



## PUPIL PREMIUM STRATEGY STATEMENT

1. Summary information					
School	Great Whelnetham Church of England Voluntary Controlled Primary School				
Academic Year	2017-2018	Total PP budget	£43,720	Date of most recent PP Review	Sept 2017
Total number of pupils	146	Number of pupils eligible for PP FSM: 20 Services: 4 Looked After Children: 3	25	Date for next internal review of this strategy	July 2018

2. Current attainment (June 2017)		
	Pupils eligible for PP (your school) %	
	Year 2	Year 6
% achieving age-related expectations or above in reading, writing and maths	0 (1 pupil)	
% making age-related expectations in reading	0 (1 pupil)	80 (National Pupil premium 59%)
% making age-related expectations in writing	0 (1 pupil)	60 (National Pupil Premium 65%)
% making age-related expectations in maths	0 (1 pupil)	80 (National pupil premium 63%)
% making expected progress in reading		Majority of PP pupils made expected progress in reading
% making expected progress in writing		In KS2 generally not enough progress was made in writing
% making expected progress in maths		Majority of PP pupils made expected progress in maths

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Quality of teaching and learning has not been consistent in EYFS and KS1.
B.	Gap's in prior learning.
C.	Pupil's being ready to learn in class. (pupils are in a secure place mentally/emotionally)
D.	Limited speech and language skills which impacts on learning.

<b>E</b>	Poor learning skills e.g. organisation, resilience, commitment
<b>External barriers</b>	
<b>F.</b>	Personal circumstances affecting progress (including safeguarding)
<b>G.</b>	Access to resources, such as books, libraries, life experiences (especially cultural)
<b>H.</b>	Low aspirations about what can be achieved and how to be successful.
<b>I.</b>	Lack of routines, including home reading, homework, spellings
<b>J.</b>	Parental engagement with school and perceptions of education and the school.

#### 4. Desired outcomes (desired outcomes and how they will be measured)

<b>A.</b>	Teaching becomes consistently good.
<b>B.</b>	Gaps are identified and targeted teaching / interventions teach to gaps.
<b>C.</b>	Pupils read regularly and have access to high quality texts with in guided reading and English lessons.
<b>D.</b>	Pupils are excellent mathematical problem solvers
<b>E.</b>	Pupils are exposed to a wide range of social/cultural and sporting experiences to promote self esteem

#### 5. Planned expenditure

Academic Year	2017-2018				
<i>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>					
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?
70% of disadvantaged children in every class to be at age related expectations in all areas	Staff to pupil ratio to remain high to allow for additional teaching groups and interventions	Smaller class sizes mean disadvantaged pupils can access more teachers' time.  Standards and progress achieved Summer 2017	The school monitoring cycle will continuously evaluate provision.  Focused observations, timetable checks, whole school expectation, learning walks, evidence in books over time, pupil data over time	Head teacher PP Champion	September 2017- implement.  Regular review at data capture points and with LA.  Data in June 2018 achieved.

Consistent strategies applied throughout the school. 70% of pupils in every class to be at age related expectations	School timetable Self registration. Increased opportunities for independent extended writing across the school. Maths Mastery to be introduced. Daily handwriting.	Additional adults mean pre – planned intervention groups can take place and also ad-hoc according to need.  Standards and progress achieved Summer 2017	Regular monitoring: observations, learning walks, books, pupil perceptions, pupil data over time	Head teacher PP Champion	Termly data capture points
All staff accountable for progress, target setting and identifying what is having the most impact and what next steps need to be taken	Pupil progress meetings focused on pupil premium children. Recording of PP pupil data in each class.	Data of disadvantaged pupils lower than that of all pupils Nationally at KS1 and in writing at KS2	Record in pupil progress meetings	PP champion	Half-termly.  Final meeting July 2018
Gaps identified and addressed with the children immediately	Feedback and marking.	Same gaps reoccurring in books over time	Regular book scrutiny and focus in staff meeting	Staff	Ongoing  Monthly
All staff able to plan opportunities for mastery. More able children to make expected progress	Expectations of good and outstanding teaching in place. Teacher visits to outstanding schools arranged to see what this looks like.	Not enough children working at depth in summer 2017.	Lesson observation, learning walks, books, pupil perceptions	Maths Subject Leader	Ongoing  Monthly
Monitoring in place to ensure quality of teaching is at least good or better	SLT monitoring plan and feedback in place.	Quality first teaching principles not evident/lack of subject knowledge	Lesson observation, learning walks, books, pupil perceptions, timetabling-monitoring of data and progress in books over time	Headteacher Subject leaders	Weekly
Behaviour system put in place	New Whole school policy in place, high expectations by all communicated. CISS support (£2,800)	% of behaviour reports and referrals during the school day	Lesson observation, learning walks, books, pupil perceptions	Mrs Dunn  All stakeholders	Ongoing  Weekly
<b>Total budgeted cost £</b>					<b>29838</b>

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?
Specific identified pupil premium children to make expected progress from their starting point in 2017	Data sharing with all staff and at pupil progress meetings.	Disadvantaged children not making expected progress over time, discussions with staff	Address action plan points immediately	SLT/SENCo/ classteachers	Half-termly pupil progress meetings/ data from data capture points. Book scrutiny half termly
For selected pupils to be supported in accessing learning.	In class TA support for PP pupils who require it.	Proven research that quality LSA's support can lead to further development of independent learning skills	Progress of pupils checked half termly.	Headteacher	Half termly
Individual needs will be identified and addressed. Impact: all disadvantaged children making expected progress or better.	Every minute matters – learning starts promptly at 9.05 each day. Varied interventions ( according to need) to be provided before school.	Appropriate deployment of LSA's according to individual needs of each class and the pupils in each class. Working to address gaps identified by teachers.	Daily learning walks, discussions with staff, monitoring progress over time	Class teachers/LSA's	Pupil progress meetings
Total budgeted cost £					9992

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?
All pupil premium children will have the same opportunities as all children.	Clubs, residential, music provision, sports provision visits for specific pupil premium children.	Less children engaging in clubs from disadvantaged groups	Perceptions, attitudes of children	Mrs Kimber	Termly discussions with parents staff and observations
Attendance gap has narrowed between disadvantaged pupils and all pupils nationally	Attendance tracked daily and phone calls, meetings, visits completed	% attendance 2017	Tracking of registers and attendance daily, weekly, monthly and termly	Mrs Kimber	Monthly
Total budgeted cost £					4541

**6. Review of expenditure**

Academic Year	2017-2018
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**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

**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

**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

## 7. Additional detail

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