

# Pupil premium strategy statement

1. Summary information					
<b>School</b>	Scampton Pollyplatt Community Primary School				
<b>Academic Year</b>	16 - 17	<b>Total PP budget</b>	14,520	<b>Date of most recent PP Review</b>	Sept 16
<b>Total number of pupils at budget setting</b>	147	<b>Number of pupils eligible for PP at budget setting</b>	11	<b>Date for next internal review of this strategy</b>	Dec 16

## 2. Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected level or above in reading, writing &amp; maths (or equivalent)</b>	<b>100%</b>	<i>tbc</i>
<b>Average score for reading</b>	<b>106</b>	
<b>Average score for SPAG</b>	<b>102</b>	
<b>Average score for maths</b>	<b>104</b>	

## 3. Barriers to future attainment (for pupils eligible for PP)

### *In-school barriers (issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	Home Learning Environment
<b>B.</b>	Emotional Well-being
<b>C.</b>	Special Educational Needs – poor literacy skills

### *External barriers (issues which also require action outside school, such as low attendance rates)*

<b>D.</b>	Low Attendance (but not all of the group)
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4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
A.	All children attainment improves; more pupils attained the expected level	Staff teach the children meta-cognitive strategies to support their learning
B.	Children express good emotional well-being	All of the pupils say they are happy, can express their emotions and have someone to talk to
C.	The children's attainment progress improves so that children's attainment is closer to those in other groups	The children will show accelerated progress and attain the expected level
D.	Attendance in low attending pupils improves	Attendance each term is improved

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?
All children attainment improves; more pupils attained the expected level	Meta-cognitive strategies	EEF toolkit	Children demonstrate meta-cognitive strategies while learning; Strategies already taught will be evident such as self-evaluation.	John	Oct 16 Dec 16 Jan 17 April 17
<b>Total budgeted cost</b>					£600

<b>ii. Targeted support</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>
All children attainment improves; more pupils attained the expected level	Phonics Programme 1-2-1 phonics	EEF Toolkit & Read Write Inc research	Assess children before review dates to see progress	Emily	Oct 16 Dec 16 Jan 17 April 17 May 17 July 17
	Reading Comprehension strategies – Fresh Start; Focus Comprehension	EEF Toolkit & Read Write Inc research	Assess children before review dates to see progress	John	Oct 16 Dec 16 Jan 17 April 17 May 17 July 17
	Coaching / Mentoring	EEF Toolkit	Assess children before review dates to see progress	John	Oct 16 Dec 16 Jan 17 April 17 May 17 July 17
Children express good emotional well-being	Emotional Well Being strategies – small group & 1-2-1 whichever is appropriate to the children's needs	EEF Toolkit	Arrow's Questionnaire Results	John	Oct 16 Dec 16 Jan 17 April 17 May 17 July 17
The children's attainment progress improves so that children's attainment is closer to those in other groups	1-2-1 tuition	EEF Toolkit	Training TA to support pupils using 1-2-1 programmes developed by CT & SENDCo	Becky	Oct 16 Dec 16 Jan 17 April 17 May 17 July 17
<b>Total budgeted cost</b>					<b>£12, 920</b>

<b>iii. 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>
Children express good emotional well-being	Provide financial support	Worked in previous years	Children are identified by need	John	Dec 16 April 17 July 17
<b>Total budgeted cost</b>					<b>£1,000</b>

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2015 - 2016</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>
Raise children's attainment through self-evaluation	Meta-cognitive strategies	Children were able to review their learning. Impacted on all children greatly.	This needs to continue but now has no cost.	£500
<b>ii. Targeted support</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>
All children attainment improves; more pupils attained the expected level	Phonics Programme 1-2-1 phonics	All of the children on the programme passed the phonics screen – year 1 & year 2. This was used across all groups where it was needed.	This approach will continue.	£7,214
	Talk Boast	There was improvement in the oral language but very slight.	This approach needs adapting if used again – look at changing the way the programme is delivered.	£6,925
	Small Group Maths tuition	All pupils attending the group attend the expected level; mixture of PP and non-PP – all attend.	This approach proved extremely successful; would do if needed again.	£2,000
	Small Group reading tuition	Pupils didn't make expected level; need to review approach.	This approach needs reviewing and a different strategy used.	£2,000

	Fresh Start	A mixture of pupils attained expected level.	The process needs reviewing to ensure it matches the needs of the pupils exactly.	£6,925
	Clued-up for spelling	A mixture of pupils attained expected level.	The process needs reviewing to ensure it matches the needs of the pupils exactly.	£5,676
Develop emotional resilience	Beacon Approach – Years 2, 3 & 6	Children’s questionnaire showed that they felt more confident; their attainment and progress improved and continued to develop.	This needs to be used again but needs to be applied across more year groups.	£4,000

<b>iii. Other approaches</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>
Raise Attainment in Infant reading	Family learning	Reading attainment increased in Key Stage 1	Families who attended felt they learnt much and have applied it at home; this is something we want to use again.	£0
No child left behind	Provide financial support	PP children were able to attend all events	Children felt like they fitted in and were able to undertake events that they felt they wouldn’t due to cost; we would like to apply this to instrument tuition too.	£400

## 7. Additional detail

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