

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	July 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
Review of Expenditure 2016 – 2017		Evaluation of Impact				
<ul style="list-style-type: none"> ➤ PP pupils make good progress overall and in some cohorts PP pupils make better progress than their peers. ➤ The small class size for EYFS pupils supported the best possible start to school. ➤ The percentage of pupils achieving GLD was significantly above the national 67% opposed to school achieving 76.4% 						
(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
Review of Expenditure 2016 – 2017		Evaluation of Impact				

<ul style="list-style-type: none"> ➤ <i>The school believe overall there has been sustained improvement in pupils' behaviour and significant changes in attitudes to learning, there is evidence this is impacting positively on pupil progress.</i> ➤ <i>The implementation of a new behaviour policy and closely working with SEMH team, there has been significant decrease in the number of exclusions. (In 2015 6 different pupils totalling 20 days, compared to 2017 1 pupil totalling 1.5 days exclusion)</i> ➤ <i>Pupils demonstrate respect in the way they interact with their peers, adults and visitors to the school. Pupils discuss and debate issues in a considered way, demonstrating respect, this has recently developed through Primary Edge attributes. In the SIAMS inspection (December 2016) the school was judged as outstanding for its Christian distinctiveness, the inspector commented on how everyone in the school community share the same values and these inform daily activities and relationships.</i> 						
<p>(C) Parents/carers greater involvement in their children's learning, they can readily access support from school.</p>	<p>-improve home/school communication – 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>- Communication key to supporting PP pupils at school. -Many parents willing to help their 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>Survey to parents about communication. Informal feedback from parents. Mathletics analysis of use home/school</p>	<p>NS</p>	<p>Resources - £1250 Mathletics - £850</p>	<p>April 2017 July 2017</p>
<p>Review of Expenditure 2016 – 2017 Evaluation of Impact</p> <ul style="list-style-type: none"> ➤ <i>The actions taken have all had a positive impact on parental involvement in school, feedback most strongly supports opportunities for parents to come into school and take part in activities with their children – eg open afternoons.</i> ➤ <i>Mathletics has allowed pupils to work on developing mathematical confidence at home and parents/carers can gain a deeper understanding into expectations.</i> ➤ <i>All the measures to increase parental involvement have strengthened home/school links.</i> 						
<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>Review of Expenditure 2016 – 2017 Evaluation of Impact</p> <ul style="list-style-type: none"> ➤ <i>Positive impact of pastoral support including our school ethos, welcoming all new individuals and Syddall Soldiers ensures pupils settle quickly, are happy safe and secure and therefore</i> 						

more ready to learn.

- *Assessment of pupils on entry using Pira/puma provides an accurate picture of pupils starting points when they join us, this ensures no time wasted and individual needs are met.*
- *PP class record enables teachers and HT/DHT to track, monitor and intervene to ensure maximum progress for all learners.*

(E) PP children’s reading/phonics/spelling improves in line with non-pp children	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	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.	Monitoring of reading, phonics, Learning walks Pupil progress meetings will review intervention given (daily readers) and progress made	NS/ AMC	£600 (Read Write Inc) £4500 (SLT time)	April 2017 July 2017
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Review of Expenditure 2016 – 2017 **Evaluation of Impact**

- *Whole school structured approach positive impact on progress through school with phonics/spelling.*
- *Quality CPD has given staff confidence in phonics/spelling*
- *Each class has target readers this has supported their confidence, enjoyments and progress overall.*
- *Pupil progress meetings ensures and provides the opportunity to overcome barriers.*

(F) The attendance of PP children improves	Whole school systematic approach to attendance – including certificates, rewards, letters home, information on newsletters, Follow up on attendance daily Curriculum changes – engage and motivate pupils more.	Systematic, whole school approach will have greater impact. Providing motivation for pupils to want to be at school – attendance rewards and inspirational curriculum!	Administrator employed – one of main roles to follow up attendance. Attendance recorded weekly and shared with parents/pupils.	AMC	£ 1975.42 6 Hrs per week	
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Review of Expenditure 2016 – 2017 **Evaluation of Impact**

- *The value of education and attending school is more positive overall*
- *Some pupils/parents real positive working partnerships have developed through informal conversations about attendance*
- *Pupil make comments about wanting to come to school to not miss learning, particular topics and after school clubs.*

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?
(A). PP pupils from low starting points make accelerated	Through Target Tracker and PIRA/PUMA ensure assessments and monitoring is tracked carefully and	To ensure all PP make best possible progress must track accurately from point of entry. Progress meetings provides opportunity for	SLT responsibility, can monitor TT remotely, Monitor and discuss in detail in	AMC/NS	Termly

progress and attain equal to non PP pupils.	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.	teachers to raise any individual concerns and for SLT to follow up any issues and assess impact.	progress meetings.		
Review of Expenditure 2016 – 2017 Evaluation of Impact ➤ <i>Assessment of pupils of all pupils including on entry using Pira/puma provides an accurate picture of pupils starting points when they join us, this ensures no time wasted and individual needs are met.</i> ➤ <i>HT/DHT monitoring pupil progress systematically through TT and progress meetings termly</i> ➤ <i>HT/DHT ensure any actions are followed up as a matter of course including referrals to outside support/intervention.</i>					
(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	Termly
Review of Expenditure 2016 – 2017 Evaluation of Impact ➤ <i>Intervening as appropriate and swiftly has had a positive impact for many individuals; getting them the right support from the most suitable source eg – counselling, anger management</i> ➤ <i>Pastoral support from Syddall Soldiers benefits all pupils when they need someone to talk to from having a bad day to actually staff understanding when more specialist intervention is required.</i>					
(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
Review of Expenditure 2016 – 2017 Evaluation of Impact ➤ <i>PP class record enables teachers and HT/DHT to track, monitor and intervene to ensure maximum progress for all learners.</i>					

➤ <i>Staff are accountable and can refer to this to demonstrate impact of their actions in the classroom.</i>					
(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	Termly
Review of Expenditure 2016 – 2017 Evaluation of Impact ➤ <i>Each class has target readers this has supported their confidence, enjoyments and progress overall.</i> ➤ <i>Teaching English through texts, promoting reading through the wider curriculum enhances progress because it raises the value, purpose and context for reading.</i> ➤ <i>Additional phonics/computer programmes supports the teaching of spelling/reading on an individual basis, it can be tailored to suit the needs of a small group or individual.</i>					
(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	Half termly
Review of Expenditure 2016 – 2017 Evaluation of Impact ➤ <i>Most significant impact through informal work of the school, developing positive relationships and trust in the school,</i> ➤ <i>Talking to parents understanding and supporting presents/pupils to overcome barriers to low attendance</i> ➤ <i>Pupils who previously low attendance happy and making progress in school not only with learning but socially and feeling part of our school community</i>					
6. Additional detail					