

# Pupil premium strategy statement (primary)

1. Summary information					
School	Aplington and Bergh Apton VA Primary School				
Academic Year	2016/17	Total PP budget	£10560	Date of most recent PP Review	n/a
Total number of pupils	123	Number of pupils eligible for PP	8	Date for next internal review of this strategy	Sept 2017

2. Current attainment end of KS2 2017		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	67%	61%
% making progress in reading	100%	71%
% making progress in writing	67%	76%
% making progress in maths	100%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Some children eligible for pupil premium in reception and Key Stage 1 have weak oral language skills and understanding of phonics which may affect their future learning
<b>B.</b>	Some children eligible for pupil premium are making less progress than other pupils in Key Stage 2, due to social and emotional difficulties and require close support and intervention programmes, including nurture, to support their learning in order that they can achieve as well as other pupils.
<b>C.</b>	Some children eligible for pupil premium require extra support in the build up to end of phase assessments, in order that they can achieve as well as other pupils
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Some children eligible for pupil premium, due to financial circumstances, are not able to access the same opportunities as other pupils

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved speech and language/phonetic understanding across reception and Key Stage 1 for targeted groups and targeted individuals	Assessment/tracking demonstrate improved progress and attainment for targeted children in speech and language and phonics
<b>B.</b>	Improved attainment and progress for children in targeted groups across Key Stage 2	Assessment/tracking demonstrate improved progress and attainment for targeted children in targeted subject areas
<b>C.</b>	Attainment and progress in Key Stage 2 SATs by targeted individuals raised due to improved social and emotional behaviours	End of Key Stage 2 Sats results show comparable progress and attainment between Pupil Premium children and all other children

<b>D.</b>	Pupil Premium children are able to access the same broad curriculum and provision as others	Pupil Premium participation in enrichment activities as high as other pupils
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## 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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved speech and language/phonic understanding across reception and Key Stage	CPD for staff Extra TA support across reception and Key Stage 1 CPD for S&L	We want to invest resources especially teaching assistant time, to ensure that children have the key skills in phonics and are confident speakers,	Observation of sessions by HT and AHT and CT  Regular assessment and tracking of assessments.  Regular review of progress in Pupil Progress Meetings	<b>TO</b>	<b>Sept 2017</b>
Improved attainment and progress across Key Stage 2	CPD for staff Extra TA support across Key Stage 2  Nurture support for vulnerable children  Benjamin Foundation sessions for three terms	We want to invest resources, especially teaching assistant time, in providing support for all children to improve progress and attainment across Key Stage 2	Observation of sessions by HT and AHT and CT  Regular assessment and tracking of assessments.  Regular review of progress in Pupil Progress Meetings	<b>TO</b>	<b>Sept 2017</b>
Staff's ability to deal with behaviours exhibited by pupils with social and emotional issues is improved	CPD for staff	By understanding and having strategies to cope with the difficulties pupils may face staff are able to better support the learning approaches they use when teaching children	Observation of sessions by HT and AHT and CT  Monitoring of behaviour logs	<b>TO</b>	<b>termly</b>

<b>Total budgeted cost</b>					See below
<b>Evaluation:</b> <ul style="list-style-type: none"> <li>• Nurture group work proved very successful at supporting children's social and emotional needs enabling them to overcome barriers to learning</li> <li>• Benjamin Foundation sessions enabled child to remain emotional and socially engaged, in addition to targeted support with family members</li> <li>• Disadvantaged pupils in Y6 reached the expected standard in reading and maths and made above national average progress</li> </ul>					
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved speech and language/phonic understanding across reception and Key Stage 1 for targeted groups and targeted individuals	CPD for staff  Individual support for children with speech and language programmes by TA  Small group phonic support by TA	We want to invest resources to ensure that children who may need extra support to ensure they have the key skills in phonics and are confident speakers, are given that support to allow them to achieve in line with their peers.	Regular feedback from teaching assistant to class teacher  Observation of sessions by HT and AHT and CT  Regular assessment and tracking of assessments.  Regular review of progress in Pupil Progress Meetings	<b>TO</b>	<b>Sept 2017</b>
Through 1:1 work with a counsellor from Benjamin foundation engagement in school and attainment improves	Well being support for two terms	A trained play therapist will work 1:1 and provide targeted children with opportunities to talk and share their concerns and be given specific coping strategies	Monitoring of behaviour logs  Regular review of progress in Pupil Progress Meetings	<b>TO</b>	<b>termly</b>

