

# Federation of Follifoot & Spofforth CE (VC) Primary Schools

## Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Spofforth C.E. Primary School				
<b>Academic Year</b>	16/17	<b>Total PP budget for 2016 - 2017</b>	£22,280	<b>Date of most recent PP Review</b>	July 2016
<b>Total number of pupils</b>	107	<b>Number of pupils eligible for PP</b>	16	<b>Date for next internal review of this strategy</b>	July 2017

2. Current attainment – SUPP due to numbers of pupils – attainment and progress of all pupil premium pupils available in data reports. Data reports are scrutinized each term via the School Development Committee.		
Measure	Pupils eligible for PP	Pupils not eligible for PP (national average)
<b>% achieving the expected standard or above in reading, writing &amp; maths</b>	SUPP due to numbers of pupils	61%
<del>% making at least expected progress in reading</del> These measures no longer valid under new assessment arrangements		Average progress score was minus 1.9 to +2.8 range of 4.7
<del>% making at least expected progress in writing</del>		Average progress score was minus 3.6 to +3.2 range of 6.8
<del>% making at least expected progress in maths</del>		Average progress score was minus 2.3 to +2.9 range of 5.2

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
<b>A.</b>	Attitudes to learning – adoption and application of growth mindset principles (pupil's resilience especially to challenge)
<b>B.</b>	Gaps in knowledge and understanding in particular pupils who have moved schools or has significant periods of absence in their school years.
<b>C.</b>	Unsecure fluency in basic skills – knowledge and application of phonics, number bonds, multiplication tables
<b>D.</b>	Development of age appropriate communication (vocabulary), spoken and written
<b>E.</b>	Organizational learning skills

**F**

**External barriers** (*issues which also require action outside school, such as low attendance rates*)

- Low levels of punctuality.
- Low attendance / persistent absenteeism (below 90% attendance).
- Readiness and preparation to learn, physically, practically and emotionally.
- Support and appropriate working conditions to effectively enable learning beyond school completing homework and home learning tasks.
- Communication between home and school.
- Exposure and access to high quality books.
- Experience of a range of positive peer role models to aspire to and to provide coaching and or mentoring.
- Ability to reflect and evaluate their own learning self-motivating themselves to improve.
- Low aspirations based on immediate experience.
- Not fully 'seeing' value in strong primary education foundation and the importance of this for future learning.
- Learning 'loss' over holiday periods.

<b>d. Desired outcomes</b> <i>(Desired outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	All eligible pupils will access all elements of the national curriculum and remain in line with age related expectations continuing to make at least expected progress.	Full access achieved Pupils attain at age related level or above making at least expected progress.
<b>B.</b>	Needs of all eligible pupils will be closely assessed in order to identify where support might realistically enable pupils to achieve work at greater depth in particular curriculum areas.	Clear and accurate understanding of pupils needs.
<b>C.</b>	Learning attitudes specifically towards challenge will improve for identified pupils.	Pupils more confident and resilient.
<b>D.</b>	School will improve its methods of keeping parents informed about children's learning thus improving the opportunities to develop learning beyond school. Parents will feel better supported, and more empowered to support learning at home.	Parents better informed and equipped to support

<b>E. Planned expenditure</b>					
<b>Academic year</b>		<b>2016/2017</b>			
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					
<b>i. Quality of teaching for all</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>
Increase the engagement and involvement of parents and cares of eligible pupils	Learning conversations for eligible families. Use of parental engagement App.	LC pilot project and resulting progress data. Feedback from parents states main barrier to helping at home is knowing how and when.	Staff trained and part of pilot project. Staff trained in use of new App. Progress data scrutinised every term.	PG and relevant class teachers	Every term via data.
All staff will be able to promote Meta cognition and growth mindset principles and develop these attitudes in learners.	CPD training for all staff throughout the year on growth mindset.	Research evidence (Sutton Trust) showing high impact of Meta cognition and self-regulation +8 months progress	Records of CPD including handouts. Monitoring and evaluation via learning walks and pupil interviews	PG – Tony Swaintson	Termly via data. Spring and summer term learning walks and pupil interviews
The academic outcomes of eligible pupils compare favorably with the same group nationally and non-eligible pupils within the school.	Tracking package that allows for quick and simple comparisons to be made throughout the year at assessment points.	Data package effective in enabling efficient tracking and comparison.	Ensure all staff are well trained and confident in use of system. Ensure new GL assessments are added to system	PG	Each term via data reports.
PP progress and achieve as well if not better than whole cohort.	High quality feedback, 'in the moment intervention' and pre teaching effectively support learning.	Research evidence from Sutton Trust on impact of feedback. Pupil feedback and school monitoring and evaluation of these strategies.	Additional support to facilitate these strategies is placed where needed and evaluated based on data.	PG & AB	Each term via learning walks, pupils interviews, data reports
<b>Total budgeted cost</b>					<b>£14,000</b>

