

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Eyam Primary School				
Academic Year	2016/17	£20000		Date of most recent PP Review	Sept16
Total number of pupils	72	Number of pupils eligible for PP	7	Date for next internal review of this strategy	December

2. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	72% of PP pupils are also SEN pupils	
B.	Historically and currently significant children have attachment issues	
C.	Low aural language skills of an individual which reflects in reading progress.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Social and emotional wellbeing is the main barrier – in particular in UKS2	
E.	Poor home learning environment	
3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	SEN pupils have specific support to address needs and show improvement – narrowing gaps as was achieved last year in Y6	Progress as a result of interventions
B.	Children are more self-confident, resilient, positive attitude to life and learning	Children willing to take part in a range of activities/present ideas and contribute to class development. They can absorb VF from teacher and make an effort to self improve.
C.	Aural language skills in	Pupils are enabled to reach age related expectations showing accelerated progress from starting points.
D.	Children are able to recognise well-being, can reflect on and control emotions	

4. Planned expenditure					
Academic year		16-17			
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 SEN pupils have specific support to address needs and show improvement – this includes mastery maths for most able	small group tuition where possible or 1:1 support during lessons Celebration of work ethic visit other classes	FFT benefit of targeted support for specific needs Reading comp strategies and 1:1 tuition	IEPs reviewed twice a year with parent and pupil Termly data review meetings with HT / teacher Support through SSEN and SENCO forum	Class T and TA with SENCO	TA time with small groups over the week: 3x20mins/wk Writing workshop Inset on comprehension skills for whole staff Jan 17 Maths inset all staff mastery training
	Sound discovery sessions for small gp				Ta support 3x20 mins a week
B Children are more self-confident	Nurture group for time to shine in a small group Class responsibilities – praise for doing well Specific praise for taking part in sport / art work / extra events / model behaviour Feedback to parents	Verbal feedback is highly effective way of improving self worth. Research on nurture shows it enables access into learning Shared Leadership – children see results of their requests and actions – school council Sports leadership / School Council Rep	School council feedback	Nurture and each T Mrs H Class T	TA each half Term – make links into class room / IEP One afternoon a week of 2.5 hrs HT time to implement and review

C Aural language skills in	modelling good vocab use especially in imaginative play. Use other children to role model and PP children to repeat for example questions	Children can communicate better if they have the vocab to use – and therefore be more confident with new ideas FFT early intervention Children also need time to grasp the idea of using new words ready for learning to spell them higher up the school	Baseline tracking Observations by staff progress check Dec	Class room staff both T and TA Praise through celebration worship	December and March Summer teacher-training outdoor learning Poss training on talk 4 writing?
Total budgeted cost					5158
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?
A Aural language	SP and Lang 1:1 and additional reading / 1:1 attention	FFT 1:1 input Guidelines from Sp and Lang assessments	Weekly visit by Sp and Lang – monitored by class teacher / SENCO	HH /SEN Gov	Termly pupil progress meeting
B Children are more self-confident	Contribute to residential A lot of praise and individual support Music lessons for most able	Attachment training on independence and support to leave and return home.	IEP reviews Pupil reviews Weekly staff coms	HT	Pupil feedback Parents Qn
	Extra-curricular activities such as choir, contribution to trips	FFT Arts and Sport and outdoor adventure	Admin staff check up lists of those going – all classes attend and on sports competitions	HT PP Govs Admin staff	April 17
C SEN pupils have specific support to this includes mastery maths for most able address needs and show improvement –	Lexia reading and spelling programme TA paired reading with pupil, writing support, phonics group support, encouraging effort, number support in class	Wave 3 Lit intervention recommended by EP EP report, FFT 1:1 support and group intervention linked to IEP 1 hr a day x 5 = x3=	TA responsible and extra time club at lunch time	3xTA	£100 per pupil £

D Social emotional issues and behavioural issues	Nurture for KS2 weekly A lot of adult support to help move away from using inappropriate language, giving positive self worth messages and alternative options when frustrated at playtimes	Attachment training Guidelines	Half termly feedback from group through pupil review. Boxall profile review twice yearly.		Sarah each half Term – make links into class room tasks? Cost over year for one afternoon a week of 2.5 hrs TA / SENCO/teacher time Extra lunch staff for playing games, boosting self esteem Male role model at lunch time
Total budgeted cost					£14 515
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?
	Milk	Children who may not have had a big enough breakfast.	Admin staff administer the list to milk monitors – letters to		
	Lexia	Wave 3 reading intervention with licence all year and at home	Weekly monitored	RP / HT	
C behaviour issues addressed	Observations by BSteam and advice given – calming, giving more attention which is now work related Talk time 1:1 confidential support	FFT behaviour interventions	TA give increased support during the week – ongoing short periods of time	HT Class T Parents	
Total budgeted cost					£991 £20664