

Pupil premium strategy statement (primary)

1. Summary information					
School	Slindon Church of England Primary School				
Academic Year	2016-2017	Total PP budget	£21,700	Date of most recent PP Review	27/03/2017
Total number of pupils	63	Number of pupils eligible for PP	16	Date for next internal review of this strategy	Autumn 2017

2. Current attainment		
Attainment for: 2015-2016 at the end of KS2	<i>Pupils eligible for PP (3 year average – small cohorts)</i>	<i>Pupils not eligible for PP (national average 2016)</i>
% achieving in reading, writing and maths	43%	53% (39% PPG state-funded schs)
% making progress in reading	71%	66% (53% PPG state-funded schs)
% making progress in writing	43%	74% (64% PPG state-funded schs)
% making progress in maths	57%	70% (58% PPG state-funded schs)
% making progress in Grammar, Punctuation and Spelling	57%	73%

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.	Low prior attainment for pupils joining the school during KS2
B.	Difficulties focusing on learning due to emotional barriers
C.	Link between entitlement to PPG and SEN; 40% of pupils entitled to PPG are also on the Special Educational Needs Register
D.	Attendance of pupils with medical needs
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	A change in family circumstances, particularly family break up; this has had an impact on some pupils' emotional stability, which in turn has impacted on their educational progress in school.
F.	Pupil Mobility – the majority of children entitled to the Pupil Premium Grant have joined the school during KS2, having attended a number of other schools previously
G.	Attendance – for children with medical issues
H.	Access to a broad range of educational experiences beyond school e.g. theatre trips, travel, learning a musical instrument, professional club attendance.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To raise standards in reading; pupils entitled to PPG achieve in line with all children nationally	By using Accelerated Reader, improve reading and writing progress and attainment for pupils entitled to the PPG who join the school at KS2
B.	Accelerate the progress made in the key skills by pupils entitled to PPG, to narrow the gap in attainment	The new staff team have the skills required to effectively support the learning development of pupils entitled to PPG All staff quickly identify the learning needs of children entitled to PPG Appropriate interventions are implemented in a timely manner Interventions are carefully tracked, reviewed and revised frequently to ensure rapid progress takes place
C.	Accelerate the progress of all pupils entitled to the PPG by developing a more accurate and regular system of assessment which is in line with the new National Curriculum and national assessment systems.	An appropriate system is identified The work planned matches the needs of each pupil entitled to the PPG and is designed to enable more rapid progress Term on term the gap in achievement decreases between pupils entitled to the PPG and all pupils nationally
D.	Governors have evidence that the PPG is spent effectively and has a positive impact on the progress and attainment of pupils entitled to PPG	Governors are well informed and understand the purpose of the PPG and best practise Governors are able to effectively challenge the headteacher and staff in relation to the use and impact of the PPG All pupils entitled to PPG make good or better progress from their respective starting points The gap between pupils entitled to PPG and all children nationally is above the national average
E.	For pupils entitled to PPG to make good or better progress in the key skills	All pupils entitled to PPG make good or better progress from their respective starting points All PPG pupils who are not on the SEN register achieve end of year expectations for their year group The gap between pupils entitled to PPG and all children nationally is above the national average
F.	For pupils entitled to PPG to have good school attendance	All pupils entitled to PPG have attendance in line with the national average Pupils with medical difficulties are well supported through the school nursing service and their attendance improves over time, where this is possible
G.	Continue to develop the enrichment programme for all pupils entitled to the PPG	Pupils entitled to the PPG: <ul style="list-style-type: none"> • have access to opportunities that previously they have not experienced i.e. peripatetic instrumental teaching • develop an expertise in specific skills e.g. a particular sport • make choices about additional activities they wish to pursue long term

H.	To enrich pupils' experiences and teach them a new skill by providing group instrumental music teaching for all pupils entitled to PPG throughout their time in KS2	<p>All pupils entitled to PPG:</p> <ul style="list-style-type: none"> • learn to play a musical instrument by the time they leave the school • take part in musical performances at school • take music grades as appropriate • have the opportunity to attend county music sessions
I.	To enable children to overcome specific barriers which hinder their ability to focus on learning activities	<p>All pupils entitled to PPG:</p> <ul style="list-style-type: none"> • have someone to talk to about their concerns, who can help them with strategies to overcome their worries and anxieties • are able to focus on learning in the classroom • make good or better progress term on term
J.	To improve the quality of children's writing	<p>All pupils at KS2 entitled to PPG:</p> <ul style="list-style-type: none"> • make good or better progress from their respective starting points in writing • appreciate the improvement they have made in their writing as a direct result of the workshop • know what to do to improve their writing further
K.	Pupils entitled to PPG are able to participate in all curriculum activities	<p>All pupils at KS2 entitled to PPG take part in all curriculum based activities:</p> <ul style="list-style-type: none"> • during school hours • after school, where they wish to take part. Staff to encourage their involvement

