

# Pupil Premium Strategy Statement

1. Summary information					
School	Glazebury C.E. Primary School				
Academic Year	2016/17	Total PP budget	£26,070	Date of most recent PP Review	9/16
Total number of pupils	92	Number of pupils eligible for PP	17	Date for next internal review of this strategy	9/17

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE or above in RWM	100%	53%
Standardisation Points progress KS1to KS2 Reading	+5.5 (all pupils +6.7)	0
Standardisation Points progress KS1to KS2 Writing	+7.2 (all pupils +7.1)	0
Standardisation Points progress KS1to KS2	+5.5 (all pupils +4.3)	0
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Oral language skills in Reception are lower for pupils eligible for pupil premium- this slows reading progress in subsequent years.	
B.	Social emotional needs	
C.	High ability pupils who are eligible for pupil premium do not always make as much progress as other high ability pupils.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Challenging home circumstances; Complex family circumstances/ poor home environment	

<b>E.</b>	Attendance rates for pupils eligible for pupil premium are 95%, below that of other children 97%.	
<b>F.</b>	Disadvantaged more able - low family expectations and limited life experiences.	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	All PP to reach ARE by the time they leave KS2	Progress at the end of KS2+
<b>B.</b>	All PP more able to attain Greater Depth by the time they leave KS2	Majority to achieve greater depth RWM
<b>C.</b>	Pupils with PP attendance rates and punctuality improve well above school target	Attendance above 95%
<b>D.</b>	Improve oral language skills for pupils in Reception class	Pupils eligible for PP in Reception class make rapid progress by the end of the year so all pupils eligible to PP meet ARE.

5. Planned expenditure					
Academic year	2016/17				
The four 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 develop and deepen CT subject knowledge in application of RWM in order to be more specific to the individuality of specific cohort needs.	Literacy/mathematic consultants provide bespoke training 1:1 teacher/TA round direct teaching pedagogies/ pupil outcome analysis in books and next step planning. Include a focus on the more able.	Teaching and learning tool kit 2016 CPD standards Pupil premium tool kit EET 2014	HT/SLT regular monitoring (at least half termly) with impact recorded. SLT termly monitoring learning walks, book scrutiny, lesson obs etc.	SLT	Ongoing feedback given after each session with staff, written summary record termly provided by consultant. Dec 16, April 17, July 17
To develop the quality of Maths teaching based on the 5 part lesson model	Teaching staff trained on the teaching pedagogy. Focus on challenge for the more able (PP).	Specialist Consultant (NCETM) programme developed and trialled extensively ARE attainment KS1 88% GD 39% ARE attainment KS2 94% GD 18%	SLT termly monitoring learning walks, book scrutiny, lesson obs etc.	SLT	Annually July 17

To ensure all EYFS pupils access a challenging curriculum	To refine teaching pedagogy with bespoke CPD consultancy support to develop oracy and language.	Teaching and learning tool kit 2016 CPD standards Pupil premium tool kit EET 2014	HT / EYFS lead weekly monitoring	EYFS Lead	Termly Dec 16, April 17, July 17
<b>Total budgeted cost</b>					£11,500
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Bespoke planning for individual PP pupils and groups	Literacy and mathematics consultant planning /work scrutiny / during core delivery modelled teach support	Teaching and learning tool kit 2016 CPD standards Pupil premium tool kit EET 2014	HT /SLT monitoring weekly recorded impact	SLT	Ongoing feedback given after each session with staff, written summary record termly provided by consultant Dec 16, April 17, July 17
1:1 and group support and interventions with exp teachers / TA (inclusive extend more able PP)	During each RWM session children who have and are likely to struggle will be supported and challenged in order to keep pace with the class	Teaching and learning tool kit 2016 CPD standards Pupil premium tool kit EET 2014	SLT monitoring weekly recorded impact	SLT	Termly review Formal assessment /tracking analysis re Dec 16, April 17, July 17view

To close any gaps in learning and to challenge the more able to ensure they make at least as much progress as Non PP more able.	Use tutors in KS2 to ensure the vast majority of pupils attain in line with ARE. That the gap is narrowed for any children who are at risk of not achieving ARE.	Teaching and learning tool kit Pupil premium tool kit EET 2014	Principle /SLT monitoring weekly recorded impact	SENCo	Half term informal review Formal assessment /tracking analysis review Dec 16, April 17, July 17
<b>Total budgeted cost</b>					£34,500
<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>When will you review implementation?</b>
To support pupil wellbeing, health and pastoral needs	Senco/ Learning mentor to target specific families with complex needs; child protection parenting and attendance. Homework to be supported during	EET pupil premium research 2014	SLT half termly	SLT	Termly Dec 16, April 17, July 17
To support children's attendance and punctuality	Monitor attendance and use bespoke strategist to improve. Plan catch up sessions to cover any teaching missed while absent	EET pupil premium research 2014	SLT half termly	SLT	Termly Dec 16, April 17, July 17

