

Pupil Premium Strategy Statement

1. Summary information					
School	The Michael Syddall CE (Aided) Primary School				
Academic Year	2016/17	Total PP budget	£63,660	Date of most recent PP Review	n/a
Total number of pupils	175	Number of pupils eligible for PP	75	Date for next internal review of this strategy	April 2017

2. Current attainment		
Attainment for: July 2016 KS2	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (school/national Y6)</i>
% achieving expected standard or above in reading, writing and maths	70%	60%
% achieving expected standard or above in reading	70%	80% / 66%
% achieving expected standard or above in writing	70%	86% / 74%
% achieving expected standard or above in maths	60%	73% / 70%
Attainment for: July 2016 KS1		
% achieving expected standard or above in reading	87%	80% / 74%
% achieving expected standard or above in writing	87%	80% / 63%
% achieving expected standard or above in maths	80%	80% / 73%
Attainment for: July 2016 FS		
Good Level of Development	80%	68% / 69%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<i>Barriers (issues to be addressed in school, such as poor oral language skills)</i>		
A.	Low starting points,	
B.	Behaviour, social & emotional	
C.	Support from home including lack of routines/boundaries, sleep, food, support with homework	
D.	Mobility	
E.	Poor reading/phonics/spelling skills	
F.	Attendance	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP pupils from low starting points make accelerated progress and attain equal to non PP pupils.	PP pupils make equal or better progress in RWM
B.	Behaviour issues resolved through discussion, pupils are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Fewer incidents and exclusions. Pupils respond to behaviour strategies and recognise they have choices and can often resolve their own issues. Pupils can articulate their feelings, emotions.
C.	Parents/carers greater involvement in their children's learning, they can readily access support from school.	Parents are able to support their children at home. Home/school reading record is a form of communication. Parents can access information to support them with their children , eg on the website, information leaflets,parents invited into school to work with children
D.	Issues around mobility are minimal.	Pupils settle quickly, feel safe secure. School track, record, assess and monitor accurately and make appropriate provision. Pastorally pupils benefit from Syddall Soldiers.
E.	PP children's reading/phonics/spelling improves in line with non-pp children	PP children make better progress in reading so that their writing is influenced by this PP children use phonics/spelling skills to support their writing Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in line with non-PP children.
F.	The attendance of PP children improves	Reduce the number of persistent absentees among pupils eligible for PP PSA/EWO involvement will not be needed Attendance for the children is in line with national at 96%

5. Planned expenditure


Academic year

2016/17

The 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	Cost	When will you review implementation?
(A).PP pupils from low starting points make accelerated progress and attain equal to non PP pupils.	-Ensure low adult to pupil ratio as much as possible throughout school. -Additional teacher FS for full year -Track and monitor all pupils accurately	- Small classes benefit PP & non PP - Supports EYFS pupils making the best progress possible on entry from typical low starting points. -Allows any gaps in prior learning and development to be addressed. -To develop the characteristics of effective learning – self esteem, perseverance, resilience and confidence.	EYFS Action Plan formulated by HT in consultation with EYFS team. HT regular informal and half termly formal meetings with EYFS team. SLT monitor progress and attainment through TT and progress meetings.	AMC	£29213 (M1 teacher) Additional TA pm sessions 10 hrs pw x39 £3042 £6000 SLT time CPD –EYFS & time for moderation cluster (£1500)	December 2016 April 2017 July 2017
(B).Behaviour issues resolved through discussion, pupils are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	-Ensure implementation of behaviour strategies/policy consistent -New PSHE curriculum – whole school approach -Value of pupil voice – through circle times -Involvement of EMS BSED	-whole school approach vital to successful impact for PP and non PP -Regular circle time enables the forum for individuals to speak in a safe environment to express worries/concerns/issues.	PSHE/Curriculum detailed action plan. SLT monitoring through record of incidents/pupil conferencing/bk scrutiny	NS	CPD - £500 SLT time - £2000	December 2016 April 2017 July 2017
(C) Parents/carers greater involvement in	-improve home/school communication –	- Communication key to supporting PP pupils at school. -Many parents willing to help their	Survey to parents about communication. Informal feedback from parents.	NS	Resources - £1250 Mathletics - £850	April 2017 July 2017

<p>their children's learning, they can readily access support from school.</p>	<p>reading record way of communicating, considerable amount of information via website, giving hints/tips how to help at home, -increase parental involvement in sch -Mathletics learning platform school/home access</p>	<p>children but require guidance with this, particularly academic aspects. -Parents in sch – open afternoons -Mathletics crosses home/school boundaries –it engages, supports and targets areas to develop –pupils can continue this learning at home.</p> 	<p>Mathletics analysis of use home/school</p>			
<p>(D) Issues around mobility are minimal.</p>	<p>System in place to settle new pupils, buddies, Syddall Soldiers provides pastoral support Assessment of pupils on entry to school – identify strengths, any concerns, input into TT PP Class record updated termly by teachers and monitored by HT</p>	<p>Pupils need to feel happy, safe and secure first and foremost School initial assessment need to be accurate to ensure progress and attainment can be monitored. Involvement of teachers raises awareness amongst adults, any issues/concerns swiftly identified.</p>	<p>Pupil conferencing . SLT follow up through progress meetings and monitor TT. Allocated time on staff meeting for PP updates, termly.</p>	<p>AMC</p>	<p>£2204.95 TA wage for 5 hours per week</p>	<p>April 2017 July 2017</p>
<p>(E) PP children's reading/phonics/spelling improves in line with non-pp children</p>	<p>Whole school approach to the teaching of English, phonics/spelling, reading. Quality CPD –NS (SLE for English) Target pupils will be heard read in every class. Issues will be addressed in pupil progress meetings to overcome barriers</p>	<p>Our pupils don't necessarily have love for books, aim to inspire pupils' love for lifelong reading! Embedding a systematic approach to teaching of reading, phonics/spelling will impact positively on outcomes.</p>	<p>Monitoring of reading, phonics, Learning walks Pupil progress meetings will review intervention given (daily readers) and progress made</p>	<p>NS/ AMC</p>	<p>£600 (Read Write Inc) £4500 (SLT time)</p>	<p>April 2017 July 2017</p>
<p>(F) The attendance of PP</p>	<p>Whole school systematic approach to</p>	<p>Systematic, whole school approach will have greater impact.</p>	<p>Administrator employed – one of main roles to follow up attendance.</p>	<p>AMC</p>	<p>£ 1975.42 6 Hrs per week</p>	

