**Pupil premium strategy statement Manley Village School**

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| 1. **Summary information**
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| **School** | Manley Village School |
| **Academic Year** | 2016-17 | **Total PP budget** | £11,160 | **Date of most recent PP Review** | June 17 |
| **Total number of pupils** | 70 | **Number of pupils eligible for PP** | 8 | **Date for next internal review of this strategy(termly moderating will take place throughout the year)** | July 17 |

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| 1. **Current attainment**
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| Based on Spring term assessment (Summer term data to be added) | *Pupils eligible for PP (your school)**(year 1-6)* | *Pupils not eligible for PP (national average)*  |
| **% of children achieving the expected standard in reading** | 62.5% | 54% |
| **% of children achieving the expected standard in writing** | 12.5% | 22% |
| **% of children achieving the expected standard in maths** | 25% | 44% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)**
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|  **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | Lack of resilience and poor retention of basic skills in writing leading to low achievement. |
|  | Staff changes – lack of continuity (Class 1 & 2) |
| **C.** | Behavioural difficulties of some children in receipt of PPG having a detrimental effect on their academic progress. |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **D.**  | Attendance gap between pupil-premium and non-pupil children |
| 1. **Desired outcomes**
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|  | *Desired outcomes and how they will be measured* | *Success criteria*  |
|  | Increase the % of disadvantaged children attaining ARE in writing across KS1 & KS2. | Narrow the gap between disadvantaged and non-disadvantaged pupils achieving the expected standard at the end of KS1 and KS2. |
|  | Increase the % of disadvantaged children attaining ARE in maths across KS1 & KS2. | Narrow the gap between disadvantaged and non-disadvantaged pupils achieving the expected standard at the end of KS1 and KS2. |
|  | Learning behavioural difficulties of identified pupils is improved.  | Embed Class Dojo system across the federation to improve the behaviour of all pupils.Appropriate support and strategies in place to enable improvements. Fewer behaviour incidents recorded for these pupils in behaviour logs. |
|  | Consistent staffing for all 3 classes | QFT in place throughout the year. Staff members in each class consistent for next academic year.  |

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| 1. **Planned expenditure**
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| **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**
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| **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 % of disadvantaged children attaining ARE in writing across KS1 & KS2. | Subject Leader support through federated staff meetings Teaching staff to focus on PP children each day. Purchase and implementation of IDL (indirect dyslexia program)Mentoring new staff  | Poor spelling and reading in PP population Leadership team can identify the progress of PP children and provide further support to staff.Leadership team to monitor data, marking and feedback in pupil books. | CA, NJ, CWTermly review and moderation |
| Increase the % of disadvantaged children attaining ARE in maths across KS1 & KS2. |
| Learning behavioural difficulties of identified pupils is improved. | Increase parental engagement. Adapt class management systems. SLT to monitor behaviour logs of children.  | Less entries in the behaviour logs/well-being logsSharing assembly with certificates for new behaviour systemRALF rules displayed and reinforced daily | VTTermly review |
| Consistent staffing for all 3 classes | Ongoing support and meetings with absent staffPlanned consistent staff members in infant class from September 2018New permanent staff member appointed for Year ¾ to replace temporary teacher | Consistent members of staff in all classesQFT will support and enhance progress of PP children.Permanent class teachers can monitor progress of disadvantaged children.  | VT July 18 |
| **Total budgeted cost** | TBC |
| 1. **Targeted support**
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| **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?** |
| Narrow the achievement gap following SEN advice | Audit of current procedures with Mrs Blackburn (SEN specialist)Specialist advice and support from Julia Loman (SEN consultant) ongoing whilst absent SENCOImplementation of recommendations | Gap in achievement between SEN/PP and non-PP childrenCurrent lack of SENCO requires specialist advice to teacher populationAdditional assessment for learning interventions for targeted children | PP children receive appropriate support and gap closes between PP and non-PP | VT | Termly |
| Increase the % of disadvantaged children attaining ARE in writing across KS1 & KS2. | Intervention programs targeting SEN and PP children. | Gap in writing achievement between PP and non-PP children | Review of planning and results of intervention reviewed termly. | VT, NJ | Termly |
| Increase the % of disadvantaged children attaining ARE in maths across KS1 & KS2. | Intervention programs targeting SEN and PP children. | Gap in writing achievement between PP and non-PP children | Review of planning and results of intervention reviewed termly. | VT, CA | Termly |
| Learning behavioural difficulties of identified pupils is improved. | Behaviour logsSLT team to closely monitor behaviour of targeted childrenParent involvement increased | Behaviour issues for specific children in InfantsCommunications from previous schoolDiscussions with parentsOngoing disruption to other children in classThinking sessions after disruptive behaviour | Behaviour improvesLess disruption for other childrenChildren able to settle at an activity with increased concentration which will lead to improved memory of concepts taught | CA, NJ, VT | Termly |
| Consistent staffing for all 3 classes | New member of staff appointedSupport and meetings held with absent member of staff | Unsettled year for 2 out of 3 classes academic year (16-17) | Consistent staffing in all classes for next academic year | VT | Termly |
| **Total budgeted cost** | TBC |
| 1. **Other approaches**
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| **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 currlculum | Enrichment days (Whole school)School trips and residentialsMusic lessons, choir and sports club opportunities | Development of confidence in a wide ranging sphereProvide children with opportunities that they might not otherwise receive outside of school without intervention. | Plans and reviews assessed by head | VT | July 18 |
| **Total budgeted cost** |  |

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| 1. **Review of expenditure - See Financial Report for 2016-2017**
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| **Previous Academic Year** | **2016-2017** |
| 1. **Quality of teaching for all**
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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**
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| 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  |