

# Ilsington CofE Primary School

## Pupil Premium Strategy Statement 2017-18



***At Ilsington CofE Primary School we believe that every child should be supported to achieve success academically, socially and physically no matter what their background. The targeted and strategic use of Pupil Premium Grant supports us in achieving this.***

### Principles

1. We ensure that teaching and learning opportunities meet the needs of all of the pupils;
2. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed;
3. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged;
4. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged;

5. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will always be in receipt of pupil premium interventions at any one time.

### 1. Summary Information

<b>School</b>	Ilington CofE Primary School				
<b>Academic Year</b>	2017-2018	<b>Total PP Budget</b>	£ 5,280	<b>Date of most recent PP review</b>	July 2017
<b>Total Number of Pupils</b>	54	<b>Percentage of pupils eligible for pupil premium</b>	3.7%	<b>Date for next review of this strategy</b>	January 2018

### 2. Current Attainment

	Pupils eligible for PP (at our school)		Pupils not legible for PP (who are in the same year groups)	
	Target	Review January 2018 & July 2018	Target	Review January 2018 & July 2018
% achieving age related expectations or above in reading, writing & maths	100%		92.3%	
% achieving age related expectations in reading	100%		92.3%	
% achieving age related expectations in writing	100%		92.3%	
% achieving age related expectations in mathematics	100%		92.3%	
% achieving age related expectations in GPS	100%		92.3%	
% achieving greater depth in reading	50%		15.3%	
% achieving greater depth in mathematics	50%		15.3%	
% achieving greater depth in writing	50%		15.3%	

### 3. Barriers to future attainment (for pupils eligible for PP including high ability)

**In-school barriers (issues to be addressed in school)**

<b>A.</b>	High ability pupils who are eligible for PP are making slightly less progress than other high ability pupils in Mathematics and Writing
<b>B.</b>	Self-confidence and self-esteem is lower in PP children than their peers
<b>C.</b>	To ensure that KS1/2 PP children continue to make good progress in all core subjects and achieve their expected target by the end of the year
<b>D.</b>	To ensure all pp at KS1 are at the correct level for reading and phonics by the end of KS1
<b>E.</b>	PP children do not attend any Sports tournaments, festivals or clubs.
<b>External barriers (issues which also require action outside of school, such as low attendance)</b>	
<b>A.</b>	Change in family circumstances affecting emotional well-being
<b>B.</b>	

<b>4. Outcomes</b>		
	<b>Desired outcomes and how they will be measured</b>	<b>Success Criteria</b>
<b>C/D.</b>	Accelerated progress across KS1/KS2 ensures that all PP are at least expected in reading (phonics), writing and mathematics. This will be measured by teacher assessment, analysing all school data, test data and moderation across the academy.	All pp meet their targets in reading, phonics, maths and English which means that they have made good/accelerated progress and remain in line with their peers nationally.
<b>A.</b>	To continue to monitor/support Higher attainment PP pupils to ensure they continue to make good progress in KS2. This will be measured by teacher assessment, analysing all school data, test data and moderation.	All HA KS2 pupils achieve a higher standard in reading, writing and mathematics at the end of their year groups.
<b>B</b>	To increase PP self-confidence and self-esteem so they continue to thrive academically and socially. Measured by children's participation in extra-curricular activities, involvement in school projects, observation of emotional and social behaviour, analysing qualitative data (pupil conferencing/pupil voice)	Children are highly engaged in all areas of the school curriculum and they have high levels of self-esteem and confidence in all situations.

<b>5. Planned expenditure 2017-18</b>					
<b>i. Quality of teaching for all</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>Costing / When will you review implementation?</b>
A	- Continue to make adaptation to how we teach mathematics by introducing	Not all HA PP children are currently making the expected	- Regular staff meetings	TD/LB	Staff Training £200 Half termly

