understanding of mathematics curriculum is vital and maths tests have been incorporated into TA and teacher recruitment procedures across the school.	£12,434
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.	Acceleration of KS1 progress seen following additional investment in teaching support in this area.	Additional TA support for specific children with very complex needs has enabled maintenance of quality first teaching for all.	£14,899
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
PP pupils make greater progress in maths at the start of KS2	1:1 maths support for target children Small group support	Our Pupil Premium progress in maths was above average, although still slightly below our non pupil premium progress	This was successful and we will continue where this does not impact on other timetabled learning.	£1,328

PP children make greater progress in reading in KS1	Access to Nessy intervention programme	Pupil Premium children made excellent progress	This was successful and we are extending the roll out of our use of the Nessy intervention.	£738
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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	We intend to continue with this approach.	£4,030
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	Again, an approach we intend to continue.	£2,843