

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information						
School	Blackford CE Primary					
Academic Year	2016/17	Total PP budget	£19,758	Date of most recent PP Review		
Total number of pupils	52	Number of pupils eligible for PP	16	Date for next internal review of this strategy	July 17	
2. 2016 attainment at Y6 (and Y2 in brackets)						
			Pupils eligible for PP in 2015-16		Pupils not eligible for PP	
			KS2	KS1	KS2	KS1
% achieving scaled score of 100 or above in reading, writing & maths			Suppressed due to very small numbers Data available in school if required			
% making scaled score of at least 100 in reading						
% making scaled score of at least 100 in writing						
% making at least scaled score of at least 100 in maths						
3. Barriers to future attainment (for pupils eligible for PP)						
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>						
A.	Poor speech skills on entry					
B.	Low home-learning support for GRT/PP pupils					
C.	Lack of home internet access for some PP families					
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>						
D.	Low attendance particularly for those GRT pupils who are also PP					
E.	Low literacy levels in parents of GRT pupils who are also PP					
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>				Success criteria		
A.	Further develop quality of teaching for all children			All teaching continues to be good or better; children make expected or better progress		

B.	Improve attendance for all PP pupils	Attendance is at 96% for all pupils
C.	Increase language skills for younger PP children	PP children in EYFS make rapid progress and can communicate their thoughts and ideas clearly and articulately. Specialist advice is sought and acted upon where necessary
D.	Improve English and maths skills for PP children	Children make expected or better progress according to tracking systems; gaps close with non-PP children;

5. Planned expenditure					
Academic year 2016/17		£11,025 (to April 17) plus £8,733 projected April to July 17 = £19,758			
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?
Improve English skills for all	High quality CPD for all staff Peer observations in school and within CSP	High quality teaching benefits all children, inc those eligible for pupil premium funding. Sutton Trust in 2011 stated "The effects of high-quality teaching are esp significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers..... for poor pupils the diff between a good teacher and a bad teacher is a whole year's learning."	Usng CLPE trainers in sessions organised by CSP member school (Newlaites Infants)	LWS/MC	July 2017
			Using recognised experts in sessions organised by CSP member school (Newlaites Infants)	LWS/MC	July 2017
Total budgeted cost					£700
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?
B. Increase language skills for younger PP children	Increased STA/HLTA time with YR children. CPD for TAs	Sutton Trust research shows Oral Language Intervention has a high impact on pupil progress.	MC to monitor observations and interactions. MC to model vocabulary development for TAs	LWS/MC	Termly
C. Improve English skills for PP children	2 x KS2 teachers to carry out interventions with children they teach KS1 interventions by experienced STA and HLTA. Planned by HLTA with support from teachers and SENCo Increased STA support in KS1 phonics x3 per week for focused groups	Interventions using experienced and specifically trained teachers, which have nearly twice the effect on average. (Sutton Trust). The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).	Discussions at staff meetings. Subject leader to monitor progress of PP children. Pupil progress meetings to discuss strategies that are effective/not so	LWS/MC	Termly
D. Improve maths skills for PP children	2 x KS2 teachers to carry out interventions with children they teach KS1 interventions by experienced STA and HLTA	Interventions using experienced and specifically trained teachers, which have nearly twice the effect on average. (Sutton Trust).	Discussions at staff meetings. Subject leader to monitor progress of PP children Pupil progress meetings to discuss strategies that are effective/not so	LWS/ST	Termly
Total budgeted cost					£18,500
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?

Ensure equality of opportunity	Support for PP on residential and other trips (Fellside)	On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. (Sutton Trust)	Discussions with PP parents and carers	LWS	Summer 2017 (after trip)
Improve attendance for all PP pupils	Revise attendance policy Share with parents Implement new reward systems Attendance display board	Good attendance is vital for good progress. Large evidence base for this.	Follow procedures as outlined in the new policy	LWS	Weekly Half-termly Termly
Total budgeted cost					£1,000

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

This plan was last updated in November 2016.

Details for 2015/16 can be found on the school website.