



Pupil premium strategy statement: primary schools, completed example based on fictitious school

1. Summary information					
School	Cressing Primary School				
Academic Year	2016/17	Total PP budget	£44200	Date of most recent PP Review	n/a
Total number of pupils	147	Number of pupils eligible for PP	34	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Level 4b or above in reading, writing and maths	<u>2015</u> 100% of pupil premium children achieved Level 4 in the Reading SATs. 60% of pupil premium children Level 5 in the Reading SATs. 80% of pupil premium children Level 4 in the ESGP SATs. 50% of pupil premium children Level 5 in the ESGP SATs. 100% of pupil premium	

	children Level 4 in the writing assessment. 40% of pupil premium children Level 5 in the writing assessment. 90% of pupil premium children Level 5 in the Mathematics SATs. 50% of pupil premium children Level 5 in the Mathematics SATs. For all subjects, 90% of pupils who qualify for the PPG achieved at least 4B.	
In 2016 % making expected level in reading	83%	66% National Result for Reading
In 2016 % making expected level in writing	89% Grammar and Punctuation – 89%	72% National Result for Writing
In 2016 % making expected level in maths	89%	70% National Result for Mathematics

72% of pupils in Cressing Primary School reached the expected level in all three subjects. This is above the floor target (65%) and the result is also above the national average of 53%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
B.	3 out of 11 pupils in Year One did not reach the expected level in the Phonics Screening check. This impacts on their reading ability as they move through the school.

C.	For Key Stage One, the average score for those pupils who qualified for the PPG was 97.3 for writing. More specifically, this was for the English, Grammar and Punctuation test.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for Pupil Premium.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Reception class so that pupils develop increased independence in their attitude and approach to learning	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Higher rates of progress across Year One, Year Two and Year Five for those pupils who qualify for the PPG.	Pupils eligible for PP make as much progress as other pupils identified as LAP, MAP and HAP across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established with the partner school and others locally. Pupils eligible for Pupil Premium make rapid progress by the end of the year so that they meet at least age related expectations in comparison to all other pupils nationally and those with the same starting points.
C.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for Pupil Premium. Overall Pupil Premium attendance improves and is above the national average for this group.

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

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?
A. Improved oral language skills in Reception	Staff training on high quality feedback.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. Education Endowment Foundation Teaching and Learning Toolkit suggests high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	<p>Courses selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course to embed learning (no assessment). Lessons from training embedded in school feedback policy. Provide internal staff training to develop effective feedback and appropriate challenge. Learning observations, book scrutiny and learning walks. Pupil views including meta-cognition and self-regulation. Effective feedback should encourage learners to plan, monitor and evaluate their own learning; including mastery learning.</p> <p>To continue and build on the Talk for Writing approaches that was used successfully last year. This includes: modelling texts; discussing key features; imitation of the texts and then innovation. Four INSET sessions will be set aside for this. Three staff members to attend writing conference.</p>	<p>Head of School and Executive Headteacher. Feedback given to the SMT who will monitor and review the actions.</p> <p>SMT and English subject lead</p>	<p>Implementation of effective feedback will be reviewed in line with SMT monitoring timetable. January 2017</p> <p>Review January, 2017</p>

<p>B. Improved progress for low attaining pupils</p>	<p>Staff training on developing oracy for the pupils in EYFS and reception Y1.</p>	<p>Assessments undertaken in EYFS and all classes will identify, since the summer, those pupils (and the subject areas) who are not reaching the expected standard. Reviewing current practices, as well as regular update at Inset sessions, book sampling (internally and externally) and interviewing pupils will determine the effectiveness of this strategy.</p>	<p>Weekly and termly monitoring will ensure that:</p> <ul style="list-style-type: none"> • Effective interventions are implemented for identified pupils with clear and measurable on-entry and exit assessments • Pupil progress is recorded accurately • Next steps of learning are identified. • A review of phonics to be undertaken by Essex LA (£900) • Half termly whole school book sampling and feedback 	<p>SMT</p>	<p>Individual pupil assessments updated accordingly. Review July 2017</p>
--	--	--	--	------------	---