Improved attainment and progress for children in targeted groups across Key Stage 2	Targeted small group support by teaching assistants: Talk Boost programme No-nonsense spelling Numicon CodeX  CPD for staff	We want to invest resources in providing support for those children who are below expectations for their age or not showing progress on a par with other children. We have selected programmes and resources which we believe will be effective in doing this.	Regular feedback from teaching assistant to class teacher  Observation of sessions by HT and AHT and CT  Regular assessment and tracking of assessments.  Regular review of progress in Pupil Progress Meetings	TO	Sept 2017
Attainment and progress in Key Stage 2 Sats by targeted individuals improved	Small group support for those children who are struggling to meet the expected standard in maths, reading, spelling, punctuation and grammar and writing in the end of Key Stage 2 Sats	We believe that, with the support of an experience upper key stage 2 practitioner to work with targeted children in small group revision sessions in the build-up to the Sats test, these children can meet the expected standards and show progress which is comparable to other children.	Observations by HT and AHT  Regular feedback on progress from practitioner  Review of assessments and progress with practitioner and CT	TO/MS	Sept 2017
<b>Total budgeted cost</b>					£9560
<b>Evaluation:</b> Pupil Premium pupils made better than expected progress in reading and maths. Pupil Progress meetings had strong emphasis on attainment and achievement of pupil premium					
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
All PP children able to access the same provision and broad curriculum as others	Subsidised payments for school trips and residential trips  Payment for music lessons  Payment for Breakfast Club  Payment for After-School clubs  Support with purchase of school uniform etc	Some pupils would not be able to attend school trips or residential trips, they would not be able to access a broad and enriching curriculum (including individual music lessons etc), attend after-school clubs and Breakfast Club. Providing them with these opportunities will ensure that they have the same opportunity as others and this will, in turn, be reflected in their academic progress and personal development.	HT to oversee the offer of all extra-curricula activities, trips etc to the parents/carers of pupil premium children at a reduced rate or free.  HT to check that all PP children take up extra-curricula opportunities	TO	Sept 2017

All PP pupils have the same entitlement to look smart and have the correct equipment for PE and Games	Offer of subsidised/free school uniform for eligible pupils	PP Pupils' self esteem is boosted as pupils feel they are not discriminated against by not having the correct uniform	H/T to liaise with school administrator to ensure no child is disadvantaged by not having correct uniform or equipment	TO	termly
All PP pupils start the day with a healthy breakfast	Offer of subsidised/free Breakfast club	PP pupils can benefit from having a healthy breakfast each day, participate in the daily additional breakfast club activities as well as ensuring pupils arrive at school on time. This approach ensures they are neither late or too early	H/T to liaise with school administrator to ensure no child is disadvantaged by not having a healthy start to the day	TO	termly
<b>Total budgeted cost</b>					£1000
<b>Evaluation:</b> Pupil Premium children accessed full range of curriculum activities as a result of subsidies and all had the correct uniform. Lateness was improved.					

<b>6. Review of expenditure</b>				
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<b>Previous Academic Year</b>	<b>see document on website 2015/16</b>			
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<b>i. Quality of teaching for all</b>				
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<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<b>ii. Targeted support</b>				
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<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<b>iii. Other approaches</b>				
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<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<b>7. Additional detail</b>				
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<p>In this section you can annex or refer to <b>additional</b> information which you have used to inform the statement above.  Our full strategy document can be found online at: <a href="http://www.aschool.sch.uk">www.aschool.sch.uk</a></p>				
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