

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Horsley Woodhouse Primary				
Academic Year	2016-17	Total PP budget	£18 900	Date of most recent PP Review	Sep 16
Total number of pupils	128	Number of pupils eligible for PP	13	Date for next internal review of this strategy	Dec 16

2. Current attainment					
Current attainment information cannot be published because it relates to one or two pupils and would therefore be identifiable. This information is held confidentially in school.					
% achieving the expected standard in reading, writing & maths					
% achieving the expected standard in reading					
% achieving the expected standard in writing					
% achieving the expected standard in maths					
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>					
➤	Low concentration skills for some PP pupils				
	Reading confidence is low for some PP children				
	Spoken language is weak with some PP children				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
	Attendance rates for 2 PP children very low Spring term 2016.(Rest good see grid)				
Desired outcomes <i>(Desired outcomes and how they will be measured)</i>					

A.	<p>Targeted support accelerates children’s progress from their starting points.</p> <p>Pupils eligible for PP make rapid progress by the end of the year so that pupils meet age related expectations and progress is at least good from their starting points.</p> <p>Diminish the differences between PP and non PP children.</p>
B.	<p>Higher rates of progress across KS2 for high attaining pupils eligible for PP.</p> <p>Pupils exceed end of year expectations.</p>
C.	<p>Increased attendance rates for all PP children to be at least in line with other children in the school.</p>
D.	<p>Low level disruption is reduced and PP children are focused during lessons and show good behaviours for learning.</p>
E.	<p>Parents have the knowledge and skillset to be able to support their children at home and feel confident about asking for support.</p>

4. 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
Improved reading/speaking and listening with more confidence leading to increased progress.	Staff training on talk for reading. Senior teacher and Headteacher to then train all staff. 2 TA's to give extra support for the teaching of reading inference to PP children. Audit resources and ensure fit for purpose. Parent meetings for helping children read.	The ability to read well, with good understanding underpins the whole curriculum. Many different research projects evidence effective communication and oracy as being essential for all pupils.	Training to be delivered by senior teacher and Headteacher at INSET days and staff meetings. Courses carefully selected and feedback to all staff. Class observations to assess impact. Pupil progress tracking meetings. Pupil discussion groups –do children feel more confident about reading? Improving attainment and progress in reading is a key issue and integral part of our school improvement plan.	Headteacher and 2 senior teachers (SG- PP manager) and CS-(From April 2017)	January 2017

Improve outcomes for higher ability children.	Staff training in stretching the more able.	We want to ensure that all pupils including PP can achieve high attainment as well as simply 'meeting expected standards'. We want to train all teachers and Teaching Assistants in practices to provide stretch and encouragement for these pupils.	Training to be delivered by Head and senior teachers. Courses carefully selected and feedback to all staff. Class observations to assess impact. Pupil progress tracking meetings. Pupil discussion groups –do children feel more stretched and challenged?	Headteacher and 2 senior teachers (SG and CS)	February 2017
Improve quality of feedback provided to pupils based on regular assessments.	Staff training on high quality feedback. Weekly focused feedback verbally and written e.g. individual reading and writing conferences.	Education Endowment Foundation(EEF) toolkit suggest high quality feedback is an effective way to improve attainment and it is suitable as an approach we can embed across the school. Smaller class groups in English and Maths to help in the delivery of effective feedback to pupils.	Planned professional development around feedback and assessment. Lesson observations and book scrutinises. Key senior personnel to deliver training and monitor.	Headteacher and 2 senior teachers (SG and CS)	Dec 2016
Total budgeted cost					£5, 500
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?

Improve achievement for PP pupils in reading writing and maths.	2 highly trained TA's to give extra support for the teaching of reading, writing and maths in small focused groups in the afternoon. TAs support maths so that it can be taught in single year groups for four maths lessons per week.	EEF research shows that when TAs are used for targeted intervention this positively impacts on progress.	Class teachers to provide planning for small group interventions. Interventions regularly monitored by Headteacher.	AN/JW SG/SH/LP	Termly tracking data analysis. PP evidence folder scrutiny. Reports on PP progress to governors.
Improve early reading skills	Small group teaching of the Read Write Inc programme. 2 extra TAs to deliver programme. 1:1 support for any pupil not making progress.	Small group teaching had provided outstanding results in Read Write Inc assessment and Year 1 phonic screening. (3 years over 85% pass rate-2016 100% pass rate)	All TAs to have regular training by Lead Read Write Inc trainer and leading TA.	Headteacher and 2 senior teachers	Read write Inc assessments every 8 weeks. Phonic screening results.
Improve social and behavioural outcomes for identified children	Individual behaviour charts and rewards. TAs to regularly track PP children. Audit rewards available and provide a variety to encourage positive learning behaviour.	Improving behaviour for learning will directly impact on attainment. Low level disruption wastes valuable teaching time for all pupils.	Headteacher to monitor behaviour records and speak to parents on a regular basis.	Headteacher and 2 senior teachers	Half termly monitoring
Total budgeted cost					£8000
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?
To develop children's social and emotional wellbeing.	Forest school provision.	Small group forest school work highly rated by children and parents. Confidence building and raised self-esteem.	Staff member fully trained in Forest School. Photographic evidence. Pupil discussion to review effectiveness.	KM/LP	Easter 2017
Increase attendance and punctuality.	Headteacher and Business Manager closely monitor attendance and encourage all parents to send children regularly. PP children to attend with medicine if required.	Pupils need to access learning and to attend regularly to improve progress and attainment.	Close liaison between Business Manager, PP coordinator and Headteacher.	HC/LP/SG	Termly check and report to governors
Improve independent learning in EYFS/Year 1 class.	TA - 3 days a week and extra teacher 2 days a week. A further TA for 8 hours per week to provide extra support for PP children.	This will allow the class of 30 to be taught in smaller groups and ensure the EYFS curriculum is taught effectively.	All staff trained in EYFS Observations Tracking data Tapestry observations	LP RH/ES	Termly
Provide funding for all school visits to enhance opportunities for PP children. Provide funding for all after school clubs	To ensure all PP children can access visits and visitors.	Opportunities and experiences help to widen children's horizons and provide opportunities that children would not encounter in a school setting. Attend clubs to improve health and fitness	The effect of these opportunities will be reviewed regularly.	SG/LP	Termly
Total budgeted cost					£6560 (For PP)

5. Review of expenditure				
Previous Academic Year				
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
Improve maths confidence and progress	All staff trained in the teaching of Mastery. Use of TAs to ensure single year groups taught. Headteacher to teach small borderline group.	Success criteria met. PP child achieved a scaled score of 106.	Yes this approach was highly successful and will continue this year with some PP funding and money from the budget.	£5700
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
Improved teaching of phonics	Small group teaching	Read Write Inc assessments most positive year yet. 100% of pupils passed phonic screening.	Yes –highly successful. Will continue.	£8000

Gaps in knowledge reduced.	Small group booster teaching 2 afternoons per week for PP children.	PP children closely monitored with attendance and progress. Gaps narrowed between PP and non PP.	Yes-successful in closing gaps. Will continue.	Cost £3,000
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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

6. Additional detail

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