<p>B. Improved progress for high attaining pupils</p>	<p>1. CPD on providing mastery session to challenge pupils. Staff training on inference skills. Liaise with Robert Drake Primary School to access their training pack. This will link in with staff inset training sessions.</p>	<p>High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.</p>	<p>Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Course selected using evidence of effectiveness. Observations of interventions and staff feedback on pupil progress. Pupil Progress meetings and interview pupils to determine what they have learnt and what enabled them to succeed. Provide staff training in order to enhance the teaching of inference. Learning observations, book scrutiny and learning walks. Pupil views regarding their own learning including mastery. Monitored regularly through Pupil Progress meetings.</p>	<p>Mr Chambers English lead</p>	<p>Half termly moving on meetings to determine pupil progress and this will be reviewed in Jan 2017</p>
<p>B. Rapid progress made in reading, writing and maths for current Year 3 and Year 6 Pupil Premium pupils.</p>	<p>2. All staff to teach inference skills, including mastery and extending the most able.</p> <p>Staff implement booster groups, which include those pupils identified as most able.</p>	<p>Effective booster groups last year meant that pupils are starting to make significant gains in their self-confidence and approaches to learning. This had a positive impact on end of year attainment and pupil progress. These groups now need to be implemented for newly identified pupils.</p>	<p>Provide staff training in order to enhance the teaching of inference. Learning observations, book scrutiny and learning walks. Pupil views regarding their own learning, including mastery. Monitored regularly through Pupil Progress meetings.</p> <p>Weekly monitoring will ensure that:</p> <ul style="list-style-type: none"> • Booster groups are implemented for identified pupils with clear and measurable on-entry and exit assessments • Pupil progress is recorded accurately • Next steps of learning are identified. 	<p>SMT</p>	<p>Pupils' reading assessments updated accordingly. Review of this document July 2017.</p> <p>Individual pupil assessments updated accordingly. Review of this document July 2017.</p>

Total budgeted cost	£10,000
----------------------------	---------

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. Improved progress for high attaining pupils	Individual and small group sessions in reading and writing for high-attaining pupils.	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult local school which has used the programme to identify any potential barriers to good implementation.	Reception class teachers	Jun 2017
B. Improved progress for high attaining pupils	Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons.	Implement Year 6 interventions.	<p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</p> <p>Impact overseen by maths co-ordinator. Teaching assistant (TA) CPD.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. Weekly monitoring will ensure that:</p> <ul style="list-style-type: none"> • Booster groups are implemented for identified pupils with clear and measurable on-entry and exit assessments • Pupil progress is recorded accurately • Next steps of learning are identified. 	Executive Head, Head of School, Mathematics subject lead, English subject lead	March 2017
Total budgeted cost					£15,000
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 ?
D. Increased attendance rates	The school has again bought in to the service of a home/school attendance officer. A half termly system of attendance letters will be sent to all parents informing them if a pupil's attendance is green (good attendance), Amber (causing concern) or Red (below expectations). Part time support worker employed to monitor pupils and follow up quickly on absences. First day response has been established and protocols to be followed.	We can't improve attainment for children if they aren't actually attending school. A Local Delivery Group briefing for school leaders identified addressing attendance as a key step.	Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together. Head of School, SENCO or Executive Head to attend meetings with parents to make clear expectations. The Home/School Attendance Officer has been appointed for another year and will implement a traffic light warning system to parents.	Pupil Premium Coordinator	Jan 2017 Weekly attendance analysis and half termly review of attendance data will identify those pupils whose attendance is causing concern. A review of the whole approach will be undertaken in July 2017.
The social and emotional needs of pupils eligible for Pupil Premium are well supported in a timely manner.	Arrange counselling sessions for identified pupils sessions with a counsellor.	The emotional needs of newly identified pupils and families will continue to be supported in a timely manner.	Weekly monitoring will aim to: <ul style="list-style-type: none"> • Provide effective provision and support for identified pupils and families. 	Executive Headteacher and the SENCO	Review of this document July 2017.
To ensure that all pupils who qualify	Identify visits and clubs that would	Previous educational visits have enriched pupils' learning through	Termly monitoring will ensure that	SMT	Review of this document July

<p>for the Premium have opportunities to attend visits and clubs to promote their social and emotional needs.</p>	<p>support the confidence and needs pupils. Monitor registration of pupils and payment for educational visits.</p>	<p>curriculum based visits which puts learning into context. Carefully planned educational visits for this year aim to provide a similar experience.</p>	<p>educational visits, including risk assessments are carefully planned. Yearly monitoring will ensure that educational visits are not repeated for cohorts and there are clear links to the curriculum.</p>		<p>2017. (£2000)</p>
Total budgeted cost					<p>£9000</p>

6. Review of expenditure				
Previous Academic Year				
i. 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
Improve attainment cross-circular	Staff some staff sent on external 'Talk fir Writing' course.	Mixed: training has informed approach to building aspiration in school. We measured the impact on attainment for all children, not just PP eligible. Success criteria: not fully met but approach shows promise.	Staff were positive about the training and believe it has affected attitudes of students. We will repeat the training for all new members of staff and will continue implementing the approach and monitoring pupil response.	£420 per teacher for 4 teachers. Plus staff cover for training days. See additional document for review.
ii. Targeted support				
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
Improved Key Stage Two English results, particularly in reading	One-to- one tuition delivered by qualified teacher using planned programme.	High: observed increased progress amongst participating children compared to peers, as measured using scores on the half termly assessment tasks – Rising Stars, CPG and Abacus.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year. The early morning maths booster session was highly successful last year and this is something that we will continue to do. There will also be merit in pursuing this type of group for reading and writing, although parents have expressed concerns that they cannot always get their children in school for 8am.	£1300 per pupil for 12 pupils. £15600

iii. Other approaches				
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

7. Additional detail
<p>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:</p>