

# Pupil Premium Strategy Statement



1. Summary information					
School	Great Creton Primary School				
Academic Year	2016/17	Total PP budget	£9,540	Date of most recent PP Review	Oct 2016
Total number of pupils	33	Number of pupils eligible for PP	4	Date for next internal review of this strategy	Feb 2017

2. Current attainment			
	Pupils eligible for PP (Great Creton school)	Pupils not eligible for PP (national average 2015)	All Pupils (National Average 2016)
% GLD in EYFS 2016	n/a	64%	Not Yet Available
% Meeting Year 1 Phonics Check 2016	n/a	92%	Not Yet Available
% Achieving/Exceeding the expected standard in Reading Year 2 2016	n/a	L2b+ 82%	Not Yet Available
% Achieving/Exceeding the expected standard in Writing Year 2 2016	n/a	L2b+ 72%	Not Yet Available
% Achieving/Exceeding the expected standard in Maths Year 2 2016	n/a	L2b+ 82%	Not Yet Available
% Achieving the expected standard in Reading Year 6 2016	100%	L4+ 92%	66%
% Achieving/Exceeding the expected standard in Writing Year 2 2016	100%	L4+ 90%	74%
% Achieving the expected standard in Maths Year 2 2016	100%	L4+ 90%	70%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Middle ability KS2 PP pupils have low self-esteem and this prevents positive behaviours for learning, leading to low progress and a “can’t do it” mind-set.
<b>B.</b>	Low ability KS2 PP pupils with SEND are performing significantly below ARE
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	

<b>C.</b>	Pupils subject to EHAs with or without external agency family intervention are significantly below ARE.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve self-esteem and thus progress for middle ability pupils eligible for PP.	Middle ability PP pupils make rapid progress so that by the end of the year progress is in line with “other” pupils.
<b>B.</b>	Improve progress for SEND pupils eligible for PP.	SEND pupils eligible for PP make as much progress as ‘other’ SEND pupils, in maths, reading and writing.
<b>C.</b>	Pupils with EHAs are provided with appropriate support to enable them to continue to make accelerated progress.	PP pupils with EHAs continue to make rapid progress so that by the end of the year they make as much progress as that of “other” pupils.

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?
A: Improve self-esteem and thus progress for middle ability pupils eligible for PP.	Creating innovative situations whereby the pupils can feel a sense of self-worth through mentoring other, younger pupils and carrying out roles of responsibility throughout the school.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest improving self-esteem is an effective way to improve progress, and it is suitable as an approach that we can embed across the school.	<b>Identified pupils to undertake a self-esteem questionnaire to achieve a baseline. Rotas of responsibilities to be complied. Meetings with EHT to give feedback to pupils. Self-Esteem questionnaire to be re-done to show impact. Monitoring of progress will show that progress for this group is in line with "other learners".</b>	Assistant Head	Feb 2017 June 2017
B: Maintain the improved progress for SEND pupils eligible for PP.	Implement support and intervention programmes:  HLTA intervention: 2x30mins per week small group support on a 1:5 ratio (Writing).  TA support: 5x 15mins per week 1:1 Reading.	Gaps in learning have been identified and these need to be diminished through targeted intervention programmes linked directly to the learning in class.  EHA priorities need to be actioned.	The Provision Map will evidence the support programmes in place. Work in books and progress data will show that these groups make as much progress as that of "other pupils".	Inclusion Manager	Feb 2017 June 2017
C: Pupils with EHAs are provided with appropriate support to enable them to continue to make accelerated progress.	TA support: 5 x 60mins per week 2: 1 Writing / English.  Ability appropriate sessions with KS1 Maths 5x60mins per week.  Parent Engagement at home supporting learning through Reading Eggs, Spellodrome & Mathletics.				

<b>Total budgeted cost</b>					<b>£ 7,340</b>
<b>ii. Targeted support: the numbers are very low for each cohort. Targeted support could identify individual pupils.</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>
PP Children are able to access extra-curricular activities and have free lunches and milk.	Financial support for trips, visits and after school clubs. Free lunches and milk provided.	Children enjoy feeling part of the wider school community by taking part in the full range of school activities. After School Club attendance means that parents and Carers have access to reliable, safe childcare. The children are eligible for free lunches. Milk provides a nutritional drink at break time.	The school will ensure that the PP children can receive financial support for all trips and visits via a "virtual voucher" system. A record of After School Club attendance will be kept, with costings. Parents and Carers will be able to order lunches and milk via the established school systems. Uptake will be monitored with costings.	Federation Bursar	Feb 2017 June 2017
<b>Total budgeted cost</b>					<b>£2,200</b>
<b>iii. Other approaches n/a</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>
<b>Total budgeted cost</b>					

**6. Review of expenditure – n/a in the format below, as this PP Strategy Statement is new, replacing the Pupil Premium Report.**

<b>Previous Academic Year Review 2015-2016</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>

**7. Additional detail**

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