



Pupil premium strategy statement:

| 1. Summary information | | | | | |
|------------------------|---------|----------------------------------|-------|--|----------|
| School | | | | | |
| Academic Year | 2016/17 | Total PP budget | £3240 | Date of most recent PP Review | n/a |
| Total number of pupils | 89 | Number of pupils eligible for PP | 3 + 2 | Date for next internal review of this strategy | Feb 2017 |

| 2. Current attainment | | |
|--|--|---|
| Attainment for: 2015-2016 (4 pupils) Whole school | <i>Pupils eligible for PP (0 pupils in cohort)</i> | <i>Pupils not eligible for PP (Ripley/ National Y6)</i> |
| % achieving expected standard or above in reading, writing and maths | N / A | 45.5% / 53.2% |
| % achieving expected standard or above in reading | N / A | 45.5% / 65.7% |
| % achieving expected standard or above in writing | N / A | 81.8% / 74.1% |
| % achieving expected standard or above in maths | N / A | 81.8% / 69.8% |

| 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. | Social and emotional intelligence |
| B. | Levels of resilience for some pupils (including those eligible for PPG) are not good; this leads to an over-reliance on adults and a detrimental effect on academic progress, with children displaying an “it’s good enough” ethos, rather than “is this really my best work?” |
| C. | Poor reading skills (phonics) |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Attendance |
| E. | Attachment / Nurture / Anxiety issues |

| 4. Desired outcomes | | |
|----------------------------|--|---|
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. | Children retain more friendships Children have less fall-outs Children need less support in class time to resolve friendship issues |
| B. | Children make expected or better attainment and talk with enthusiasm about their academic future. | Children talk about their future with enthusiasm Children talk about academic targets with excitement Children set/attempt challenging targets Children speak ambitiously about their future |
| C. | PP children's reading improves in line with non-pp children | PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in spelling Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in line with non-PP children. |
| D. | The attendance of PP children improves | Attendance for the children is in line with national Punctuality improves for PP children |
| E. | PP children are confident and able to form appropriate attachments | Children are confident when coming to school Children are able to access support when anxious Parents are confident that their children have the skills to form appropriate attachments to adults |

5. Planned expenditure

Academic year

2016/17

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 are able to talk about their feelings in a controlled way and acknowledge problems can be solved. | RE / PHSE lessons are regular Circle time etc. Class ethos is agreed on a classroom charter to ensure all children feel safe to talk about their feelings. | Circle time allows a child to share anything on their mind and seek support or advice from children and adults in the room. It creates an emotionally safe ethos in the classroom and the children will always feel happy to share their thoughts/fears/worries. This will mean the teacher is aware of concerns early on before they become a catalyst for anger. | Head will speak with the children to see that they feel they can talk about their feelings in class Drop ins to lessons will show the class ethos Training will be offered to staff who are unsure about good quality circle time. | CP / CL | January 2017 |
| Children make expected or better attainment and talk with enthusiasm about their academic future. | Pupil progress meetings half termly will inform how the children are achieving. Assemblies and lessons will share with the children the purposeful learning and how it can lead to a desired career. Children will be inspired by visitors who talk about their jobs/careers. | Children who are not on track to meet their end of year target will gain support from intervention (subject support, nurture, 1:1 specialist support). Assemblies are an opportunity to showcase inspirational people allowing the children to see that it is also achievable for them too. | Dates are set for the year. GTAs are employed in the afternoons to carry out intervention. Staff act as role models in assemblies but also support staff in inviting people in to speak to the children. Head / SLT observe lessons, undertake learning walks, do work scrutinies in the Monitoring programme and interview children about purposeful learning. | All Staff / SW | September 2016 |

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| PP children's reading improves in line with non-pp children | Children will receive extra daily reading with an GTA. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Books will be celebrated and enjoyed in school | When children read daily their reading improves. Any areas of difficulty can be address (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Phonics will be encouraged as a strategy to reading in the classroom when necessary. Books will be on display in the classrooms and work on the walls will show the children's interest in books. | Pupil progress meetings will review intervention given (daily readers) and progress made. Drop ins will show books are celebrated and phonics is being used as a spelling strategy. The children will be able to talk about the books they are reading and this will impact on learning | EE / SW / GTAs | September 2016 |
| The attendance of PP children improves | Topics will interest all children and especially PP children. They will include WOW days and exciting activities throughout the term. | When a child cares about the topics learned and their purpose this can be a hook to want them to come to school. WOW days and exciting activities throughout the term will be fun and the children will want to be part of them. Our PP children enjoy hands on activities and outdoor learning. | Topic webs will be shared with parents and be interesting. Wow days will be shared with the children and parents as something to look forward to. They will be in the diary on the website. | KM / SW | September 2016 |

