**Curbar Primary School Pupil premium strategy statement 2016 – 17**

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| 1. **Summary information**
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| **School** | Curbar Primary School  |
| **Academic Year** | 2016 - 17 | **Total PP budget** | £7180 | **Date of most recent PP Review** | N/A |
| **Total number of pupils** | 70 | **Number of pupils eligible for PP** | 5 | **Date for next internal review of this strategy** | June 2017 |

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| 1. **Current attainment**
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|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)*  |
| **% achieving in reading, writing and maths**  | 20% | TBC |
| **% making progress in reading**  | 40% | 92% |
| **% making progress in writing**  | 80% | 95% |
| **% making progress in maths**  | 60% | 91% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)**
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|  **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | Pupils with SEN  |
|  | Social and emotional needs of pupils impacts on pupils in a variety of ways |
| **C.** | Confidence, engagement and behaviour for learning |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **D.**  | Attendance and punctuality for some PP pupils is lower than for other pupils  |
| **E.** | Challenging home environments for some PP pupils |
| 1. **Desired outcomes**
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|  | *Desired outcomes and how they will be measured* | *Success criteria*  |
|  | Improve attainment and progress for pupils eligible for PP  | Pupils eligible for SEN GRIP/EHC funding to receive full entitlement of bespoke support.Pupils eligible for PP make increased progress.  |
|  | Develop a strong sense of worth, self-esteem and confidence for pupils eligible for PP | To ensure pupils eligible for PP have opportunities for achievement through provision of engagement including the monitoring of involvement.  |
|  | Increased attendance and punctuality rates for pupils eligible for PP | Reduce the number of persistent absentees among pupils eligible for PP to 0%. Overall PP attendance improves from 93% to 96%. |
|  | To improve parental engagement with the school to support parent needs more effectively  | Enabling parents to attend key events such as parent consultation meetings, information meetings, cluster meetings, MAT meetings etc.  |

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| 1. **Planned expenditure**
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| **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.  |
| 1. **Quality of teaching for all**
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| **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?** |
| Improve attainment and progress for pupils eligible for PP | Staff training on quality assessment for learning strategies to target groups/individual children based on ongoing assessment to support quality first teaching.  | The value of children being assessment literate is evidenced in the Sutton Trust research as a low cost/high impact intervention. The need for active engagement in children’s learning to support self-evaluation is crucial as is teaching the ‘skills’ required to be a ‘good learner’ e.g. being resilient, reflective, reciprocal and resourceful.  | INSET provided. Regular discussions around planning formats in English and Maths to support AfL and differentiation that comes from formative assessment. Staff are familiar with updated Teaching and Learning/Behaviour for Learning Policy. Have AfL as a focus for learning walks and lesson observations. Subject leads to scrutinise planning and look for clear differentiation based on pupils starting points. Performance Management and staff teaching and learning plans support priorities.  | PP lead/HT | May 2017 |
|  | Staff training on high quality feedback.  | The EEF toolkit states that it is high impact for very low costs based on moderate evidence. It is an effective way to improve attainment and it is an appropriate approach that we can embed across the school.  | Quality CPD is provided for staff. Staff to review and amend Feedback and Marking policy.  | PP lead/HT | June 2017 |
|  | Continue to invest in strategies to support summative assessment judgements and effective tracking systems. (Tracker + and Tapestry) | The importance of teachers using data to identify pupils’ learning needs, review progress and address performance quickly is imperative to raising attainment. Likewise, an effective tracking system supports the teachers in making decisions about next steps for learning and ensures this informs planning.  | PIRA/PUMA and Testbase resources used termly to inform ongoing formative and STAT assessments. Opportunities for discussion are provided at half termly Pupil Progress Meetings and termly SEN reviews. Date is shared with Standards and Curriculum governor subcommittee.  | PP lead/HTStaff | July 2017 |
| **Total budgeted cost** | £2285 |
| 1. **Targeted support**
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| **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?** |
| Improve attainment and progress for pupils eligible for PP | One to one and small group provision during whole class teaching.Ensure SEN provision mapping is bespoke to the needs of the individual.  | Some of the students need targeted support to catch up. For PP with SEN funding, bespoke programmes targeting specific need have been put in place.  | Those with SEN needs to follow their bespoke provision map for support. This includes a timetable to ensure support staff are supporting targeted pupils. Support staff are paid extra hours to implement this. These are reviewed half termly with staff at Pupil Progress Meetings and termly SEN reviews with pupils and parents. Possible funding opportunities (GRIP/EHC) are utilised to support provision for learning. Offer suitable intervention based on need e.g. Nessy, Jungle Maths, extra phonics, reading volunteers etc.  | SENCoPP lead/HTStaff | Half termly |
| Develop a strong sense of worth, self-esteem and confidence for pupils eligible for PP | The school provides Positive Play, works with the Virtual School (Creative Mentoring) and MAT team. | Offering emotional support with personal management, building resilience and self-belief, offering unconditional acceptance and tailoring support are means by which emotional barriers can be overcome as evidenced in ‘Raising the Achievement of White British Disadvantaged Children’ (OFSTED document) | Staff CPD to develop an understanding of needs e.g. Positive Play, links with the Virtual School, nurture, Resilient Classroom (Young Minds) to support the emotional barriers of some children. School to continue to work closely with MAT, Virtual school and Positive Play investing in further training as appropriate. Childrens’ needs discussed at half termly Pupil Progress Meetings and termly SEN reviews. Staff to update case studies.  | SENCoPP lead/HTStaff | June 2017 |
| **Total budgeted cost** | £2566 |
| 1. **Other approaches**
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| **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?** |
| Increased attendance and punctuality rates for pupils eligible for PP | Monitor punctuality and attendance half termly in accordance with school policy. Follow up quickly on absence. First day response provision. Ask for evidence of medical appointments. Establish clear expectations around attendance and punctuality.  | We can’t improve attainment for pupils who are late or are not attending school. Addressing attendance is a key step in supporting attainment of PP pupils as evidenced by NFER research.  | PP lead, MAT family support worker will continue to collaborate to ensure provision is and school processes are clear. Attendance data is collected and monitored and reported to governors each term and parents in every HT newsletter.  | PP lead/HT | End of April 2017 |
| To improve parental engagement with the school | Meet informally and regularly with parents and have an ‘open door’ policy. Create an ethos of success among pupils and parents. Share expectations and aspirations. Ensure a common understanding of the value of education. Possible ‘Breakfast Club’ -staffing dependent. | Social and cultural causes of underachievement are linked to lack of parental involvement. Lack of parenting skills. | Communicate effectively with all parents e.g. newsletter, website, providing informal opportunities to talk with parents for all staff. Contact Parental Engagement Network Julia Davis). Offer basic provision such as uniform, cost of educational trips, after school sporting provision as part of PP provision. Ensure parents attend Shine Assemblies and other celebration events to expose them to the ethos of success and high standards in the school.  | StaffPP lead/HT | May 2017 |
| **Total budgeted cost** | £2250 |

