

Federation of Follifoot & Spofforth CE (VC) Primary Schools

Pupil Premium Strategy Statement

1. Summary information					
School	Spofforth C.E. Primary School				
Academic Year	2017-2018	Total PP budget for 2017 - 2018	£19,080	Date of most recent PP Review	July 2017
Total number of pupils	104	Number of pupils eligible for PP	14 + 2 (EY)	Date for next internal review of this strategy	July 2018

2. Current attainment – Year 6 as being compared with national averages and these only available for Year 6. Internal tracking data can show attainment and progress of all pupil premium pupils.		
Measure	Pupils eligible for PP	Pupils not eligible for PP (national average)
% achieving the expected standard or above in reading, writing & maths	100%	61%
% making at least expected progress in reading These measures no longer valid under new assessment arrangements	Average progress score for PP - +3.5	Average progress score was minus 1.9 to +2.8 range of 4.7
% making at least expected progress in writing	Average progress score for PP - -2.33	Average progress score was minus 3.6 to +3.2 range of 6.8
% making at least expected progress in maths	Average progress score for PP - +1.22	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)	
A.	Attitudes to learning – adoption and application of growth mindset principles (pupil's resilience especially to challenge)
B.	Gaps in knowledge and understanding in particular pupils who have moved schools or has significant periods of absence in their school years.
C.	Unsecure fluency in basic skills – knowledge and application of phonics, number bonds, multiplication tables
D.	Development of age appropriate communication (vocabulary), spoken and written
E.	Organisational learning skills

F

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

- Poor levels of punctuality.
- Poor 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.

d. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	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.	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.
C.	Learning attitudes specifically towards challenge will improve for identified pupils.	Pupils more confident and resilient.
D.	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

E. Planned expenditure					
Academic year		2017/2018			
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?
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 scrutinsied every term.	PG and relevant class teachers.	Every term via data.
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'	Access to one to one tuition and small group homework club to facilitate pre and post teaching support and guidance.	Create equality of opportunity for all ensuring all children have access to a place/space and support to develop self-study skills. Provide pupils with more perosnlaised support.	Review of data each term for PP pupils. Review of each child undertaking groups or tuition pre and post block of sessions.	PG AB MJ	Each term via data and after each block.
PP progress and achieve as well if not better than whole cohort. High quality 'in the moment' feedback and 'in the moment or same day intervention impacts positively on learners progress.	Team teaching approach in one class.	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

<p>Improve outcomes of pupils in maths developing confidence with fluency and recall of key facts</p>	<p>Pre school maths sessions utilizing Number Gym'</p> <p>Time to allow for Active management of Number Gym.</p> <p>'No Nonsense' maths resources.</p> <p>10 week sports numeracy programme with Sporting Influence one Yr 3&4 group and one Yr5&6 group.</p>	<p>Staff feedback, lesson study and lesson observations show pupils with high levels of fluency are more able and confident to tackle more challenging reasoning and problem solving elements of maths learning.</p> <p>Observation of resource in use. Feedback from staff and pupils. Maths data.</p> <p>Pre and post programme assessments and weekly assessment. Close liaison/handover between staff. School TA observe and support sessions.</p>	<p>Ensure sustainability by staffing correctly and having cover options.</p> <p>Ensure time for dissemination of resources and opportunity to evaluate impact and make any necessary adjustments.</p>	<p>PG MJ JW</p> <p>SI staff</p>	
<p>The academic outcomes of eligible pupils compare favorably with the same group nationally and non-eligible pupils within the school.</p>	<p>Tracking package that allows for quick and simple comparisons to be made throughout the year at assessment points.</p>	<p>Data package effective in enabling efficient tracking and comparison.</p>	<p>Ensure all staff are well trained and confident in use of system.</p> <p>Ensure new GL assessments are added to system</p>	<p>PG</p>	<p>Each term via data reports.</p>
<p>Staff are well equipped to meet the needs of different learners and have range of strategies to apply to meet needs enabling all pupils to be well taught.</p>	<p>Training in priority areas Writing and mastery maths.</p> <p>Developing strategies for independent writing in KS2</p> <p>Talk 4 Writing</p> <p>Bar modelling methods</p>	<p>Writing attainment and progress below reading and maths when evaluating own school data.</p> <p>Impact of Talk 4 Writing evidence in leading schools nationally.</p> <p>Maths mastery approaches evidenced via maths hub of impact.</p>	<p>High quality training provided by nationally recognised/accredited trainers.</p> <p>Appropriate follow up staff meeting time.</p> <p>Monitoring and evaluation in subsequent terms to review impact and allow for any further follow up necessary.</p>	<p>PH AB all staff attending training</p>	<p>Each term via data reports.</p>
Total budgeted cost					<p>£12,500</p>

