

Flookburgh CE School

Pupil Premium Strategy Statement

1. Summary information					
School	Flookburgh CE Primary School				
Academic Year	2017-18	Total PP Allocation:	£3,960	Date of most recent PP Review	Sept 2017
				Date for next internal review of this strategy	April 2018
2. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	Lower and Middle ability pupils who are eligible for PP are making less progress than those of similar ability across Key Stage 2. This will prevent sustained higher achievement by the end of Key Stage 2.				
B.	Lack of daily, additional in-class support for pupils eligible for Pupil Premium impacts upon the rate of progress made towards meeting the end-of-year expectations in Reading, Writing and Mathematics.				
C.	Emotional and Social well-being of those pupils eligible for Pupil Premium remains a barrier to ensuring progress in all core subject areas is at least in-line with their peers.				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Attendance rates for some pupils eligible for PP are below the target of 95% for all children. This reduces their school hours and causes them to fall behind				
3. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>			
A.	Improve outcomes for lower and middle ability pupils in all core subject areas. Outcomes from both summative and formative assessments demonstrate that remedial measures put in place are having a positive impact on progress for these pupils	Pupils eligible for PP make rapid catch-up and progress by the end of the year by either: meeting age-related expectations or making at least expected progress from their starting points			
B.	Appoint experienced, additional support staff to deliver high quality interventions to target and fill gaps identified in pupils knowledge and understanding preventing them from effecting rapid catch-up	Pupils eligible for PP access high quality intervention and support effecting rapid catch-up and progress by the end of the year by either: meeting age-related expectations or making at least expected progress from their starting points			
C.	Self-esteem and confidence increases demonstrating improved self-image and belief in own abilities and aspirations	Pupils' engagement with their learning and in social situations improves, increasing positive feelings of well-being			
D.	Increased attendance rates for pupils which demonstrates that pupils' engagement in their learning is improving	Overall attendance for pupils with PP improves to at least 95% in line with the target for all pupils			

4. Planned Expenditure for the Academic Year 2017-18

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost (£) Total
Improve Outcomes for Lower and Middle Ability pupils	Staff INSET high quality marking and feedback using Book Scrutiny to Raise Standards	End of year data analysis identified lower and middle ability pupils not making expected progress at the end of KS2. Outcomes are below the National average	Lesson Observations, Learning Walks, Book Monitoring and Impact Meetings, Pupil Progress Meeting forms part of the school's improvement cycle to ensure the successful and effective implementation of the programme	English Subject Ldr	2250
	1:1 Intervention to raise attainment in Reading, Writing and Spelling (External Tutor)	Outcomes for pupils in receipt of the Pupil Premium have not shown the desired improvement required to enable these pupils to achieve the expected standard for their year group	English Subject Leader, Maths Subject Leader and Headteacher Monitoring of provision	Maths Subject Ldr	1584
	Small group intervention targeting support in Maths, EGPS and Writing (STA)	Focused intervention is required for pupils in receipt of PP to target gaps in knowledge in specific core subject areas	Agenda item at Staff Meetings ensures target's high profile	HT/SLT	
	1:1 and small group intervention (T)			Link Governor	
	Increased Book Monitoring to track progress of vulnerable groups (SIP Priority)			FGB Meetings	240
	Subject Leader and Staff Training in Developing Reading Comprehension				
Improve progress towards meeting the end-of-year expectations in Reading, Writing and Maths	Additional CPD as appropriate through further identification of need				
	Subject Leader and Staff Training in Developing Reading Comprehension and Maths Mastery	Data analysis identified pupils have not met the end of Key Stage expectations and outcomes are below the National average, particularly in Reading, Mathematics and Grammar, Punctuation and Spelling	Intervention Programmes are delivered by a Teacher/Specialist Teacher/Support Staff with appropriate qualifications	English Subject Ldr	299
	Staff INSET high quality marking and feedback using Book Scrutiny to Raise Standards	End of year outcomes for pupils do not show necessary improvement required for these pupils to achieve the expected standard for their year group	Subject Leader and Headteacher monitoring of provision through fortnightly Book Monitoring Impact Meetings (Autumn Term); Twice Termly Book Monitoring Impact Meetings Spring and Summer Terms	Maths Subject Ldr	294
	Increased Book Monitoring to track progress of vulnerable groups (SIP Priority)		Agenda item at Staff Meetings ensures target's high profile	HT/SLT	200
	1:1 and small group Intervention Programmes delivered		Subject Leaders monitor impact as part of their leadership role	Link Governor	
	IDL Individualised Reading and Spelling Programme		Baseline assessments used to measure progress and target gaps	FGB Meetings	
Schoffield and Simm Mathematics Programme					
No Nonsense Spelling Programme					

