

Pupil premium strategy statement Threshfield Primary School

1. Summary information					
School	Threshfield Primary School				
Academic Year	2017-18	Total PP budget	£11,140	Date of most recent PP Review	March 2018
Total number of pupils	49	Number of pupils eligible for PP	9	Date for next internal review of this strategy	Sept 2018

2. Current Y6 attainment 2017		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	In line with DfE standards for publication of data for small cohorts, this data has been suppressed to reduce the risk of individual pupils being identified	
% making progress in reading		
% making progress in writing		
% making progress in maths		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Learning resilience, motivation and lack of confidence.
B.	Poor writing and mathematical skills
C.	Pupils lacking confidence are struggling with national assessments.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance is below the target of 97% for 33% of PP children. This reduces school hours and decreases their ability to keep up with their peers.
E.	Need for financial support in order for children to access extra-curricular activities.
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
A.	Improved confidence of PP children so that they know that they can achieve.
	Children taking more of an active role, both in and out of lessons and set themselves high aspirations.

B.	Attainment gap for non SEND pupils in reading, writing and maths is closed as shown through half-termly assessment.	Pupils eligible for PP (non-SEND) are tracked half-termly and interventions ensure pupils make rapid progress and at least meet age related expectations by the end of the academic year.
C.	Increased confidence of PP children so that they know they can achieve in all contexts.	PP children increased confidence in learning behaviours are maintained in assessments.
D.	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from below 91% to 97% in line with school target.
E.	PP children attending residential trips and extra-curricular activities, enrichment resources.	All pupils will be able to attend extra-curricular activities.

5. Planned expenditure

Academic year

2017/18

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?
Tracking data and pupils' work will highlight that pupils are making better than expected progress	Quality First Teaching for all pupils with the appropriate level of in-class support to both promote independence and ensure small group/ 1:1 support as needed to achieve best learning outcomes from in-class teaching. PP children highlighted on tracking data so that all staff are aware of their progress. Promote CPD for all staff in delivering the curriculum with particular emphasis on promoting mastery in maths and skills for ensuring greater depth in writing. Standards and expectations with regard to homework are clear to all pupils and parents. Opportunities are offered in school at lunchtime to support pupils with homework	<p>Ensure all staff are adequately trained to deliver high quality teaching which meets the needs of all learners.</p> <p>Ensure staff have adequate knowledge of individual to reshape tasks mid-lesson if learning objective is not being achieved.</p>	Termly assessment of all pupils including PP. Termly monitoring of teaching and learning. Reports to Governors and regular updates and visits for PP governor. PP progress is a focus of half-termly PP meetings. PP is focus of the SIP Staff training as highlighted via monitoring and progress of pupils.	RC	<p>Termly</p> <p>End of academic year.</p>

	when support not available at home				
Improved confidence of PP children so that all know that they can achieve.	Promote confidence through an 'I can' approach in classroom teaching and peer praise. Ensure sufficient challenge. Promote confidence via identifying individual talents and interests and providing a focus eg. Sport, art and music.	The ethos of our school promotes a belief in the desire to enable our pupils to reach their full potential. Adopting a 'can do' attitude with appropriate challenge and support should enable pupils to gain confidence and succeed.	Re-cap with staff on positive values and the school ethos and have this as a focus for pupil conferences, lesson observations and book scrutinies.		Termly End of academic year.
Total budgeted cost					£7,040
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?
Pupils in EYFS to make better than expected progress. Measured via termly assessment, end of EYFS judgements and reports from external agencies.	Employ teaching assistants and teachers to lead small group and 1:1 tuition for targeted students. Units of Sound intervention used to support literacy development – Lego Therapy used to support social skills.	By pairing pupils with skilled staff there is also an opportunity to provide social and emotional support to PP pupils. Intervention programme with proven success record and recommended by staff from EMS	Monitor impact through termly assessments. Liaise with parents and discuss with pupils to ensure that all parties understand the rationale and are behind the interventions taking place. Ensure that interventions are taught by staff who have undertaken the relevant training and that their skills are up to date and relevant.	RC	Termly
Total budgeted cost					£2,100

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?
Use of PP towards residential, school trips, school milk, snacks, breakfast and after school clubs, sports, uniforms etc	To help support families and finances at home and to ensure that children's physical and emotional well-being is supported and that pupils are able to access the full range of educational provision	Clear evidence that children learn best when they are in good physical health. Pupils' attitude towards learning and achievement will be enhanced by accessing a full range of activities including extra curricula activities which have a cost implication.	Assess needs of individual children half termly to check that they have appropriate access to these resources. Ensure that all PP pupils can access activities no matter the cost	RC	Termly
Increased attendance rates for PP pupils	Parents to understand the importance of high attendance. Monitor closely and follow up any absences immediately	Attainment for pupils cannot improve if they are not attending school. NFER briefing for school leaders identifies addressing attendance as a key step	Regular checks and communication with parents		Termly
Total budgeted cost					£2000

6. Review of expenditure				
Previous Academic Year		2016-17 (£13,500)		
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
Tracking data and pupils' work will highlight that pupils are making better than expected progress	Use of Target Tracker/Data Summary Sheet and Year 2 and 6 tracking sheets have clearly highlighted all pupils work and also pupil premium children and their peers.	Tracking all pupil pupils has given all staff and governors a clearer and more strategic approach to raising pupil attainment. It has enabled leaders to compare data for disadvantaged pupils with their peers and implement targeted data driven interventions which are measurable and impact has been measured and informed next steps in teaching and learning.	When pupils are tracked and data is interrogated and acted upon swiftly attainment has risen. The percentage of pupils eligible for pupil premium and meeting age related expectations in Reading, Writing and Maths has risen to 88% in the last year.	£7040
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
Targeted interventions, pre-teaching and small group targeted support will close the gap for PP pupils who are not meeting age related expectations.	Pupils who had fallen below age related expectations received either one-to-one or small group interventions or pre-teaching in assembly time).	Small group or 1:1 interventions have increased pupils' self-confidence and ability to offer answers. Gaps in learning have been identified usingas an assessment and this has demonstrated that pupils have made progress over time and that gaps have been closed. Where pupils have been given pre-teaching ability to remain focused, on task and motivated has been evidenced in lesson observations – this has also improved pupils' learning behaviours (C3B4Me)	Pupils are now receiving interventions much earlier and any gaps are clearly identified in the data summary	£2,100
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

<p>Use of PP towards residential trips, school trips, school milk, snacks, breakfast and after school clubs, sports, uniforms etc.</p>		<p>Pupils hugely benefitted from attending residential trips in both Y5 and Y6. Opportunities for Y5 to interact with pupils from Eastwood Community Primary in Keighley and Y6 to interact with other cluster schools at Cober Hill have had a huge positive impact on self-esteem and confidence.</p> <p>Pupil feedback indicated that these two opportunities led to personal growth and confidence building whilst also raising individuals awareness of different contexts.</p> <p>After school clubs, particularly an Girls' Sport Club had a huge positive impact on self-confidence.</p> <p>Attendance at the club rose from an initial 7% to 80% for girls and 40% to 78% for the whole school.</p>	<p>Continue to use PP money creatively on extra-curricular activities as this is also having a very positive impact on pupils self-confidence in school.</p>	<p>£2000</p>
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7. Additional detail

Due to such small cohorts of PP children – analysing data must take into account the particular learning needs/personal context of the individual child.