**Pupil premium strategy statement (primary)**

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| 1. **Summary information** | | | | | |
| **School** | Alvanley Primary School | | | | |
| **Academic Year** | 2016-2017 | **Total PP budget** | £13,200 | **Date of most recent PP Review** | June 2017 |
| **Total number of pupils** | 64 | **Number of pupils eligible for PP** | 10 | **Date for next internal review of this strategy** | July 2017 |

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| 1. **Current attainment** | | |
| Based on Spring Term assessment (Summer term data to be added) | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP* |
| **% achieving in reading** | 10% | 39% |
| **% achieving in writing** | 10% | 21% |
| **% achieving in maths** | 0% | 21% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | Behavioural difficulties of some Pupil Premium children affecting achievement. | | |
|  | | Entirely new teaching team this academic year. | | |
| **C.** | | Lack of resilience and poor retention of basic skills in maths leading to low achievement. | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | Relatively poor attendance from Pupil Premium Children | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Increase the percentage of PP children achieving in reading | | Narrow the gap between disadvantaged and non-disadvantaged pupils. |
|  | Increase the percentage of PP children achieving in writing | | Narrow the gap between disadvantaged and non-disadvantaged pupils. |
|  | Increase the percentage of PP children achieving in maths | | Narrow the gap between disadvantaged and non-disadvantaged pupils. |
|  | Implement new rewards system for behaviour improvement. | | Embed ‘Class Dojo’ system across the federation, leading to improved behaviour from all pupils and fewer ‘Behaviour Log’ incidents. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2017-2018 – Awaiting confirmation of funding.** | | | | |
| 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. | | | | | |
| 1. **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 and**  **When will you review implementation?** | |
| **Increase the percentage of PP children achieving in reading** | **Purchase and implementation of IDL, dyslexia intervention program.**  **Subject lead support through federated staff meetings.**  **Mentoring of new staff.** | **Poor spelling and reading in PP population.**  **Gap in reading and writing achievement between PP and non-PP population.** | **Leadership team to monitor data, marking and feedback** | **VT, CA, NJ, CW.**  **Termly review and moderation** | |
| **Increase the percentage of PP children achieving in writing** |
| **Increase the percentage of PP children achieving in maths** |
| **Implement new rewards system for behaviour improvement.** | Implement ‘Class Dojo’ behavioural management system across the federation. | Relatively poor behaviour in the PP population, resulting in poor academic outcomes. | Reduced behaviour log entries.  Celebration assembly with certificates issued.  RALF on display.  Daily classroom display of Dojo points. | VT | Termly review. |
| **Total budgeted cost** | | | | | TBC |
| 1. **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?** |
| **Increase the percentage of PP children achieving in reading** | Intervention programs targeting SEN and PP children. | Gap in reading and writing achievement between PP and non-PP population.  Time to talk sessions – Class 1  Phonics intervention – Class 2  Dyslexia precision teaching - Class 2 | Review of planning, and results of intervention reviewed termly. | VT | Termly |
| **Increase the percentage of PP children achieving in writing** | Intervention programs targeting SEN and PP children. | Gap in reading and writing achievement between PP and non-PP population.  Time to talk sessions – Class 1  Phonics intervention – Class 2  Dyslexia precision teaching - Class 2 | Review of planning, and results of intervention reviewed termly | VT | Termly |
| **Increase the percentage of PP children achieving in maths** | Intervention programs targeting SEN and PP children. | Gap in maths achievement between PP and non-PP population.  Time to talk sessions – Class 1  Times Tables Club – Class 2 | Review of planning, and results of intervention reviewed termly | VT | Termly |
| **Narrowing the achievement gap using specialist SEN advice.**  **Julia Lohman acting SENCO (external) advice.** | Audit of current procedures by Mrs Blackburn (SEN specialist)  Implementation of recommendations. | Gap in achievement between SEN/PP population  Current lack of SENCO requires specialist advice to teacher population.  Additional assessment for learning interventions. | Pupil premium receive appropriate support and gap closes. | VT/SENCO | October 2017 |
| **Total budgeted cost** | | | | | TBC |
| 1. **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?** |
| Build confidence and enjoyment in the wider curriculum | Enrichment days (whole school).  School trips and residentials.  Music lessons, choir and sporting opportunities. | Development of confidence in a wide ranging sphere.  To provide children with opportunities not normally available to them without intervention. | Plans and reviews assessed by head. | VT | July 2018 |
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| **Total budgeted cost** | | | | | TBC |

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| 1. **Review of expenditure – See Financial Report for 2016-2017** | | | | |
| **Previous Academic Year** | | **2016-2017** | | |
| 1. **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** |
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| **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** |
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| **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** |
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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  Our full strategy document can be found online at: www.aschool.sch.uk |