**Pupil premium strategy statement (primary)**

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| 1. **Summary information** | | | | | |
| **School** | Barcombe CE Primary School | | | | |
| **Academic Year** | 2017 18 | **Total PP budget** | £11720 | **Date of most recent PP Review** | January 2018 |
| **Total number of pupils** | 131 | **Number of pupils eligible for PP** | 7 | **Date for next internal review of this strategy** | March 18 |

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| 1. **Current attainment** | | |
| Key Stage 2 results 2016 - 2017 | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving National Standard in reading, writing and maths** | 50% | 100% |
| **% making good progress in reading** | 50% | 100% |
| **% making good progress in writing** | 100% | 100% |
| **% making good progress in maths** | 100% | 100% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | Low basic maths skills | | |
|  | | Low basic vocabulary and grammar | | |
| **C.** | |  | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | Emotional barriers to learning, poor home learning environments. | | |
| **E.** | |  | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Pupils eligible for PP make more than expected / rapid progress across each year group in maths. | | Pupils eligible for PP make at least expected progress across each year group in maths. |
|  | Pupils eligible for PP make more than expected / rapid progress across each year group in writing. | | Pupils eligible for PP make at least expected progress across each year group in writing. |
|  | Emotional barriers to learning are supported and reduced leading to these children making at least expected progress across a year group. | | PP children with emotional barriers to learning feel supported and are able to make similar progress to non PP children. |
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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2017 18** | | | | |
| 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. | | | | | |
| 1. **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?** |
| **Emotional barriers to learning are supported and reduced leading to these children making at least expected progress across a year group.** | **Weekly counselling sessions provided through Fegans for targeted children with emotional barriers to learning and challenging /complicated home environments.** | **Some children come to school with challenging home situations where they are caring for parents /supporting other siblings within the family. For these children it can be a challenge to focus on their learning and need opportunities to talk about things.** | **SENCO and Head of School to coordinate targeted support from Fegans.** | **Fegans /SS / RF** | **March 2018** |
| **Total budgeted cost** | | | | | **£** 2380 |
| 1. **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?** |
| **Pupils eligible for PP make more than expected / rapid progress across each year group in maths.** | **Identified PP children with low maths attainment and progress data.**  **Weekly 1:1 and small group booster sessions focusing on targeted ares of skill development following initial analysis.** | **The most successful schools ensure that pupils catch up with the basics of literacy and numeracy and offer support, where necessary, to improve pupils’ attendance, behaviour, confidence and resilience. OFSTED Report 2104.** | **RF /SJ / SENCO / KK to monitor support and progress of PP children termly.**  **KK to provided weekly progress updates and intervention feedback.** | **SS / SJ /RF/KK** | **February 2018**  £5415 |
| **Pupils eligible for PP make more than expected / rapid progress across each year group in maths.** | **Weekly focused TA support focused on key basic skills through Personalised Learning Maths.** |  | **RF /SENCO to monitor progress of targeted children termly. Support adjusted dependent on monitoring.**  **LH /JT to complete PLM support for targeted children.** | **SS / SJ /RF/KK /LH /JT** | **February 2018**  £4732 |
| **Total budgeted cost** | | | | | £ 10147 |
| 1. **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?** |
| **Pupils eligible for PP make more than expected / rapid progress across each year group in writing.** | **Identified PP children with low Literacy attainment and progress data.**  **Weekly 1:1 and small group booster sessions focusing on targeted ares of skill development following initial analysis.** | **The most successful schools ensure that pupils catch up with the basics of literacy and numeracy and offer support, where necessary, to improve pupils’ attendance, behaviour, confidence and resilience. OFSTED Report 2104.** | **RF /SJ / SENCO / KK to monitor support and progress of PP children termly.**  **CB to provided weekly progress updates and intervention feedback.** | **SS / SJ /RF/KK** | **February 2018**  (Same Support as Maths) |
| **Pupils eligible for PP make more than expected / rapid progress across each year group in writing.** | **Weekly focused TA support focused on key basic skills through Personalised Learning to Read.** |  | **GR /SENCO to monitor progress of targeted children termly. Support adjusted dependent on monitoring.**  **GB / DW to complete PLM support for targeted children.** | **SS / SJ /RF/KK /LH /JT** | **February 2018**  (Same Support as Maths) |
| **Total budgeted cost** | | | | | 10147 |
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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year £11820** | | **2016 17** | | |
| 1. **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** |
| **Pupils eligible for PP make more than expected / rapid progress across each year group in maths.** | **Identified PP children with low maths attainment and progress data.**  Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.  Lessons learned may be about impact or implementation.  For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.  This is a review of the previous year, so the outcomes and success criteria will be different to above.  **Weekly 1:1 and small group booster sessions focusing on targeted areas of skill development following initial analysis.** | **Targeted children made good progress in maths.**  **Progress for targeted children ensured 28% made more than expected progress. 85% made expected progress in maths.** | **This was a very positive targeted intervention. This approach will be continued during 2017 18. An area identified was poor teacher knowledge and QFT was not at an expected standard at Key Stage 2 in particular.** | £5500 |
| 1. **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** |
| **Pupils eligible for PP make more than expected / rapid progress across each year group in reading.** | **TA trained to deliver PLR (Personalised Learning to Read).**  **Targeted children to receive PLR throughout the year.** | **TA was trained to deliver the PLR intervention. The PLR intervention has supported accelerated progress with targeted children.** | **This intervention has had a significant impact on progress in reading for targeted children.**  **This intervention will be continued throughout 2017 18.** | £1500 |
| 1. **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** |
| **To update resources for PP and other targeted children to support progress in writing and spelling.** | **The school invested in computer software and equipment to support children with dyslexia and support for spelling.** | The clicker / handwriting computer packages supported targeted children with dyslexia and weak phonic / word recognition knowledge.  Now this equipment has been purchased it will become part of supporting all pupils. | The software and equipment purchased will continue to be beneficial to all children within the class. The equipment will continue to be used throughout classes and the school. | £1000 |
| 1. **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** |
| **Emotional barriers to learning are supported and reduced leading to these children making at least expected progress across a year group.** | **Weekly counselling sessions provided through Fegans for targeted children with emotional barriers to learning and challenging /complicated home environments.** | **Some children come to school with challenging home situations where they are caring for parents /supporting other siblings within the family. For these children it can be a challenge to focus on their learning and need opportunities to talk about things.** | **Children and parents feel supported. Barriers to learning are fewer. We will continue with this service.** | £3000 |

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| 1. **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** |
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| 1. **Additional detail** |
| Other areas Pupil Premium Money supported was:  Ed Psych support time - £500  Art Therapy - £150  Total: £650  Total Spend: £11,650  Carry forward: £50 |