

Pupil premium strategy statement



1. Summary information					
School	Sicklinghall Community Primary School				
Academic Year	16/17	Total PP budget	£15,680	Date of most recent PP Review	n/a
Total number of pupils	67	Number of pupils eligible for PP	13	Date for next internal review of this strategy	9/17

2. Current attainment		
*SUPP- data suppressed due to small number eligible (1 pupil in 2016, 1 pupil in 2015. Data analysis available in school)	<i>Pupils eligible for PP (1 pupil)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard or above in reading, writing & maths	SUPP*	71%
% making at least expected progress in reading	SUPP*	71%
% making at least expected progress in writing	SUPP*	93%
% making at least expected progress in maths	SUPP*	78.5%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Mobility- pupils moving into school with additional needs and/or with specific barriers to learning. It is necessary to identify barriers quickly and at different stages in the year to determine how to best meet needs. (of eligible pupils currently in school, 33% joined after Year 2)
B.	Many pupils eligible for PP all present with additional challenges/context that requires additional intervention. (50% of pupils eligible) These pupils are currently making less progress or are working at a level lower than their peers from low starting points than their peers.
C.	Change of SENCo/Inclusion Manager mid-year. Risk of continuity being affected in the lead up to/following this change.
D.	Large number of pupils eligible (8 of a total 12) are in one class and 6 of the 12 eligible are in one year group (Y6- 5 out of 11 Y6 learners)

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Multi-agency strategy required to support specific and complex needs (3 pupils).
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d. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>	Success criteria
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A.	All pupils eligible will access all elements of the NC and therefore be able to make accelerated progress in order to catch up with peers.	End of year progress data will show accelerated progress for eligible pupils.
B.	Needs of all eligible pupils will be closely assessed and specific intervention put in place to reduce/remove specific barriers to learning.	Pupil progress data will indicate that all pupils eligible will make progress in line with or exceeding their peers.
C.	Parental engagement will accelerate progress for our younger eligible pupils and parental input will enable the school to shape provision to meet individual needs (e.g. confidence building, engagement in extra-curricular activity, focused additional input as homework)	External reports will indicate specific progress in targeted areas. Pupil progress will accelerate in specific, targeted areas of provision.

e. Planned expenditure

Academic year

2016/2017

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?
To increase the involvement of parents and carers of eligible pupils and to increase their knowledge of their child's specific barriers to learning-	Learning Conversations for all eligible families once per half term, beginning in the spring term.	Pilot project in 2014/2015 and the resulting progress data. Eligible pupils made an average of 2x progress of those not involved in the project.	Training will take place for all staff in both schools and monitoring will be undertaken by one school leader. Progress data scrutinised and individuals discussed specifically in Pupil Progress meetings (termly).	MS initially. SENCo to support .	September 2017

Improve the focused curriculum provision in our Y4/5/6 class for core subject teaching in particular. This provision will result in eligible pupils making accelerated progress due to the additional focus placed on their individual needs.	Employment of an additional teacher on a temporary basis to teach core subjects each morning.	Our Y4/5/6 class is the largest in school and one where the most PPG eligibility and SEND is present. Evidence from strong progress data at Goldsborough (Ofsted Good, 2012 and 2017) suggests that Y6 being taught separately from Y4/5 enables both cohorts to make better progress than when the class is taught together.	Performance Management and/or NQT mentoring provided for both teachers, CPD to include high quality and regular opportunities to work in collaboration with other high performing schools in the area. Experienced and high performing teacher to work with the cohort where there is most eligibility.		
Total budgeted cost					£13,000
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?
Targeted pupils will attend focused activities provided by Pobble and the Literacy Through Sport Programme.	Pupils identified to attend the 6 week (x2) Literacy Through Sport programme at AEIGAS Martial Arts and Rudding Park Golf.	Clear evidence of increased engagement and confidence of pupils who develop their writing skills through the medium of sport and the development of sports skills. Previous involvement of PPG eligible pupils resulted in 100% of learners achieving the expected level (or L4b+) or greater depth (or Level 5c+) in writing.	Planning liaison with CPD providers (Pobble/ Literacy Through Sport). Regular liaison with class teachers. Specific discussion in Pupil Progress Meetings.	MS	September 2017
Individual pupils will attend more regularly and access more of the curriculum independently.	Commissioning of bespoke CPD for parent and school staff from an accredited and renowned child psychologist	Following involvement from outside agencies, this approach was taken following lengthy pupil progress meetings between the HT, parent and teacher.	Meetings and sessions arranged on at least a half termly basis. Time for review planned in to follow each session.	MS/ LC	July 2017
Total budgeted cost					£1500-2000

