

Pupil premium strategy statement (primary)

1. Summary information					
School	Christleton Primary School				
Academic Year	2016/2017	Total PP budget	£17,140.00	Date of most recent PP Review	September 2016
Total number of pupils	213	Number of pupils eligible for PP	12	Date for next internal review of this strategy	September 2017

2. Current attainment			
	Pupils eligible for PP for <u>last 3 years</u>		Pupils not eligible for PP (national average End of Key Stage 2 2016)
	End of Key Stage 1 (4 pupils)	End of Key Stage 2 (5 pupils)	
% achieving in reading, writing and maths	Reading 100% Writing 75% Maths 75%	Reading 100% Writing 80% Maths 100%	Reading 66% Writing 74% Maths 70% Reading, Writing and Maths = 60%
% making progress in reading	100%	100%	72%
% making progress in writing	75%	80%	79%
% making progress in maths	75%	100%	76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Social and Emotional barriers to learning
B.	Ensuring that all disadvantaged pupils have access to targeted support that enables them to make good progress
C.	Reducing the differences in achievement for disadvantaged learners, particularly those attaining expected standard in Reading, Writing and Maths
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	The 2016 Inspection dashboard highlights low attendance for pupils in the 'Sen Support' group; some of these pupils are also disadvantaged

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	To provide targeted support to enable pupils to reduce social and emotional barriers to learning,	Targeted support enables all pupils to access all areas of the school

	including those who present with attachment difficulties.	curriculum, including extra-curricular activities, visits and residential.
B.	To provide targeted support that enables all pupils to make good progress from their starting points, from end of EYFS to end of Key Stage 1, from end of Key Stage 1 to end of Key Stage 2	All disadvantaged pupils are making at least good progress
C.	To provide targeted support that enables disadvantaged pupils to achieve expected standards of achievement and in some cases exceed the expected standard by making accelerated progress	% of pupils achieving expected standard in reading, writing and maths is in line with national non-disadvantaged pupils
D.	To monitor attendance of all disadvantaged and SEN pupils. To work closely with families and other agencies to support attendance where appropriate.	Attendance of disadvantaged and SEN pupils is at least 90%

5. Planned expenditure					
Academic year	2016/2017				
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?
Targeted support enables all pupils to access all areas of the school curriculum, including extra-curricular activities, visits and residential.	All pupils receive Quality First Teaching. School provision planning ensures that support, including teaching assistant support is planned to match the need of individuals and groups in the school. Teachers and teaching assistants work closely with each other.	The majority of support for pupils is carried out in the class situation and includes them having support to develop independent learning skills. Teachers and teaching assistants work closely together. Literacy and Maths skills are given high focus and support is targeted towards closing attainment gaps.	Provision planning for support clearly identifies pupil groups. Teachers use school tracking system and pupils current work to identify gaps in learning and plan appropriately. Progress for disadvantage groups will be monitored through learning walks, book scrutiny and pupil progress meetings.	SW	Termly – overall review September 2017
% of pupils achieving expected standard in reading, writing and maths is in line with national non-disadvantaged pupils	1:1 and small group support for identified pupils. Focus on taught skills being applied across the curriculum.	Support is aimed at reducing the differences and closing the attainment gap.	Provision planned as above. Teaching assistants are deployed according to pupil need. Class support and interventions focus on closing the attainment gap and this is evidenced through pupil work, pupil voice and tracking system. Where the attainment gap is still closing, it is clear that good progress from starting points has been made.	SW	Termly – overall review September 2017
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?
To provide targeted support that reduces social and emotional barriers to learning	1:1 and small group support for identified pupils. Focus on taught skills being applied across the curriculum.	Effective social and emotional support intervention/programmes are proved to have a positive impact on pupil attitude to learning, social relationships, attainment and progress.	All staff follow agreed plans for specific pupils consistently. Advice from outside agencies, such as the Educational Psychologist is sought to ensure plan is specific to need.	SW	Termly – overall review September 2017

			Senco to apply for additional 'Top-Up' funding from Local Authority where required (e.g. for SEN).	SW	
Total budgeted cost					£16 000
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?
Attendance of disadvantaged and SEN pupils is at least 90%	Regular monitoring of attendance of pupil groups. Clear school procedure for managing low attendance. Support for pupils and families in improving attendance.	Clear link nationally between percentage of attendance and lower attainment	Follow whole school procedure consistently. Take early action where there any concerns and if appropriate, involve other agencies such as Educational Welfare Service.	SW	Half termly – overall review at the end of academic year- July 2017
To provide targeted support that reduces social and emotional barriers to learning	Some support from outside providers – e.g. 1:1 maths/English tuition Extra-curricular activities that support social/emotional/physical development, some support for class trips/residential	Effective social and emotional support intervention/programmes are proved to have a positive impact on pupil attitude to learning, social relationships, attainment and progress.	Monitor impact of outside provision on performance and progress in school at least termly. Meet with parents/carers regularly to discuss effectiveness of provision, make adjustments when necessary	SW	Half termly – overall review at the end of academic year- July 2017
Total budgeted cost					£2000