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? |
|--|--|--|---|------------|--------------------------------------|
| Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. | Some PP children will attend nurture time to talk about their feelings | Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work. | Intervention charts will show the children who need support in this area. | CP / TF | September 2016 |

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|---|--|---|--|----------|----------------------------------|
| Children make expected or better attainment and talk with enthusiasm about their academic future. | Pupil progress meetings will focus on how the PP children feel about their future and areas of the curriculum they find strength. Assemblies will encourage children to be ambitious and consider their strengths and where they might use them. | Children are inspired by stories of people who have achieved something even if they once thought they wouldn't. They can begin to see that school teaches them skills which can easily be used in later life – this will explicitly show them how what they are learning can lead to an improved life outcome. | Feedback from staff/progress and GTA will inform SLT as to whether the children can see that their schooling is teaching them vital skills in order to achieve their desired career or future dreams. Assemblies will inform if the children are beginning to have visions of a productive happy future. Monitoring will show children can discuss how what they are learning in class can be used as a skill outside the classroom. | CP / SW | September 2016 |
| PP children's reading improves in line with non-pp children | A reading team is set up to ensure PP children receive daily reading and quality 1:1 comprehension around the book in a positive way. The curriculum will allow for more boy friendly books to be incorporated at whole school/class level. | When children read daily they gain in confidence. That 10-15 minutes of chatting about the book and linking the story to something they have experienced helps them to remember in long term memory what they have learned. This time makes them feel valued. This time makes them see that books are positive and enjoyed. The boys who do not like reading will be more inspired in class with book more appropriate to their interest. | The books used in class will be of more interest to boys – super heroes, action etc. Children who have daily reading – progress will be seen at pupil progress meetings. Children will look to read more at 'free time'. Boys will begin to enjoy reading as a past time and not just when asked. | EE & TAs | December 2016 |
| The attendance of PP children improves | Use of an external EWO will be involved with families whose attendance falls below 90%. The children will be invited to partake in planning the medium term curriculum and desired outcome – taking some ownership and interest. KM / LA will be asked to work with children who are consistently falling below 90%. Awards are given to children who have 'good' attendance. (Termly certificates, Scooter raffle at the end of Year) | When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered. | Attendance will be monitored half termly. Any absence will be addressed immediately. A chart of which children receive awards will be logged and tracked. | KM / SW | September 2016 |
| The emotional wellbeing of PP children improves | Nurture provision is provided to meet the needs and interests of the children | Children are given opportunities to reflect, evaluate and talk about their feelings so that they know their strengths; what they need to improve and most impact and have the strategies and resilience to do so. | Use feelings chart to measure on entry / interim / exit emotional intelligence Move to Boxall Profiling when appropriate | CP / TF | September 2016 March 2017 |

| 6. Review of expenditure | | | | |
|--|---|---|--|-------|
| Previous Academic Year | | Amount of Funding £5880 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: | Lessons learned | Cost |
| PP pupils make at least expected progress and narrow the gap to their non-PP peers | Nurture Provision 1:1 support Small group interventions | Increased emotional resilience leading to improved academic achievement | Most PP children made at least expected progress set against their prior attainment. Most PP demonstrated better engagement in school 1 PP child attendance an issue and therefore academic progress hindered because of this. GTAs attended appropriate training and therefore felt suitably empowered to meet needs of pupils | £2000 |
| ii. Targeted support | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: | Lessons learned | Cost |
| Emotionally articulate and resilient pupils | Nurture Provision Support for enhancement activities | Children attend all enhancement days Pupils attend sports clubs Children able to explain and deal with emotions as appropriate Nurture sessions equipped and staffed to a suitable level | Nurture Provision enjoyed by pupils and able to articulate their interests, needs and were engaged in the design of the type of support required / wanted. All necessary training and resources bought | £3880 |