

Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
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| School | Aplington and Bergh Apton VA Primary School | | | | |
| Academic Year | 2017/18 | Total PP budget | £6600 + £1900 post LAC | Date of most recent PP Review | Sept 2017 |
| Total number of pupils | 125 | Number of pupils eligible for PP | 5 | Date for next internal review of this strategy | Sept 2018 |

| 2. Current attainment - to be completed Summer 2018 | | |
|---|---|--|
| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving in reading, writing and maths | | |
| % attaining at expected standard reading | | |
| % attaining at expected standard writing | | |
| % attaining at expected standard maths | | |

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

| 4. Desired outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | 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. | 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 |

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| C. | More able pupils with Pupil Premium achieve at the higher standard (end of key stage) | End of Key Stage 2 Sats results show comparable progress and attainment between Pupil Premium children and all other children including more able |
| D. | 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 |

| 5. Planned expenditure | | | | | |
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| Academic year | 2017/18 | | | | |
| 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? |
| Improved speech and language/phonic understanding across EYFS and Key Stage 1 | CPD for staff Extra TA support across reception and Key Stage 1 | 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 | TO | termly |
| Improved attainment and progress across Key Stage 2 Improved cultural and sporting opportunities | CPD for staff Extra TA support across Key Stage 2 | 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 | TO | termly |
| Total budgeted cost | | | | | £2750 |
| 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? |

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| Improved speech and language/phonic understanding across reception and Key Stage 1 for targeted groups and targeted individuals | <p>CPD for staff</p> <p>Individual support for children with speech and language programmes by TA</p> <p>Small group phonic support by TA</p> <p>additional sessions with S&L therapist</p> | 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. | <p>Regular feedback from teaching assistant to class teacher</p> <p>Observation of sessions by HT and AHT and CT</p> <p>Regular assessment and tracking of assessments.</p> <p>Regular review of progress in Pupil Progress Meetings</p> | TO | termly |
| Improved attainment and progress for children in targeted groups across Key Stage 2 | <p>Targeted small group support by teaching assistants:</p> <p>Talk Boost programme</p> <p>No-nonsense spelling</p> <p>Numicon</p> <p>Code X</p> <p>CPD for staff</p> | 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. | <p>Regular feedback from teaching assistant to class teacher</p> <p>Observation of sessions by HT and AHT and CT</p> <p>Regular assessment and tracking of assessments.</p> <p>Regular review of progress in Pupil Progress Meetings</p> | TO | termly |
| Attainment and progress in Key Stage 2 SATs by targeted individuals improved to match more able pupils nationally | 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. | <p>Observations by HT and AHT</p> <p>Regular feedback on progress from practitioner</p> <p>Review of assessments and progress with practitioner and CT</p> | TO/MS | Sept 2017 |
| Total budgeted cost | | | | | £4250 |
| 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? |

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| 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 Access to outside provision such as SLT and Behaviour support where necessary | Some pupils would not be able to attend school trips an 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 ato 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 | termly |
| All PP pupils have the same entitlement to look smart and have the correct equipment for PE and Games | Support with purchase of school uniform etc 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 | Sept 2017 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 |
| Total budgeted cost | | | | | £1800 |

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| 6. Review of expenditure | | | | |
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| Previous Academic Year | see document on website 2015/16 |
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| i. 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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| ii. Targeted support | | | | |
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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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| iii. Other approaches | | | | |
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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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| 7. 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