

# Pupil Premium Strategy Statement



1. Summary information					
School	Great Creaton Primary School				
Academic Year	2017/2018	Total PP budget	£5,280	Date of most recent PP Review	Oct 2017
Total number of pupils	31	Number of pupils eligible for PP	2	Date for next internal review of this strategy	Feb 2018

2. Current attainment			
	Pupils eligible for PP (Great Creaton school)	Pupils not eligible for PP (Great Creaton School)	All Pupils (National Average 2017)
% GLD in EYFS 2017	n/a	71%	71%
% Meeting Year 1 Phonics Check 2017	n/a	100%	81%
% Achieving/Exceeding the expected standard in Reading Year 2 2017	n/a	50%	76%
% Achieving/Exceeding the expected standard in Writing Year 2 2017	n/a	0%	68%
% Achieving/Exceeding the expected standard in Maths Year 2 2017	n/a	0%	75%
% Achieving the expected standard in Reading Year 6 2017	50%	43%	71%
% Achieving/Exceeding the expected standard in Writing Year 2 2016	0%	57%	76%
% Achieving the expected standard in Maths Year 2 2016	0%	43%	75%

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>	Low ability/SEND 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>	Children with external barriers and who may also be subject to EHA intervention have these needs supported through external agencies such as the school nurse, CAMHS, Behaviour support.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve self-esteem for low ability pupils eligible for PP.	Low ability PP pupils feel better about themselves and self-esteem improves, in preparation for a successful transition to secondary school.
<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.

5. Planned expenditure					
Academic year		2017/2018			
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 for low 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, including those eligible for PP who also have SEMH SEND concerns. Many different evidence sources, e.g. EEF Toolkit suggest improving self-esteem is an effective way to improve progress, and it is a suitable approach we can embed across the school.	<b>Identified pupils to undertake a self-esteem questionnaire to achieve a baseline. Opportunities for additional responsibilities / activities (e.g. ASDAN) to be complied. Meetings with EHT to give feedback to pupils. Self-Esteem questionnaire to be re-done to show impact.</b>	EHT	Feb 2018 June 2018
B: Improve progress rates for SEND pupils eligible for PP.	Implement support and intervention programmes:  TA intervention: 4x15mins per week small group support on Spelling.  TA support: 5 x 60mins per week small group Writing / English.  TA support: 5 x 60mins per week small group Maths  Parent Engagement at home supporting learning through Reading Eggs, Spellodrome & Mathletics.	Gaps in learning have been identified and these need to be diminished through targeted intervention programmes linked directly to the learning in class.	The Provision Map will evidence the support programmes in place. Work in books and progress data will show that this group makes as much progress this year as that of "other pupils".	Inclusion Manager	Feb 2018 June 2018

					<b>Total budgeted cost</b>	<b>£ 4,040</b>
<b>ii. Targeted support:</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>	
<i>PP Children are able to access extra-curricular activities and have free lunches and milk.</i>	<i>Financial support for trips, visits and after school clubs. Free lunches and milk provided.</i>	<i>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.</i>	<i>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.</i>	<i>Federation Bursar</i>	<i>Feb 2018 June 2018</i>	
					<b>Total budgeted cost</b>	<b>£1,240</b>

<b>6. Review of expenditure</b>			
<b>Previous Academic Year Review 2016-2017</b>			
<b>Desired outcome</b>	<b>Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned</b>	<b>Cost</b>
Middle ability PP pupils make rapid progress so that by the end of the year progress is in line with "other pupils".	50% of the pupils in Y6 eligible for PP made accelerated progress and achieved the expected level in R&M (from a 2c starting point).  This impact was also seen in other, non- PP pupils, who were also part of this intervention, although progress was greater for the PP group.	Support from highly skilled TAs has impacted significantly on the progress of some pupils.  For others, the impact has been less marked; however many of these children have complex needs which include social and deprivation barriers.	£9,540
SEND pupils eligible for PP make as much progress as "other" SEND pupils R, W & M.	During the year, the Y6 SEND & PP group made more progress than the cohort average in R & M. This was not possible in writing due to SLD/Spelling barriers to writing assessment.  Pupils in other year groups with SEND & PP did not all make progress in line with the rest of the cohort. However the intervention they received enabled new assessments to be made, resulting in EHCPs.	For these children the adult supporting self-esteem and a positive mind-set has been beneficial in a way that cannot necessarily be measured, although all EHA pupils have had their EHAs concluded as they no longer require external support.  Children not eligible for PP benefit from being included in	

<p>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.</p>	<p>However, 50% of the SEN pupils with EHAs made progress that was better than the cohort average in R, W &amp; M. Other children without SEN who were part of the PP intervention group made progress greater than the cohort average and this was particularly marked in R&amp;M.</p>	<p>the intervention group, as shown by their progress data.</p>	
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