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?
All eligible pupils are fully included in all aspects of school life.	Contributions are made towards trips and visits (up to 6 per class per year, inc residential) and to specific extra-curricular opportunities that eligible pupils may otherwise not access	Eligible pupils would not access additional or costly opportunities that other pupils may routinely access. To provide each pupil with the opportunity to develop a skill, interest or hobby, we aim to broaden the experience of eligible pupils and therefore improve their confidence and independence.	Through minuted conversations with parents/carers at Learning Conversation Meetings.	MS to co-ordinate	September 2017
Total budgeted cost					£,1500

f. Review of expenditure				
Previous Academic Year		2015/2016		
i. Quality of teaching for all				
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
Small group specialist provision focusing on spelling and phonic gaps for a targeted group of learners	During school time 1-1 and small group tuition carried out by specialist teacher	Focused work in small groups will diminish the difference in terms of gaps in learning for targeted pupils. This will result in more children achieving expected levels from low start points or achieving greater depth from average start points.	Accelerated progress made for the majority of learners who accessed this provision (3 of 5). Where accelerated progress was not made, children did not fully engage in the process of home learning to support the learning that took place during the sessions. School to investigate additional home – school liaison, taking the principles from the ‘Learning Conversations’ Project.	£2000

Improve outcomes for identified pupils to work towards achieving the expected standard.	Learning conversation meetings for individual pupils where home-school engagement is high.	The pupil who accessed this provision met the required standard in two out of three subjects at the end of KS1 and is identified as having low prior attainment. (not achieving phonics check in KS1)	Liaison between home and school has highlighted additional areas that were previously not identified as areas for further focus. Extension of the learning conversations project for pupils who are working below the standard required and for pupils who have capacity to work at greater depth.	£1000
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ii. Targeted support

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
Full inclusion of all eligible pupils regardless of financial position	Payment of trips, visits and residential visits (Y2/3, Y4, Y6)	All pupils feel fully included in all aspects of school life. No distinction is made by staff, pupils or parents/carers and this enables all pupils to access all aspects of what our school has to offer.	Where parents/carers are able to contribute and wish to do so, it is important that this is taken into account. The school's strategy for 2016/17 which includes leading pupil progress meetings will include an opportunity to have this discussion with parents/carers	£1600
Pupils with attachment disorders or those at risk of developing attachment disorders are well supported by the school community and classroom experiences enhance their social and academic development.	Provision of high quality staff training by educational psychologists, focusing on children's attachments	Staff have a greater and more in-depth understanding of the challenges that pupils with attachment disorders face in their day to day schooling. These challenges are taken into account when planning for learning and when managing behaviour and inclusion in day to day learning.	Follow up training is required to ensure that the good practices identified are embedded and that staff new to the school are able to support pupils in the same way that staff who accessed training do on a day to day basis. Just B training has been undertaken to meet the immediate needs of pupils due to personal circumstances.	£1500
Pupils will produce writing that is higher in quality in terms of depth and language choice due to inspirational approach and 'boy focus'.	Literacy Through Sport Programme- Pobble at Rudding Park	Identified pupils are on track to achieve the expected standard in writing following pupil progress meetings that took place. Funding enabled a child not eligible to take part which in turn inspired an eligible pupil to fully engage with the provision.	Potentially extend entitlement to enable more learners to access this programme. Consider the impact of using PPG to buy into the Pobble approach to showcasing children's writing. Include writing engagement for boys in next year's SDP.	£1000

<p>Eligible pupils will be involved in extra-curricular activities which will increase their confidence in a wider range of situations</p>	<p>Targeted inclusion of specific pupils in extra-curricular activity through universal provision of after school multi-sports club.</p>	<p>3 pupils attended consistently through the year. As a result of this attendance, two pupils represented the school in competitive sport on two or more occasions. This is the first time these pupils have represented the school in any form of sport/competition. Sports club was well attended, with 11 children regularly attending through the year. This represents 17% of the school. The school attended more sporting events than it has in previous years and achieved the silver School Games Mark in recognition of this increase, a first for the school.</p>	<p>Provision of this club through the use of PPG has made it accessible to all and to those either eligible or close to being eligible where a paid club may not have done. Children's consistent attendance and their involvement in the content of the club (in liaison with the club leader, a qualified and experienced sports coach) contributed significantly to their engagement and rise in confidence. This method and approach will be continued in subsequent years.</p>	<p>£2000</p>
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