children improves	attendance – including certificates, rewards, letters home, information on newsletters, Follow up on attendance daily Curriculum changes – engage and motivate pupils more.	Providing motivation for pupils to want to be at school – attendance rewards and inspirational curriculum!	Attendance recorded weekly and shared with parents/pupils.			
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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	Cost	When will you review implementation?
(A). PP pupils from low starting points make accelerated progress and attain equal to non PP pupils.	Through Target Tracker and PIRA/PUMA ensure assessments and monitoring is tracked carefully and reviewed. Through progress meetings identify any concerns and set agreed actions/intervention for individual/groups. Individual referrals made as appropriate to EMS – learning, communication, behaviour/social/emotional.	To ensure all PP make best possible progress must track accurately from point of entry. Progress meetings provides opportunity for teachers to raise any individual concerns and for SLT to follow up any issues and assess impact.	SLT responsibility, can monitor TT remotely, Monitor and discuss in detail in progress meetings.	AMC/NS	£902.16 (Target Tracker) £1125 (PIRA/PUMA)	Termly
(B). Behaviour issues resolved through discussion, pupils are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	SENDco designate time to work with EMS provision particularly for behaviour. Individual referrals when appropriate Current interventions include – 1 to 1 counselling, 1 to 1 working with Behaviour/Emotional/Social wellbeing Specialist, Pastoral Support through Syddall Soldiers	Some individuals need very specialist support or interventions tailored to meet their needs. Evidence suggests over last couple of years positive impact Syddall Soldiers has had on some individuals.	EMS provision- outside agency they evaluate their interventions Through observing/discussing with individuals who have had accessed to this support and parental feedback. Feedback from pupils and parents who attend Syddall Soldiers	AMC	£ 5870 (5 hours per week) £1188 (5 hrs per week)	Termly

(D) Issues around mobility are minimal.	Pupil Premium Tracker Record – ensures teachers identify what they do for every PP in school, progress the individuals are making and impact of any intervention/actions.	System in place ensures PP pupils’ under constant review. Can clearly identify any issues and address.	Allocate staff meeting time, Deadline set for completion and given to HT	AMC		Termly
(E) PP children’s reading/phonics/spelling improves in line with non-pp children	Target pupils for additional reading with adults. 1 to 1 sharing of a book in a positive way. The curriculum will allow for more boy friendly books to be incorporated at whole school/class level. Additional phonics for pupils who are falling behind – class/group level. – additional sessions with TA, Computer programme for spelling through Learning EMS - IDL	Pupils reading will improve if they read, share and discuss a book regularly. Most importantly will build their enjoyment and confidence. Some individuals will need targeted phonics/spelling intervention . Can track progress and identify gaps, programme can be tailored for individual pupil.	Identified pupils through progress meeting and PP tracker – this is followed up by SLT. Progress is measured	AMC/NS	£60 (IDL)	Termly
(F) The attendance of PP children improves	Attendance monitored carefully and followed up. If attendance below 95% follow up – letters to parents, Involvement of Parent Support workers in some cases/Prevention team Work in partnership with some individual families. Awards given for good attendance	When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered.	Attendance will be monitored half termly, Any absence will be addressed immediately.	AMC/NS	AS ABOVE ADMIN TIME	Half termly

6. Review of expenditure

Previous Academic Year 2015-2016

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Improve attainment in EYFS KS1	Additional ATA support in EYFS, Y1 and Y2 Additional hours in KS2	3 ATA s had additional hours for afternoon session this gave the opportunity for 1 to 1 and small focused group work. Outcomes in all 3 cohorts improved.	Timetabling constraints didn’t always allow same TA to be in class morning and afternoon session this would have been beneficial.	£32 400

Establish Syddall Soldiers as a vehicle for pastoral support throughout the school	ATA lead Syddall Soldiers at lunch times Pastoral support for all Service pupils particularly pupils new to school and other vulnerable individuals (FSM/F6)	Most successful, pupils know someone to talk to in confidence, share worries, concerns	Opportunity for Pupil Voice to make decisions, plan activities, Adult 1 to 1 confidential pastoral support Peers supporting one another	£9 600
Have additional resources to support and enhance teaching, learning and opportunities	Purchase resources – guided reading, phonics and numicon	TA's had accessed training with cluster for numicon but we hadn't previously had enough to impact in a number of classes for daily use. New books for guided reading to engage and inspire reluctant readers, significant impact on enthusiasm and enjoyment in reading	New TAs require training with interventions/numicon?	£5 440
Extend and support opportunities for visits/trips	Support families with expenditure for visits and trips	Some pupils given opportunities that otherwise would not have taken place. Parents grateful for support and dealt with discretely.	Difficult to make decision on occasions, who can we support, what contribution reasonable?	£6 500

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
Deliver maths intervention to targeted groups – impact on outcomes.	Additional ATA hours KS2 – Numbers Count	Increased confidence and abilities for individuals who accessed intervention.	Ensuring pupils apply skills in context and not just in isolation.	£6 400

7. Additional detail

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