

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Sutton in Craven CP				
Academic Year	2016-17	Total PP budget 15-16	£35,920	Date of most recent PP Review	9/15
Total number of pupils	207	Number of pupils eligible for PP	22	Date for next internal review of this strategy	9/17

2. Y6 Test performance		
5 pupil premium children, 4 SEN (3 boys/1 girl) 2 joined school in Sept 15 1 girl / 4 boys	<i>Pupils eligible for PP (your school)</i>	<i>National average</i>
% achieving expected standard at the end of KS2 in all core subjects	1/5 =20%	53%
% making expected progress in reading (or equivalent)	0%	
% making expected progress in writing (or equivalent)	2/5 =40%	
% making expected progress in maths (or equivalent)	0%	
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	We have a group of PP children with emotional needs which affect concentration and progress. 14/22 on SEND register	
B.	Weak writing skills, especially spelling, hinders the progress of some PP children. Currently 31% at or above expected	
C.	Gaps in mathematical skills and understanding, especially mental recall	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.		
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	All pupils able to concentrate and take pride in their work	Work is of a high standard and children talk about it with pride
B.	Good levels of achievement in Literacy	60 % achieving age related expectation in writing

C.	Good levels of achievement in Maths	% achieving age related expectation in maths is in line with rest of cohort
D.		

5. Planned expenditure					
Academic year	2016-17				
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?
B Good levels of achievement in Literacy	Introduction of new spelling scheme	Application of spelling skills and rules has been weak and is a barrier to achieving expected standard. A more rigorous approach is needed.	Monitoring of teaching of spelling and Literacy books	JF	4 th Jan 17 15 th May
	Use of text based learning for delivery of Literacy	Increases engagement and gives writing a purpose	Observation and Literacy book scrutiny	JF	30 th Jan 17 15 th May 17

Reviewed May 17	<ul style="list-style-type: none"> New spelling scheme introduced across school; Monitoring of planning shows it is being used consistently. Monitoring of books shows an increasing use of correct spelling and teachers have higher expectations in non core subjects than previously. Spelling is a barrier to attaining expected in writing for 2 of our PP children in Y6 and they have been receiving targeted intervention all year. They are now nearly at expected. 				
C Good levels of achievement in Maths	Use of Singapore Maths Development of reasoning skills	CVA approach shown to increase understanding	Observation and maths book scrutiny	JF	30 Nov 16 5 th Apr 17 1 st May
Reviewed May 17 <ul style="list-style-type: none"> Use of Maths No problem approach has led to an increase in both progress and attainment in maths across school. The CVA approach works particularly well with the SEND PP children. In Y2 and Y6 the class has been split each morning with another teacher. This has allowed targeted support and led to better outcomes for Pupil Premium children. 					
Total budgeted cost					£2000
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?

All pupils able to concentrate and take pride in their work.	Mentoring approach. Use of epace testing to determine barriers to learning. Pastoral interventions	Structures conversations are shown to increase engagement. Having a trusted adult in school who regularly shows interest in their work will help increase pride and address issues early Targeted intervention then possible High level of PP children with social and emotional needs.	Overseen by DHT. reporting to DHT part of the process. Regular reviews scheduled. Pastoral interventions overseen by IM and 360 baselining and review undertaken.	Selection of TAs and JF	23 Nov 16 15 Feb 17 21 June 17
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Reviewed May 17

- Epace testing identified specific learning barriers in Y5 and Y6 PP children that were then addressed through intervention. e.g. a small group of children struggled with auditory memory and the intervention was tailored to address this. Every teacher has identified key barriers to learning and are adapting their teaching approach to help pupils overcome them and also design interventions that can remove the barrier where possible.
- Pupil premium mentoring has been regularly monitored by our pupil premium champion. Children have, on the whole, found it useful to have an adult to work with on a one to one basis. Where it has been most successful both the mentor and pupil have agreed targets and regular meetings have supported the success in meeting targets. Going forward we are exploring changing the mentoring approach to include more parental involvement as structured learning conversations with parents has been very successful in the past. Changes in TAs has meant that the mentoring has not had the consistency it needs to be fully effective.

B Good levels of achievement in Literacy	Literacy intervention for Y6 children focusing on identified weaknesses	SMART target to address specific weaknesses. Analysis of pupils work led to identification of targets and implementation will address these.	Time limited with review by DHT	KA and JF	24 Nov 16 16 Feb 17 22 June 17
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Reviewed May 17.