	White Rose programme of work across the school – This ensures that teachers assess daily to inform their future teaching and ensures they identify any areas which PP children may need support with. In addition White Rose promotes higher level thinking skills which will ensure HA are always challenged at the appropriate level.	progress in maths and are at risk of working at ARE	<ul style="list-style-type: none"> <li>- Observation of teaching</li> <li>- Monitoring of HA books</li> <li>- Feedback from mathematics co-ordinator.</li> <li>- Governor monitoring</li> <li>- School Review</li> <li>- Moderation across the academy</li> </ul>		Review January 2018
A/C	English Teaching Sequences/ High quality teaching of writing/non-negotiables and clear next steps for all pupils.	- progress was -0.89 last year and although this was in the average band we believe that the children should be making good+ progress in writing	<ul style="list-style-type: none"> <li>- Monitored by the english co-ordinator/HOS</li> <li>- writing moderation in school and across the academy</li> <li>- pupil tracker</li> <li>- Governor monitoring</li> </ul>	TD/JB	<p>Staff inset/training £200</p> <p>Review January 2018</p>
A/C	Reading comprehension to become a part of guided read sessions (KS1/KS2) to ensure children practise these skills daily and continue to make at least expected progress.	- Reading progress was +0.3, to ensure we continue to provide high quality teaching in reading we would expect this to increase.	<ul style="list-style-type: none"> <li>- Monitored by the English co-ordinator</li> <li>- Reading data in SPTO</li> <li>- formative and summative assessment</li> </ul>	TD/JB	Review January 2018
B/C	Outdoor Learning Curriculum to be introduced weekly for all children in the school. This curriculum will ensure that children use the skills of	- A number of children have been identified with lower self-esteem. This therefore can impact	<ul style="list-style-type: none"> <li>- regular staff meeting</li> <li>- observation of learning</li> <li>- governor monitoring</li> </ul>	TD/PY	Review January 2018

	problem solving, our school learning habits, working in a team, social and emotional skills	their academic learning. Much research has shown how Outdoor Learning can raise children's self-esteem. - In addition, the research has shown that if core skills are taught across the curriculum it helps children to retain skills and increases their motivation to learn			
--	---	--	--	--	--

**Quality of teaching – budgeted cost** £400

**ii. Targeted support**

<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>Costing / When will you review implementation?</b>
All pp to make at least expected progress in Maths	Precision Teaching – helping children to retain core number facts (7 children identified)	This intervention was a huge success last year and ensured targeted children continued to make expected progress for their age	- TD Monitoring - Every 3 week data check	TD	Every 3 weeks  5 mins per day x TA ( £0.91) x 7 children x 38 weeks = £242.06
All pp children make at least expected progress in mathematic	Pre/post teaching in mathematics	- Pre/post teaching last year ensured that all targeted children met their expected	- Monitoring by mathematics co-ordinator/ HOS - Pupil Tracker	TD/LB	On-going TA each class (3) ½ hour per day (£ 5.46) x 38 week = £3,214.80

		target. Consequently, this successful method needs to continue to ensure that all children make expected progress.	- Governor monitoring		Review January 2018
All pp to achieve a pass in the phonics test	Precision Teaching of key sounds Pre/post teaching of sounds	N/A	-TD to monitor -Phonics Data - Governor monitoring	TD	On-going TA (1.92) 10 minutes per day x 38 weeks = £345.80 Review January 2018
Extra reading comprehension/ everyday readers to ensure targeted children achieve above expected in reading	Everyday Readers 1 to small group extra reading comprehension activities	- Both strategies have shown to be successful in ensuring that children do not fall behind on their targets.	- TD to monitor - formative and summative assessment - Pupil's Data	TD	(TA (5.46) ½ hour per day x 5 x 38 = £1037.40  Review January 2018
HA pupils are exposed to extra opportunities which encourage/motivates them to remain at HA	Academy Sessions for children working at greater depth  Greater Depth Challenge Days.	To ensure that HA children continue to be motivated to learn and want to achieve higher levels of learning.	TD to monitor	TD	On-going
To increase self confidence and self-esteem of PP	PP are given a project that requires them to action plan, organise and achieve a given goal.	Through case studies and pupil voice it is clear that PP children have lower self-esteem to their peers. Last year the garden project really helped to increase	TD to monitor/organise	TD	On-going

		pupils motivation and therefore will continue this year.			
To increase self confidence and self-esteem of pp	SEAL/PSHE art Therapy	Through case studies and pupil voice it is clear that PP children have lower self-esteem to their peers. Plus this intervention was implanted last year for year 6 pp only and we saw huge improvements in the pupil's self-confidence. Therefore we are now going to use it for all PP children across the school	TD	TD to monitor Pupil conferencing	Half Termly £40 resources
<b>Targeted support – budgeted cost</b>					<b>£4880.06</b>
<b>iii. Other approaches</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>Costing / When will you review implementation?</b>
n/a					
<b>Other approaches – budgeted cost</b>					<b>£ n/a</b>
<b>Total allocated PP budget</b>					<b>£ 5280.06</b>
<b>Targeted support Budget Costing</b>					