

**Pupil premium strategy statement**

1. Summary information					
School	Grewelthorpe CE Primary School				
Academic Year	2017-2018	Total PP budget	£6,600	Date of most recent PP Review	N/A
Total number of pupils	73 in the school	Number of pupils eligible for PP	5	Date for next internal review of this strategy	April 2018

2. Current attainment		
KS2 % achieving expected standard 2016-2017:	<i>Pupils eligible for PP -0 pupils</i>	<i>Pupils not eligible for PP (national average 2016/17, interim)</i>
% achieving expected standard or above in reading		71%
% achieving expected standard or above in writing		76%
% achieving expected standard or above in maths		75%
KS1 % achieving expected standard 2016-2017:	<i>Pupils eligible for PP -2 pupils</i>	<i>Pupils not eligible for PP (national average 2016/17)</i>
Reading	100%	74%
Writing	100%	65%
Maths	50%	73%

<b>3. In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A.	Weaknesses in learning behaviours, e.g. lack of independence or resilience.	
B.	Specific additional needs including those being supported as SEN.	
C	Social, emotional and behavioural problems affecting wellbeing and progress.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
D.		
<b>5. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
A.	Most children to have made expected or better than expected progress in reading, writing and maths by the end of the academic year.	All pupil premium children, whatever their prior attainment, make at least expected progress, with some of those whose attainment is below age -related expectations starting to catch up. Improvements in the learning behaviours demonstrated by targeted pupil premium children are evident through pupil interviews and reports from class teachers.
B.	Additional needs are supported effectively.	Children with additional needs are supported effectively through the school's SEND practice, with recognition of and support for any additional factors that PP children face.
C.	Good progress in PSED.	Improvements in the overcoming barriers for specific children including reduced incidence of behavioural problems, increased participation in class, reduction in friendship/ social issues, increased social integration

6. Planned expenditure					
Academic year		2017-2018			
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?
A Good progress	<p>CPD – whole staff on maths for mastery.</p> <p>Training for TAs on writing and grammar, phonics and spelling Effective intervention.</p> <p>Programme of peer planning, observations and visits to other schools.</p>	<p>The NFER Report 2015 (Supporting the Attainment of Disadvantaged Pupils) indicates that high quality teaching for all is fundamental to supporting the attainment of disadvantaged pupils.</p> <p>Need to raise expectations for all PP pupils including of the progress possible.</p> <p>Whole school training ensures consistency of approaches.</p> <p>Training and observation of good practice enables staff to see how new approaches can be implemented.</p>	<p>Ongoing monitoring programme by subject leaders, head, assistant head, SENCO and governors.</p>	<p>Head/ SLT/-SENCO</p>	<p>Monitoring of progress will be half termly with diagnostic tests for maths, grammar and reading to be undertaken every term. Impact will be reported in the summer.</p>

<p>B All children are working at an appropriate stage for their age and are achieving at least expected outcomes.</p>	<p>Use of data and assessments to identify pupils slipping behind and the implementation of intervention/support. Purchase of Hodder Education Spelling, Grammar and Punctuation assessment y1-6</p>	<p>Children not making enough progress in year see tracking system which impacts on KS2 progress data.</p>	<p>Ongoing monitoring programme by subject leaders, head, assistant head, SENDCO and governors.</p>	<p>Head/ SLT/-SENCO Governors</p>	<p>Monitoring of progress will be half termly with diagnostic tests for maths, grammar and reading to be undertaken every term.</p>
<p><b>Total budgeted cost</b></p>					<p>£480 courses/TD £300 resources £750 costs associated with peer observations/visits <b>£1530</b></p>

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/B Good progress	intervention groups with teacher / TA aimed at boosting progress.	<p>We want to close the gaps emerging in aspects of literacy/ and maths. The EEF toolkit states that evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. The quality of teaching in one to one tuition or small groups is more important than the group size, emphasising the value of professional development for teachers</p> <p>Continue to address under-attainment and boost progress. Intervention will be time limited, more focused and more tightly tracked.</p>	Monitoring cycle including observations and pupil voice.	Intervention data collected at the start and conclusion of any specific targeted work.MG/LC to carry out interventions	Intervention data collected at the start and conclusion of any specific targeted work. Termly review based on Hodder standardised scores.

c. Additional needs are supported effectively and good progress in PSED.	Support and monitoring by SENCO/PP lead Support from professionals  Interventions targeted at developing social and emotional skills such as lego therapy, play therapy, drawing and talking therapy.	We believe that raising self-esteem and developing social skills will impact on academic achievement.	Monitoring cycle, HT, regular discussions shared information, assessment data in core subjects and PSED.	HT/SLT/Reports to governors	Monitoring
<b>Total budgeted cost</b>					£ 4935 UPS 1 teacher one afternoon per week £ 140 TA social/emotional interventions 14 sessions <b>£5075</b>
<b>ii. 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>
<b>Total budgeted cost</b>					

<b>7. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2016-2017</b>		
<b>i. Quality of teaching for all</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>

Improved self-regulation skills and behaviour for learning	Growth mindset training programme for staff and pupils	<p>86 % achieved the GLD. The average total point score was 35.3 above the National figure.</p> <p>100% achieved the expected standard in phonics.</p> <p>100% achieved the expected standard in Y2, KS1 in reading and writing and 86% in maths above the National figures.</p> <p>100% achieved the expected standard in maths at Y6 KS2, 80% in reading and 100 % in writing above the National figures.</p> <p>Progress scores for reading and writing is +3.6 and +4.4 for maths.</p>	Quality CPD for all staff including support staff has shown to have a positive impact on pupils' achievement.	
To close the emerging gap in literacy	CPD Reading and strategies for attaining greater depth	<p>100% achieved the expected standard in phonics.</p> <p>100% achieved the expected standard in reading at KS1, 57% achieved greater depth</p> <p>80% achieved the expected standard in reading at KS2, 50% achieved greater depth</p>	Staff and pupils have a good understanding of the expectations for greater depth across the school. Assessment includes objectives for greater depth at each age group.	
To improve maths teaching for all	Trial of Maths No Problem years 1,2,3,4	86% achieved the expected standard in maths at KS1. 29% achieved greater depth, 100% achieved the expected standard in maths at Y6 progress score in the top 10% Nationally	The pedagogy of staff has improved, staff have a deeper understanding of mathematical concepts and how to impart this to the children they teach.	
Total cost				£3100
<b>ii. Targeted support</b>				

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
To accelerate progress in reading	The training and implementation of the Better Reading programme including resources.  Phonics intervention	100% achieved the expected standard in reading at KS1 and 80% in KS2. Intervention data indicates gains in reading ages for those children who undertook the programme.	The Better Reading programme was successful with children making significant gains in their reading age.	
To improve self -regulation skills and behaviour for learning.	The employment of an additional teacher 1.5 days per week to carry out small group tutoring.	The progress measure from KS1-KS2 for reading and writing was 3.6.  The progress measure from KS1-KS2 for maths was 4.4.	Small group targeted intervention was effective.	
To accelerate maths progress and understanding	Intervention programme including resources.	86% of pupils at KS1 achieved the new expected standard.  100% of pupils at KS2 achieved the expected standard.  The progress measure from KS1-KS2 for maths	Maths interventions and training for staff were successful results can be seen in the pupil progress.	
cost				Total £3690
iii. Other approaches				



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