Literacy interventions in Y6 for pp children have focused on spelling, handwriting and sentence construction. Children have using the HFW spelt correctly, with more frequency and progress is increasing. There are, however, still some pp children in Y6 who will not attain expected in writing. Currently 3/6 are working below ARE but 5/6 have made better than expected **progress** since the start of the year.

C Good levels of achievement in Maths	Success@arithmetic for Y6 children with calculation difficulties	Proven intervention for children with weaknesses. Particularly suitable for PP child in Y6.	Pre and post assessment. Overseen by DHT. Training for staff secure.	DA	23 Nov 16 15 Feb 17 21 June 17
May 17 review S@A was delivered in the Autumn term to a group of children including one PP child. Good progress was made by these children and all PP have made expected or better progress since the start of the year. The weaknesses of 2 PP children were not acute enough or them to need S@A intervention but the restructuring of the class teaching in Y6 maths meant that they had more individual attention and supported their progress. 4 PP children attended maths booster groups.					
Total budgeted cost					£24,500
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?
Involvement of parents	Parents of PP children will be involved in setting mentoring targets and supporting them at home	Proven to lead to greater success	Led by DHT	JF	23 Nov 16 15 Feb 17 21 June 17
Review May 17 This has not yet been embedded. Going forward we have added more structure to this and will be rolling it out over the summer term.					

All pupils able to concentrate and take pride in their work	Continue whole school focus on growth mindset Explore ways to increase boys	Evidence based research	Monitoring by middle leaders	CB	6 March 17
May review Work across school has continued.. The P4C work that we are embarking upon will also lead to more confident thinking skills and should impact on progress					
May7 review Other Work from professionals on some emotional and behaviour aspects has been ongoing for a group of PP children. Changes in planning and delivery of lessons with targeted differentiation for PP children is now rolled out across school.					
Total budgeted cost					£7100
Total for the year					£33,600
B. Review of expenditure					
Previous Academic Year 2015-16					
i. Quality of teaching for all					
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
Children developing emotional maturity and resilience	PAC UK training for all staff Growth mind set project	Good improvements in behaviours and ability to concentrate seen in post adoptive children Improved attitude across school, most notably with lower attainers self esteem	Lego therapy effective. Baselining important. Growth mind set has most impact on low attainers		£200 £1800 £150

To increase skills of children with communication difficulties on entry to school	ELKLAN training	ELKLAN techniques still being embedded. Some work with identified children.80% of YR children at ARE or above at the end of the year in Speaking.	Continue to roll out across school.	£1150
Improved achievement in maths	Mastery maths network attendance Maths consultant input	56% of PP children at or above in Maths. 71% of children at KS1 achieved expected or above.	Still issues at KS2 Singapore maths taking longer to show impact at KS2. Problem solving a focus this year.	£320 £1050 £250
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
Increased attainment in basic skills for Y5 and 6	HLTA and GTA interventions	Some improvement in abilities of intervention children, measured by pre and post assessment. Reading improvements were especially good with most children increasing	Redeployment of HLTA after a time limited the success. Dedicated TA time to last all year. Short time limited targets essential.	£1750 £3500
Increasing attainment in maths	Success@arithmetic HLTA interventions	The small targeted intervention of S@A led to improvements for the children involved but not sufficient to reach expected at KS2.	S@A works well but focusses solely on calculation. Continue but explore other resources too.	£3500
Developed social skills	Pastoral intervention led by SENCo Lunchtime nurture	These were very successful enabling more PP children to be successful in their behaviour management and learning.	Continue and supplement with mentoring programme for all	£800 £3500 £720

Greater speaking and listening skills in younger children	Ginger Bear Lego therapy	Good progress shown	Identify quickly if needed this year. Look for ways to support children who still need it – explore Talk for Writing and talking partners.	£432 £640
iii. Other approaches				
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
Increase in emotional well being	Pastoral support team	Very effective	360 analysis of need and outcomes needed	£6850
Increase in achievement	Academic support team	Very effective	Use tighter targets	£6850
			Total	£33,462

C. Additional detail

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

Non class based DHT and SENCO/inclusion leader

Examples of the type of support provided:

- ❖ Planning and supporting the delivery of quality interventions
- ❖ One to one teaching
- ❖ Literacy and Numeracy interventions
- ❖ Phonics
- ❖ Screening for specific difficulties
- ❖ Evaluating effectiveness of intervention programmes
- ❖ Pastoral and SEAL
- ❖ Playground support
- ❖ Home school visits
- ❖ Parental support
- ❖ Y1/Y2 & Y6 Booster Groups