

Pupil premium strategy statement

1. Summary information					
School	Earith Primary School				
Academic Year	2017-18	Total PP budget	£18480		n
Total number of pupils	84	Number of pupils eligible for PP	17	Date for next internal review of this strategy	July 18

2. Barriers to future attainment		
In-school barriers		
A.	Spelling and grammar impacting writing skills	
B.	Language skills are lower for some pupils eligible for PP than for other pupils. This slows reading progress particularly around comprehension	
C.	Maths progress impacted by low basic skills eg multiplication facts, number bond facts	
D.	Social , emotional and mental health issues impacting behaviour and ability to learn	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
	Poor literacy skills in the home impact the ability for home to support school work Lack of consistency in home support	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve spelling in pieces of writing across the curriculum.	Children will achieve EYE or make good progress against targets. Spelling test will show improved age related score
B.	Writing will make sense and be grammatically correct	Children will achieve EYE or make good progress against targets
C.	Reading comprehension skills will improve	Children will achieve EYE or make good progress against targets
D.	Basic skills in mathematics will improve and this in turn will impact on reasoning skills	Children's scores in arithmetic tests will improve as will their reasoning scores. Mental maths skills improve
E.	Children will be supported to deal with any problems they have and will have strategies to deal with issues	Playtherapy in place for named children and this will support access to learning. Resilience will support children in keeping going when they get knock backs in life or when things are difficult at home and not allow them to impact school life. These support improvements in learning behaviour and consequently impact progress
F.	Raise self –esteem of children who find some areas of the curriculum challenging	Forest Schools develops confidence in different abilities including communication, team work and different skills. Impact of raised self esteem is visible in attitudes to learning and consequently progress.

4. Planned expenditure					
Academic year					
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?
Children will be resilient learners	Growth mindset developed and embedded with all children – Can do attitude , children understand that they learn through their mistakes	There is a good evidence base for the positive impact of developing Growth mindset with children. Work in school is showing that this has an impact and children are becoming brave learners . This needs to continue to be embedded and developed as it has a positive impact on attainment.	Staff training, reviews, parent workshops.Assemblies.	LS	July 17
Improved progress for high attaining pupils	CPD on providing stretch for high attaining pupils.	PP are not always attaining higher levels of attainment. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to ensure all teachers and teaching assistants are appropriately trained in practices to provide stretch and encouragement for these pupils.	Course selected using evidence of effectiveness. Use INSET days to deliver training.	English and maths leads	Jan 2018
Total budgeted cost					£4000
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?
Improved progress in writing - Grammar - vocabulary	One to small group programme.	Observed steady progress amongst participating children, as measured using target tracker steps. Success criteria: children achieve targets. Personalised learning and focus on individual development points has shown good results	Focus of intervention planned by class teacher and relating to skills that individual children need to develop to raise their attainment. SENDCO involvement in planning as necessary.	Class teacher	Half termly during pupil progress meetings

Improved progress in reading	One to small group programme.	Observed steady progress amongst participating children, as measured using target tracker steps. Success criteria: children achieve targets. Personalised learning and focus on individual development points has shown good results ERT –used to good effect previously and will be used again Regular opportunities for reading including comprehension activities to ensure understanding has had good previous impact	Focus of intervention planned by class teacher and relating to skills that individual children need to develop to raise their attainment. SENDCO involvement in planning as necessary.	Class teacher	Half termly during pupil progress meetings
Improved mathematics progress - Arithmetic - reasoning	One to small group programme.	Observed steady progress amongst participating children, as measured using target tracker steps. Success criteria: children achieve targets. Need to improve mental maths skills and language around reasoning. Pre- tutoring and quick response to picking up errors and over-learning shown to support children in making progress in previous interventions	Focus of intervention planned by class teacher and relating to skills that individual children need to develop to raise their attainment. SENDCO involvement in planning as necessary.	Class teacher	Half termly during pupil progress meetings
Improved spelling across all year groups leading to increase in the number of children Achieving EYE in writing	Precision Teaching 1:1 Targeted spelling programmes to meet need	Number of key words spelt correctly in work improves. Age related spelling test shows progress. Precision teaching has had high level of success in the school.	Focus of intervention planned by class teacher SENDCO involvement in planning as necessary.	Class teacher	Half termly during pupil progress meetings
Total budgeted cost					£12000

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?
Improved attendance for GRT children	TA time to work with families so that absences are quickly followed up following usual FDR	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step in improving attainment	Liaison between office and TA and families. Use of EWO advice and Traveller support as necessary. Consider new approaches to support hard to reach families	TA HT	July 17
Improved behaviour for	Identify a targeted	Good relationships with parents are crucial to	Plan, do , review approach to be well	HT	July 17

PP children in YR	behaviour intervention for identified students. Engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours.	ensure that behaviour improves. Consistent approach is crucial for success. Playtherapy has had positive impact on children at school	embedded and recorded. Parents to have regular meetings. Monitor impact on attainment as behaviour improves. HT to attend Steps training and use this to support – evidence in other counties is that this is a highly effective approach Forest School approach is proven to impact the development of positive behaviours and we have evidenced this ourselves.	TA	
Total budgeted cost					£5500