To raise aspirations for PP pupils, to engage, enthuse and inspire them to learn.	Children to attend educational Visits / Extended services / theme weeks and extracurricular experiences	Children will access experiences which will deepen knowledge and understanding and enable them to develop skills across the curriculum  Increased attendance and children understand why it is important to attend school and have a positive attitude to learning	SLT half termly	SLT	Termly Dec 16, April 17, July 17
<b>Total budgeted cost</b>					£1,000

6. Review of expenditure				
Previous Academic Year		2015/16		
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
To develop and deepen CT subject knowledge in the application of RWM in order to plan specifically for the individuality of a cohort needs.	Literacy/maths: bespoke training TA's and teachers refining pedagogies/ pupil outcome analysis in books and next step planning	Attainment: Phonics 88% sustained rising trend. All pupils KS1 RWM combined 88% NA 64% Mastery 33% NA 20%  All pupils KS2; RWM combined 82% NA 53% Mastery 18% NA 5% Pupil premium 100% ARE  Progress KS2; Scale subject scores; R107 (NA 103) M105 (NA 103) SPAG 106 (NA 104)  Schools progress score R 6.7 ( LA 0.1)W 7.1 (LA0.8), M 4.3(LA 0.3)	The schools phonics trend has been sustained 2014 86% 2015 67% , PP pupils are above NA averages  Both attainment / achievement have been impacted upon positively, within both phase which are well above national average in all subjects at expected and exceeding for all pupils and all pupil groupings.  Pupil premium pupils at KS1 and KS2 perform better than Local authority pupil groups and national pupil groups.  This strategy has been highly successful and will be continued	£3,400

Quality Maths teaching based on the 5 part lesson model	Teaching staff trained on the new model	KS1 Math ARE 88% (NA 60%) KS2 Math ARE 94% (NA 70%) Greater Depth 18% (NA 17% )	This strategy has been highly successful and will be continued	£1,500
To ensure all EYFS pupils access a challenging curriculum	To increase staffing levels with a Level 3 TA. To refine teaching pedagogy with bespoke CPD consultancy support	GLD 87% above NA 69%  This demonstrates significant gains when compared to the very low on entry baseline 0% ARE on entry	The schools upward trend has been sustained for 3 years 2014 86% 2015 67%  This strategy has been highly successful and will be continued	£2,000
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>



Bespoke planning for individual PP pupils and groups	Literacy and mathematics consultant planning /work scrutiny / during core delivery modelled teach support	<b>Phonics pupil premium:</b> Year 1 school 100% v National 70% Year 2 School 100% v National 86%  <b>KS1 pupil premium:</b> Reading- school PP 80% v National78% Writing- school PP 80% v National70% Maths- school PP 80% v National77%  <b>KS2 pupil premium:</b> Reading- school PP 100% v National80% Writing- school PP 100% v National79% Maths- school PP 100% v National75%	This strategy has been highly successful and will be continued	
1:1 and group support and interventions with experienced teachers / TA (inclusive extend more able PP)		<b>Phonics pupil premium:</b> Year 1 school 100% v National 70% Year 2 School 100% v National 86% <b>KS1 pupil premium:</b> Reading- school PP 80% v National78% Writing- school PP 80% v National70% Maths- school PP 80% v National77% <b>KS2 pupil premium:</b> Reading- school PP 100% v National80% Writing- school PP 100% v National79% Maths- school PP 100% v National75%	This strategy has been highly successful and will be continued	£9,000

iii. Other approaches				
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
To ensure children make accelerated progress and to ensure the majority make attain in line with ARE	Additional teacher hour in KS2	<p>Accelerated progress in English and maths so that a higher percentage of PP children are on track for ARE.</p> <p>More able PP children are on track for greater depth.</p> <p>All children will make good progress but the difference will be diminished for PP v National all.</p>		£9,000
To support pupil wellbeing, health and pastoral needs	Learning mentor and Senco target specific families with complex needs; child protection parenting and attendance	Improved attainment and progress for specific pupils	This strategy has been highly successful and will be continued.	£1,800

To raise aspirations for PP pupils, to engage, enthuse and inspire them to learn.	Children attended educational Visits / Extended services / theme weeks and extracurricular experiences	Children accessed experiences which deepened knowledge and understanding and enabled them to develop skills across the curriculum	This strategy has been partially successful and will be continued.	£1,000
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## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.