

Pupil Premium Strategy Statement 2017-18

Sutton in Craven CE Primary



1. Summary information					
School	Sutton in Craven CE Primary School				
Academic Year	2017-18	Total PP budget	£24,940	Date of most recent <i>internal</i> PP Review	Nov 2017
Total number of pupils	112	Number of pupils eligible for PP (November 2017)	23	Date for next internal review of this strategy	Sept 2018
		{ <u>Note</u> : at time of census 20 pupils were eligible.}			

2. Current attainment (Year 6 in July 2017)		
Please note in line with DfE standards for publication of data for small cohorts, this data has been suppressed to reduce the risk of individual pupils being identified.	<i>Pupils eligible for PP (* pupils)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard or above in reading, writing and maths	*	76.4%
Average progress - reading	*	0.2
Average progress - writing	*	0.1
Average progress - maths	*	0.2

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.	Pupils who are eligible for PP are making less progress than the non-PP pupils nationally, particularly in writing and maths.
B.	Some PP pupils have lower levels of emotional well-being and self-confidence.
C.	Learning behaviours of pupils (e.g. resilience) needs to be further developed.
D.	Behavioural needs for some PP pupils (17%) are having a detrimental effect on their academic progress.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accelerate the progress of PP pupils, particularly in writing and maths.	School tracking and monitoring systems show that PP children have closed the gap with their peers.
B.	Improve emotional wellbeing for pupils through targeted support and provision of wider non-curricular opportunities.	Monitor through group lists to ensure proportionate amounts of PP children are attending and supported to access groups if required.
C.	Improve the learning behaviours of PP pupils in order to maximise achievement and attainment.	PP pupils are engaged in their learning and demonstrating positive learning behaviours as seen in lesson observations, book scrutiny, pupil voice, home/ school discussions and staff feedback.
D.	Behavioural issues of some pupils addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). Decrease impact of lunchtime incidents on afternoon learning.

5. Planned expenditure					
Academic year	2017-18				
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. Accelerate the progress of PP pupils, particularly in writing and maths.	Develop the tracking system within school to clearly highlight pupil premium children and if they are making at least expected progress.	Analysis of data evidences pupil premium children are not making expected progress. Staff have a clear focus and overview of pupil premium children within their class.	Whole school tracking system is fully embedded and understood by all staff. Termly pupil progress meetings to provide support and challenge. Improvement working group to monitor.	HT	Termly
	Maths – Rapid Recall Approach	Engaging with regular basic Maths recall practice will enable PP pupils to reinforce key skills with their non-PP peers whilst working at their own pace.	Monitoring of teaching and learning; impact on outcomes	Maths Lead	July 2018
C. Improve the learning behaviours of PP pupils in order to maximise achievement and attainment.	Staff CPD: Co-operative learning	Feedback from staff indicates that the learning behaviours of pupils are impacting on their attainment. Co-operative learning is an evidence based approach which encourages pupils of all abilities to work together to improve understanding. EEF Teaching and Learning Toolkit.	Monitoring of teaching and learning through learning walks, lesson observations and pupil voice.	HT	April 2018 July 2018
Total budgeted cost					£2000

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?
A. Accelerate the progress of PP pupils, particularly in writing and maths.	Bespoke intervention provided by TA and/or HLTA. Additional TA support provided to support learning and pastoral support.	Use TAs and/or HLTA to deliver high-quality one-to-one and small group support. EEF Teaching and Learning Toolkit identifies individualised support as having moderate impact.	Pupil Progress Meetings – tracking of intervention sessions for pupils. Observation of intervention sessions.	HT/SENCo	Termly
C. Improve the learning behaviours of PP pupils in order to maximise achievement and attainment.	Bespoke intervention provided by TA and/or HLTA. HLTA Forest School sessions (EY/Y1).	Feedback from staff indicates that the learning behaviours of pupils are impacting on their attainment. This alternative approach was recommended by the HLTA. More research is being published that links behaviour, learning and wellbeing to the outdoors and how it has positive impacts.	Staff observations of learning behaviours. Lesson observations/learning walks/pupil voice. Pupil Progress Meetings	HT	Termly
D. Behavioural issues of some pupils addressed.	HLTA Forest School sessions. Bespoke HLTA interventions – focussing on supporting behaviour at lunchtimes. Additional TA support to provide pastoral support.	Feedback from staff indicates that for some PP pupils behavioural issues, particularly at unstructured times, are impacting on pupils for the rest of the day. To reduce the impact of behavioural issues on PP pupils' attainment.	Monitoring of behaviour records. Attendance of key PP pupils at extra-curricular activities.	HT/HLTA	Termly
Total budgeted cost					£20940

iii. Other approaches

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?
B. Improve emotional wellbeing for pupils through targeted support and provision of wider non-curricular opportunities.	<p>To support families and finances at home, ensuring that children's social and emotional needs are being met, with children being able to access a full range of educational provision. This may include:</p> <ul style="list-style-type: none"> - Additional TA support to support pupils at extra-curricular clubs. - Attendance at Bobbins (before & after school care) <p>SELFA</p>	<p>A belief that all children should have access to a rich and varied curriculum and experiences.</p> <p>SELFA activities provide purposeful, enjoyable, well planned activities to promote well-being and improved self-confidence.</p>	<p>Monitor pupil attendance on visits and uptake of extra-curricular activities.</p> <p>SELFA will provide a report at the end of the school year.</p>	<p>HT/SBM</p> <p>HT</p>	<p>Termly</p> <p>Termly</p>
CPD on ensuring best use of Pupil Premium funding	Attendance on NYCC course		Impact of existing provision undertaken and further developed for 2018-19.	HT	March 2019
Total budgeted cost					£2000

6. Review of expenditure				
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Previous Academic Year	2016-17
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i. Quality of teaching for all				
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Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

ii. Targeted support				
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Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

iii. Other approaches				
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7. Additional detail				
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<p>In this section you can annex or refer to additional information which you have used to inform the statement above. Our full strategy document can be found online at: www.aschool.sch.uk</p>				
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