

Pupil Premium Strategy



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	30	Number of pupils eligible for PP	2 both (E6)	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	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%	Not Yet Available
% Achieving/Exceeding the expected standard in Writing Year 2 2017	n/a	0%	Not Yet Available
% Achieving/Exceeding the expected standard in Maths Year 2 2017	n/a	0%	Not Yet Available
% Achieving the expected standard in Reading Year 6 2017	n/a	44%	71%
% Achieving/Exceeding the expected standard in Writing Year 6 2017	100%	L4+ 90%	76%
% Achieving the expected standard in Maths Year 6 2017	100%	L4+ 90%	75%

3. 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.	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.	Low ability KS2 PP pupils with SEND are performing significantly below ARE
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

C.	Pupils subject to EHAs with or without external agency family intervention are significantly below ARE.		
4. Desired outcomes			
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Review of Expenditure: Have the 2016-2017 outcomes been met?</i>
A.	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	As there are very few PP pupils at this school, review data is not published on our website so as to minimise breaches of confidentiality. A: Progress data for Middle ability PP pupils in comparison to "other" pupils is available in school. B: Progress data for PP pupils with SEND in comparison to "other" SEND pupils is available in school. C: Progress data for PP pupils with EHAs in comparison to "other" pupils is available in school.
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.	
C.	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	2017/2018				
The three headings below demonstrate how we 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.	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".	Assistant Head	Feb 2018 June 2018
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 2018 June 2018
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.				

Total budgeted cost					£ 4,040
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?
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 2018 Oct 2018
Total budgeted cost					£1,240