<p>Improve the Emotional and Social Well-being of pupils</p>	<p>Provide Peripatetic Music Tuition (Guitar)</p> <p>Peripatetic Singing Lessons</p> <p>Provide transport to Swimming Sessions</p> <p>Provide enrichment activities such as school trips, including residential visits; outside-visitors to school</p> <p>Milk</p> <p>Work with outside agencies such as: Barnardo's Early Help Process (as appropriate) Access and Inclusion Officer</p>	<p>Self-esteem and self-confidence of pupils is lower than that of their peers and for their age-group</p> <p>Aspirations of what they can achieve is lower than that of their peers which is evidenced through data analysis; pupil observations and discussions</p> <p>Self-help strategies and resilience are less-well developed resulting in failing to complete demanding tasks or to work through problems independently. Over reliance on others to solve problems.</p>	<p>Music Tutor is a specialist from Cumbrian Schools' Music Service</p> <p>Singing Tutor is a specialist from Cumbrian Schools' Music Service</p> <p>Tracking of provision is monitored to ensure value for money, including through Governor Monitoring procedures</p>	<p>HT/SLT</p> <p>Class Teachers</p> <p>Link Governor</p> <p>FGB Meetings</p>	<p>274</p> <p>1733</p> <p>38</p>
<p>Attendance is at least in line with minimum National Expectation (95%)</p>	<p>Termly and Whole Year Attendance figures are shared with parents/carers</p> <p>National Guidelines are shared regularly with parents/carers in respect of impact of low attendance on overall academic achievement, including guidance relating to holidays during term-time, including recognised exceptions eg Religious observation</p> <p>High level of attendance is recognised and celebrated through end-of-term/year celebration assemblies</p> <p>Advice from Access and Inclusion Officer is sought to address low attendance and to support parents/carers/families with putting measures in place to address the area of concern eg Action Plan</p> <p>HT Training received from Access and Inclusion Officer regarding Low Attendance procedures</p>	<p>Attendance is less than the National Average and National Expectation evidenced through termly and end of year Attendance Records</p>	<p>Attendance is monitored weekly with updates to FGB each term</p> <p>Advice is sought from Access and Inclusion Officer as appropriate to support families and pupils</p>	<p>HT/ SLT</p> <p>FGB Meetings</p>	
Total budgeted cost					£6618

5. Review PP Provision 2016-17

Previous Academic Year	2016-17
Desired outcome	Impact:
Improve Reading Outcomes	Deployment of additional TA support and additional 1:1 focused sessions enabled identified pupils who did not achieve the standard in their Year 1 Phonics Screening Check, nor in the Re-Screening in Year 2, achieved the standard when re-assessed at the end of Year 3. Identified pupils also reached the end-of-year Expected Standards in Reading at the end of Year 3. Furthermore, progress towards meeting the end-of-year standards in Year 4 has been made for targeted pupils has been identified through the school's internal tracking and monitoring. Pupils' are much more confident with their reading and have developed a greater desire to read independently for pleasure. Areas for improvement have been identified for further intervention and support to be carried forward into the next academic year.
Desired outcome	Impact:
Improve Writing Outcomes	Deployment of additional TA support and additional 1:1 focused sessions enabled identified pupils to make progress towards their end-of-year expectations including enabling pupils to become more confident writers and taking a greater pride in their written achievements. Areas for improvement have been identified for further intervention and support to be carried forward into the next academic year.
Desired outcome	Impact:
Increase access to peripatetic music tuition	Pupils have accessed peripatetic music sessions with their peers which has resulted in their confidence and self-esteem and confidence improving. This has also led to a greater involvement and interest in music overall with pupils now involved with peripatetic Choir/Singing sessions as part of the recently established school choir. This provision will remain to ensure that children have greater access to experiences that they are not normally exposed to.
Desired outcome	Impact:
Pupil swimming skills and self-esteem/ confidence improves	Pupils have accessed school swimming sessions; over-coming their fear of swimming and enabling them to learn a valuable life-skill. As a result of this their confidence has grown and they are much more willing to take part in sessions than previously. Funding for this area will remain as it has had a significant benefit for children in relation to their confidence and self-esteem including accessing wider curriculum opportunities that they do not experience otherwise
Desired outcome	Impact:
Increased health benefits	Attendance overall for pupils over the academic year 2016-17 has improved; by the end of the year, all pupils' attendance was above 90%, although there is still work to be done to ensure that all pupils' attendance is consistently at least 95% Children will still be offered free school-milk to supplement their diets