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?
Pupils improve own self confidence, self belief, self discipline as well as writing and maths skills. Children to be physically active and purposefully engaged during holiday periods. Children have access to self study support during holidays.	Children to have access to Sporting Influence holiday camp places over the Easter Holiday	Increased self confidence and self belief enable children to engage more with learning gaining greater independence and taking personal responsibility. Learning loss over Easter break is felt to impact on pupils in lead up to end of KS2 assessments.	Working with high quality providers. HT to accompany group and support.	PG	At conclusion of sessions.
PP progress and achieve as well if not better than whole cohort. Pupils receive personalised study skills	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.
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.
Children reach the expected standard in swimming by end of Key Stage 2	Targeted intensive swimming scheme.	Evidence shows that intensive short period of instruction/tuition can effectively teach this skill.	High quality tuition in small groups.	PG & tuition staff.	During and at end of sequence of lessons.
Total budgeted cost					£4,300

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?
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	Autumn half term and end of each term after this.
Total budgeted cost					£2280

f. Review of expenditure			
Previous Academic Year (2016-2017)		2016/2017 – £22,800	
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 carers in children's learning. Understand the needs of pupils more effectively.	Learning conversations for eligible families. Use of parental engagement App.	Staff feel they know the pupils better and this helps personalise provision more effectively. Parents feel better equipped to support learning as they have an improved understanding of their child's learning. 100% sign up with app and very positive feedback from parents and pupils.	Staff and parents both value learning conversations and this impacts on levels of engagement and support with school work and also wider learning opportunities. Although high levels of sign up it is not possible to monitor impact of actions taken at home. Note – with Number Gym project next year can provide
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 and approaches to metacognition including LVT – Logo Visual Thinking	Staff all trained and coaching skills developed to enable staff to provide peer support. Impact was wide across all pupils as all staff received training. Pupil interviews and lesson observations show where growth mindset principles applied and use of strategies such as LVT learning is improved.	A joint consistent approach across the federation providing direct teaching of metacognition skills would develop this further. Both schools are signed up to work with York University and Rosendale Pri9mary School on the use of ReflectED.
The academic outcomes of eligible pupils compare favorably with the same group nationally and non-eligible pupils	Tracking package that allows for quick and simple comparisons to be made throughout the	All staff have easy simple access to data regarding all pupils and can easily compare PP pupils.	This tool is very helpful and saves a great deal of time which can be used improving provision.

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 via targeted use of additional adult hours.	Wide impact across pupils as this strategy is used across all classes and pupils can be grouped to address similar needs either pre teaching or same day follow up. Lesson observations and pupil interviews evidence strategy in action and impact.	This is seen to be working well. Where staff can work together frequently and build a strong working knowledge of pupils needs this is better than more 'ad hoc' additional adult support. As a result of lessons learned next academic year the additional 0.7 teacher will team teach with 1.0FTE in larger class with high proportion of PP pupils.
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)
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 including training on using manipulatives to support mastery approaches.	Higher confidence levels form staff in relation to using manipulatives. Greater use of these in maths lessons as a result of access to more and improved understanding.	Manipulatives can help at all levels and age groups and have helped develop greater independence in learners. Having enough so all children can access in a lesson allows children to work at own pace. This approach will continue and further training for staff will be arranged. Staff are aware of need for children to be able to move between manipulatives and pictorial as they do not have access to manipulatives In Key Stage assessments.
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	All pupils accessed all opportunities in line with other pupils. Indemnified pupils had additional opportunities they might otherwise have not had.	The types of activities supported in this way are vital in achieving full inclusion and also in terms of building self confidence.

Attendance of PP pupil's compares favorably with rest of school and any appropriate national comparisons.	Attendance management monitoring and follow up actions. Support for pupils following absence periods.	Attendance management very effective allowing for early intervention – conversations with parents where early concerns arise.	Will continue with this and will introduce personalised letters at the end of half term to encourage and remind target groups.
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.	Children enjoy and value the support provided via this strategy. The time to ask questions and explore pre or post learning individually and personally helps identify areas of need which might be 'masked' in whole class scenarios. Keeping learning 'going' over holiday periods especially in the lead up to key assessment points in very valuable.	Will continue with this with identified pupils as and when needed. We will investigate other ways of supporting learning over holiday periods.
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.	Self-confidence and self-belief improvements. Very valuable for pupils to see and hear core values messages of hard work, self-discipline from other positive adult role models outside of school. Writing opportunities linked with areas of interest and personalise experience engaged pupils well.	Would continue with approach but would not repeat identical 'block' of work with same pupils. Linking Sport with writing had positive impact. Share this example with staff and see where further opportunities of linking PE experience and writing can be planned.
Children are on time for school and ready to learn.	Breakfast club places	Improved attendance and punctuality of pupils. Opportunity to introduce number gym sessions also.	Would continue where appropriate.