5. Planned expenditure					
Academic year	2016-2017				
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?
To raise standards in reading; pupils entitled to the PPG achieve in line with all children nationally	KS2 classes to take part in the NFER Accelerated Reader Research Project for Years 4 and 5.	AR is an established system with evidence of good results on improving pupils reading age rapidly. NFER approached the school to take part in the research project. EEF 'Teaching and Learning Toolkit' research summary	<ul style="list-style-type: none">NFER to carry out school based and web based training of staff to ensure effective implementationNFER to oversee effective implementation for their research purposes; this will include termly questionnaires for staff, ongoing testing of childrenAccelerated Reader software tracks pupils' individual progress for each book readSummary Reports from AR software weekly/monthly/termly/individualReports and feedback from NFER	English Subject Leader	Termly Termly reports to Governors via Curriculum Committee
Accelerate progress in the key skills of pupils entitled to the PPG, to narrow the gap in attainment	<ul style="list-style-type: none">Staff CPD – both whole school and individualInduction of new staff (one class teacher, SENCo + four TA's)Pupil Premium Review	To develop the skills of the new staff team to ensure they effectively support the learning development of pupils entitled to PPG To develop the skills of current staff to ensure they are able to quickly identify the learning needs of children entitled to PPG and implement appropriate interventions in a timely manor To ensure interventions are carefully tracked and reviewed and revised frequently to enable rapid progress to take place EEF 'Teaching and Learning Toolkit' research summary	<ul style="list-style-type: none">A programme of staff development in place for new staffStaff enrolled on LA CPD programme where appropriateWeekly staff meetings focus on School Improvement Plan targets and raising standards for all pupilsSENCo reviews the impact of interventions weekly for pupils on Special Needs Register by liaising with teaching staffHalf termly meetings between HT and each class teacher to review impact of interventions and individual pupil progress	HT	Ongoing Termly reports to Governors via Curriculum Committee

Accelerate the progress of all pupils entitled to the PPG by developing a more accurate and regular system of assessment which is in line with the new National Curriculum and national assessment systems.	Commercial system to be chosen and implemented for use from Sept 2017	Ofsted recommendation January 2017 to use a different tracking system that is points based and which has half termly data capture for the whole school.	<ul style="list-style-type: none"> • Training for all staff • Continual review through staff meetings • Monitoring by HT and Governors 	HT	Ongoing Termly reports to Governors via Curriculum Committee
Governors have evidence that the PPG is spent effectively and has a positive impact on the progress and attainment of pupils entitled to PPG	Pupil Premium Review	Requirement of the Ofsted Inspection January 2017	<ul style="list-style-type: none"> • Review to be completed by an external consultant, qualified to do so • Governors to receive recommendations from the review and plan next steps accordingly 	GB	April 2017
Total budgeted cost					£9,632
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?
For pupils entitled to PPG to make good or better progress in the key skills	<p>KS2 1:1 and/or group tuition focusing on 'feedback' and understanding children's misconceptions, led by a teaching assistant</p> <p>'Learning to Learn' (Meta-cognition and self-regulation) TA support for individuals focusing on learning strategies</p> <p>SEN intervention programmes – 1:1 or group</p>	<p>EEF 'Teaching and Learning Toolkit' research summary</p> <p>John Hattie: Visible Learning Meta-Analysis</p>	<ul style="list-style-type: none"> • Interventions identified by the staff team • Work primarily planned by class teacher, with TA input • TA records progress and liaises with class teacher to plan next steps • SENCo oversee interventions where they relate to specific SEN programmes 	Class Teacher/SENCo	Continual review

For pupils entitled to PPG to have good school attendance	<ul style="list-style-type: none"> Designated TA to monitor punctuality and attendance on a daily basis TA to inform HT of attendance issues so that HT can implement intervention i.e. meeting with parents, referral to LA Letters sent to all parents termly informing them of their child's punctuality and attendance record and amount of learning missed through absence 	<ul style="list-style-type: none"> The attendance of a very small minority of children entitled to PPG is an issue Pupils entitled to the PPG with medical issues have lower attendance rates than other pupils 	<ul style="list-style-type: none"> Daily tracking of pupils' punctuality and attendance; TA supported by office staff in this task Reporting mechanism in place, so that all parties are aware Constant review of the attendance of individual children by class teachers, attendance staff and HT The attendance of 'pupils at risk' overseen by external organisations i.e. virtual schools 	HT	Ongoing Termly reports to Governors via Curriculum Committee
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Total budgeted cost £8,690

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?
To enrich pupils experiences and teach them a new skill by providing group instrumental music teaching for all pupils entitled to PPG throughout their time in KS2	Year 3- Year 6 <ul style="list-style-type: none"> One term learning 'Samba' Ongoing Instrumental Music Lessons (Currently Cornet or Flute) 	EEF 'Teaching and Learning Toolkit' research summary (Arts) No children entitled to PPG had instrumental music tuition prior to the school putting this programme in place, as opposed to the majority of non PPG pupils taking part. Equal Opportunities for all pupils	Specialist teachers provided by West Sussex Music Pupils are able to work towards music grades/exams Termly reports to the school and for parents, provide by the specialist teacher	Peripatetic music teachers	Summer term 2017
To enable children to overcome specific barriers which hinder their ability to focus on learning activities	Counselling for individual children where this has been recommended	Advice from educational support services and social workers 'Attachment' research EEF 'Teaching and Learning Toolkit' research summary (SEL)	Specialist counsellor employed to work with pupils 1:1 Counsellor to feedback to HT and parents/carers	HT/SENCo	Beginning and end of each course of therapy
To improve the quality of children's writing	Professional storyteller employed to run workshop for KS2	Advice from English specialists Recommendations from other schools EEF 'Teaching and Learning Toolkit' research summary (Oral language intervention)	Class teachers to plan with a professional storyteller employed for the workshop Class teachers to use strategies demonstrated by the storyteller in future sessions	English Subject Leader	Class teacher to evaluate impact at the end of the workshop and report to the English Subject Leader

Pupils entitled to PPG are able to participate in all curriculum activities	Subsidies for trips and competitions	Equal Opportunities for all pupils EEF 'Teaching and Learning Toolkit' research summary		HT	Review for each request
Total budgeted cost					£3,333