

Pupil premium strategy statement 2016-17

1. Summary information					
School	Earith Primary School				
Academic Year	2016-17	Total PP budget	£20280	Date of most recent PP Review Internal review	n/a
Total number of pupils	82	Number of pupils eligible for PP	15	Date for next internal review of this strategy	8.3.17
2. Barriers to future attainment					
In-school barriers					
A.	Spelling and grammar impacting writing skills				
B.	Language skills in 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 e.g. 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				
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.	
E.	Children will be supported to deal with any problems they have and will have strategies to deal with issues			Play therapy 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.	