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| 1. **Review of expenditure**
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| **Previous Academic Year** |  |
| 1. **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** |
| Improve attainment and progress for all pupils and pupils eligible for PP | High quality teaching for all is a prerequisite for high achievement. Providing consistently high standards by setting expectations, monitoring performance and sharing best practice is key to success. | The school now has clear and consistent assessment methods across school. A whole school tracker was purchased to analyse data and inform next steps. Pupil Progress Meetings now take place half termly with staff (the SENCo also attends). Judgements are moderated both internally or externally. A new Teaching and Learning and Assessment policy were created and shared. The school has agreed English and maths planning formats based on whole group and one CPD with external trainers. Classroom environments have improved in line with agreed Teaching and Learning expectations. There is a robust performance management structure in place- HT meets with staff termly and agrees a teaching and learning plan. The quality of teaching, learning and assessment profile improved as the year progressed. Impact on progress was mixed. We measured the impact on attainment for all children. The pupil in year 6 achieved at or above ARE across all subjects. The child in year 2 achieved at ARE in reading but not in other areas. We had three children eligible for PP funding in last year’s reception cohort. Two had other needs which are being addressed but impacted on progress.  | These practices need embedding and monitoring this year with further refinements. Further CPD was required and delivered for ‘Formative Assessment’ this year. This is a new SC. Marking and Feedback needs reviewing. The achievement of groups is an area for development on the SIP as our groups (particularly PP and SEN) are increasing and require more focus.  | £5537 |
| 1. **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** |
| Improve attainment and progress for all pupils (including pupils eligible for PP and SEN) and pupils in EYFS | Meeting individual learning needs enables staff to employ the best strategies possible to help the pupil take the next step in their learning.  | Provision in line with the SEN Code of Conduct 2014 has improved. Two of our PP children also have significant SEN needs. We trained and bought Success@Arithmetic intervention which has been employed for two of our PP pupils with mixed success. EYFS was a school development priority last year. We recruited a new EYFS teaching assistant with many years’ experience as a Foundation Stage Teacher in March. Provision has improved greatly as a result of good recruitment and investment in resources. Individual staff have been supported to ensure teaching, learning and assessment is consistently good or better across school. Positive Play was used to support three PP pupils.  | The SEN review cycle needs embedding in the full academic year. In a small school, the impact of the quality of teaching, learning and assessment is significant. There is ongoing support for teaching staff. We need to consider training of another member of staff in Positive Paly | £2580 |
| 1. **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** |
| Develop an ethos of success and inclusion across school | The school has an ethos of high attainment across all groups of children. However, historically, groups of vulnerable pupils (e.g. PP and SEN have been very small). Over the last 18 months, these groups have increased to a significant number in the context of a small school and the school’s approach needs refining as a result.  | The impact has been mixed but a longer term view is needed in a school which has historically had small groups of vulnerable pupils. PP children now have access to free uniform and educational visits and we celebrate success for all children with weekly celebration assemblies to which parents are invited.  | This approach needs to continue and develop as three PP pupils are in year 1 and have a significant time left with us.  | £400 |

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| 1. **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  |