



Journeying Together in Faith

PUPIL PREMIUM STRATEGY STATEMENT 2016 - 2017

Total PP Budget	£77475	Total number of pupils	233	Number of pupils eligible for PP funding	51
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	<i>Pupils eligible for Pupil Premium</i>		<i>National average for <u>all</u> children</i>	
	Year 2 (10 children)	Year 6 (5 children)	Year 2	Year 6
% achieving age related expectations in reading	80% + Nat Other 4%	40% - Nat Other 31%	76%	71%
% achieving age related expectations in writing	70% + Nat Other 2%	40% - Nat Other 36%	68%	76%
% achieving age related expectations in maths	70% - Nat Other 5%	60% - Nat Other 15%	75%	75%

Barriers to future attainment	
A.	A significant number of children experience social and emotional barriers to learning which affects their access to the curriculum. This has a continued impact on their attainment
B.	A significant number of families face a number of additional pressures (e.g. housing, high mobility, financial, personal) that can be barriers to providing the support they would like to provide to their children
C.	A significant number of children are entering the school at Nursery and Reception with a baseline in the Literacy strands of the EYFS profile (communication and language, speaking, listening, reading and writing) that is significantly behind their peers. This is detrimental to their rate of progress throughout the EYFS without additional input beyond that already in place in the EYFS setting.
D.	A significant number of children are not able to access enriching extra-curricular activities outside of school.
E.	The percentage of children eligible for pupil premium achieving at age related expectations in reading when they enter the school and as they move into Year 1 is behind their peers and other children nationally.
F.	The percentage of children eligible for pupil premium achieving at age related expectations in mathematics at the end of KS2 is behind their peers and other children nationally.

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Desired outcomes and how they will be measured		Action taken in school to achieve desired outcomes and cost	Success criteria
A.	Children are able to focus on their learning during the school day; pupils who transition from our schools are resilient, know how and when to ask for help and are able to make informed, healthy and safe choices; pupils with specific social and emotional health needs access targeted and specialist support.	Thrive programme embedded across the school. Pastoral expertise and staff available to provide additional support to children, additional Safeguarding Lead role. £46,274	Low level of incidence of disruption to teaching and learning. Evidence, through books, pupil interviews and lesson observations, demonstrates: high levels of engagement of all children in their learning; resilient attitudes to facing and overcoming challenges; and children able and confident to take risks.
B.	Families are able to access support both in school and externally with the conflicting pressures that they are facing so that they are in a better position to be able to support their children and participate in school life.	Parent Support expertise and staff available to provide additional support to families, additional Safeguarding Lead role. £3821	Increased number of families of children eligible for pupil premium engaging in parent workshops, parent activities e.g. reading in school. Increased engagement in family learning. Higher school attendance for identified families. Families, in need of more targeted support, accessing appropriate internal and external support.
C.	The gap in children's language skills closes; children have the speech and language skills necessary to access the curriculum and learning in school. Specific speech and language needs are identified to ensure early intervention is put in place.	Use of additional staff with expertise in supporting and developing early language skills. £8761	Tracking of speech and language groups evidences high levels of accelerated progress. Evidence through teacher interviews, lesson observations, learning walks, books etc. demonstrates that all pupils are fully engaged in their learning and have the necessary skills to access and maximise learning opportunities throughout the school day. Children with identified speech and language needs receive appropriate provision and intervention early in their school careers for maximum impact on progress and attainment.



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D.	All children in our school have access to a wide range of curriculum enrichment and extra-curricular activities to further broaden their learning experiences	Whole class music tuition for 1 year, lunchtime sport coaching, clubs and after school enrichment opportunities, financial support to access school excursions. £7719	Evidence in books, lesson observations and pupil interviews demonstrates the impact of these enrichment opportunities on pupil outcomes and engagement
E.	Higher percentage of children eligible for pupil premium finish Year 1 at age related expectations in reading and phonics. The gap in attainment for reading closes as the children move up the school. All children leave our schools in Year 6 at, at least, age-related expectation in reading.	Partial cost of library refurbishment and re-stocking £9000	Data tracking demonstrates a higher percentage of children eligible for pupil premium at age related expectation from Year 1 and the gap closes as the children move up through the school.
F.	Higher percentage of children eligible for pupil premium finish Year 6 at age related expectations in mathematics. The gap in attainment for maths closes so that all children leave our school, at least, at age-related expectation in maths.	Use of Third Space Online Mathematical Tutor programme for specific Y5 and Y6 children. £1900	Data tracking demonstrates a higher percentage of children eligible for pupil premium are at age related expectation and the gap closes between PP children and other children.