<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>
PP progress and achieve as well if not better than whole cohort. Staff and pupils have access to range of approaches to enable them to adapt to and meet different learning needs.	Resources – class texts additional manipulatives to support maths learning.	Training and network meetings on mastery approaches advocate access to manipulatives.  Pupils having personalised copies of class texts enables them to read at home also supporting pre learning.	Training to go alongside additional resources. SL to monitor use.	MJ	Each term via learning walks, pupils interviews, data reports
PP progress and achieve as well if not better than whole cohort. Pupils receive personalised study skills and support to develop learning outside of 'lessons'	One to One Tuition in addition to school day.	Additional support to pre teach and also review learning one to one builds confidence. Pre teaching enables higher levels of engagement in main lessons.	Review of each block of tuition with staff pupil, parents.	PG & tuition staff.	After period of tuition.
Pupils improve own self confidence, self belief, self discipline as well as writing skills.	Children to attend SI (martial arts) & Pobble Sessions – six week block.	Increased self confidence and self belief enable children to engage more with learning gaining greater independence and taking personal responsibility.	Working with high quality providers. HT to accompany group and support.	PG	At conclusion of sessions.
Children are on time for school and ready to learn.	Breakfast club places	Children who are on time for school access the full days learning. Children who have had a healthy breakfast and ready to learn and more able to sustain concentration than those who are hungry.	Monitor attendance and take up. Send reminders as and when needed.	CT to ensure parents aware. Admin monitor attendance update HT as needed.	Attendance data half term in autumn and then end of each term thereafter.
<b>Total budgeted cost</b>					£5,280

<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 eligible pupils are fully included in all aspects of school life and have equal access to wide range of curricular and extracurricular provision as non eligible pupils.	Contributions are made to trips including residential ,visitors, workshops and extra curricular opportunities that pupils might not otherwise access	Eligible pupil's may not access additional or costly opportunities that others may do routinely.  This use allows all children to develop skills, pursue interests broadening their interests and receiving the same opportunity as others. These opportunities develop abroad range of vital skills including self confidence, determination and independence.	Recorded discussions via consultation with parents (learning conversations) and specific discussions with the HT.	HT and staff via learning conversations	Termly.
Attendance of PP pupils compares favorable with rest of school and any appropriate national comparisons.	Attendance management monitoring and follow up actions.  Support for pupils following absence periods.	Children learn more effectively when they are present at school. Being absent leads to gaps in learning developing.  Missing time can leave children feeling they are 'behind' peers when they return. This can lead to lower confidence	Half term (autumn) and termly monitoring of attendance looking at all vulnerable groups	PG & JB	
<b>Total budgeted cost</b>					£3000

f. Review of expenditure			
Previous Academic Year		2015/2016 – £21,400	
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)
Increase the engagement and involvement of parents and cares of eligible pupils	Learning conversations for eligible families.	Positive feedback from parents re the additional time provided by learning conversations. Evidence of homework and wider home learning tasks completed effectively. Attainment and progress data of both pupils positive and mostly above cohort.	Overall positive feedback and positive impact. Would continue this approach.
High quality feedback personalises learning including next steps and increases progress rates. Small group phonics	Additional weekly TA hours to provide smaller groups for targeted activities e.g. phonics/spelling & increase frequency of verbal feedback in lessons.	Attainment and progress data of both pupils positive and mostly above cohort. Clear improved confidence especially for one pupil and effective transition between classes.	Can be impacted on by changes to school demographic e.g. arrival of high needs pupils. Evidence from learning walks and pupil discussions is phonics is lively and engaging and multi-sensory. It is more tailored when delivered in phase groups. Outcomes for 2016 Phonics compare well with national average.
The academic outcomes of eligible pupils compare favorably with the same group nationally and non-eligible pupils within the school.	Tracking package that allows for quick and simple comparisons to be made throughout the year at assessment points.	Data package effective in enabling efficient tracking and comparison.	Close tracking and comparison with cohort and national is crucial in building an accurate picture of attainment and progress and setting realistic yet challenging targets/expectations.
Staff are better equipped to support vulnerable learners by netter understanding the social, emotional and learning challenges they commonly face.	Training from Educational Psychologist on impact of different social scenarios	Staff more confident and more aware of need to understand pupils as effectively as possible. Better understand on the value of learning what motivates pupils and how T&L can be adapted to maximize potential	Training has impact beyond identified PP pupils as often pupils not in receipt may face similar challenges or have similar needs. High quality training plays a key role in developing and building a strategy and culture that meets the needs of all learners including vulnerable learners.
Total			£13,900

<b>ii. Targeted support</b>			
<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)
Pupils are fully included in all curricular and extracurricular activities	Subsidy of trips, visits and extra curricular activities	Yes. Pupils fully included. No child missed out on any school led provision and targeted pupils were able to access additional wider opportunities that they may otherwise not been able to access.	This is an important use of the funding.
Improve fluency skills in maths thus increasing pupils confidence when applying and problem solving in maths lessons.	Staffing to deliver First Class @ Number x 3 sessions per week.	Significant improved confidence in targeted group. Pupil attitudes and confidence high. Improved level of fluency and recall of key.	This strategy works well providing a systematic approach and resources that can be applied and used by staff who are trained how to use them. The children gained a lot of confidence from the small group approach.
PP progress and achieve as well if not better than whole	One to One Tuition in addition to school day.	Impact on confidence levels and engagement/involvement in main lessons as a result of pre teaching. Progress seen in individual pupil data.	
Children have access to clean school uniform and clean PE kit, thus feeling valued, proud and ready to take part in all aspects of school learning.	Purchase and install washing machine. Purchase of spare PE kit including footwear.	Increased levels of participation and 'readiness' to participate. Higher levels of self-esteem and self-worth leading to improved confidence.	A very helpful and useful resource to have. The children value greatly having access to all they need to fully participate in lessons.
Total			£7500



