

# St Nicholas CE Primary School Pupil premium strategy statement:

1. Summary information					
School	St. Nicholas CE Primary School				
Academic Year	2017/18	Total PP budget	April 17 – March 18	Date of most recent PP Review	Nov 2017
Total number of pupils	43	Number of pupils eligible for PP	5* 2017/18	Date for next internal review of this strategy	March 2018
1. Current pupil attainment KS2 2017					
Y6 cohort 2017 SATS	Pupils eligible for PP (2)		Pupils not eligible for PP (total cohort 8) 6		
% Achieving expected standard in reading, writing and maths	0%		50%		
% making expected progress in reading	50%				
% making expected progress in writing	100%				
% making expected progress in maths	0%				

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
Currently 5 pupils – 5 Pupil Premium – all in Y6 2 pupils (Y6) left for secondary school July 2017	
In-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Current Y6 pupils 5 = PP pupils who were working below the expected level for age group in Y5.
B.	In KS1 & KS2 some pupils (not just PP) require additional support in Writing and Maths to bring attainment in line with expectations. Some pupils enter year groups in September having not reached ARE for the previous year group.
C.	Some pupils eligible for pupil premium also have other factors, such as specific needs, SEMH and mobility, to consider when planning successful intervention and support.
External barriers ( <i>issues which also require action outside school, such as low attendance rates</i> )	
A	Mobility & Attendance of some PP pupils
B	Parental engagement / attitude
C	Need to top up parental contributions or fully fund school trips / residential visits

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved rate of progress and attainment for disadvantaged pupils in KS1/KS2 (particularly writing & maths) through targeted intervention activities, improved resources to develop independence of working.  Data to reflect greater than expected progress for identified pupils.	Pupils eligible for PP make as much progress as 'other' pupils year on year & by the end of Key Stage 2 make expected progress in maths, reading and writing.
<b>B.</b>	Pupils develop a more positive attitude to learning and increased ability to overcome barriers through whole school focus on growth mind-set, mindfulness, peer support. We also provide nurture support to build self-esteem & confidence through the use of mentors.	PP to have positive attitudes and increased self -esteem impacting positively on progress.

### Planned expenditure - Academic year – 2017/18

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	Review by
A) All PP children are working at an appropriate stage for their age & are achieving expected outcomes & making progress scores from their prior attainment at the end of Y6 in RWM.	Funding of smaller Y6 class (38.4% - 5/13 are in receipt of PPG) to ensure the pupils receive appropriate challenge through Y6 curriculum. Develop resilience & independence. Use of data and assessments to identify pupils slipping behind target for in class intervention.	Children not making enough progress in year (tracking system) which impacts on end of KS2 outcomes. –attainment & progress.	Monitoring of planning & assessment Lesson observations Performance Management targets	<b>AP/LM</b>	Half termly
B) Pupils with specific difficulties make accelerated progress in RWM.	Fund TAs to ensure all vulnerable pupils receive additional support and make accelerated progress. Develop the independence & resilience of pupils.	Extra support allows misconceptions and areas for development to be quickly identified and interventions/ targeted support put in place to address issues and accelerate progress.	Lesson plans evidence focus for TAs. Teacher/ HT ensure pupils are closely monitored in terms of their progress and attainment.	<b>AP/LM</b>	Half termly
C) Improved attitudes towards learning across the school	To complete & consolidate Growth Mind-set training. Staff demonstrate high expectations and motivate pupils through challenge and problem-solving activities e.g. BANSHO maths	We want to ensure that all pupils including PP have a positive 'can do' attitude to their learning. Learning activities will provide support, challenge and encouragement for pupils.	Lesson plans to include challenge and opportunities for application of skills. Whole school ethos of expectation. Lessons planned to encourage reasoning and higher level skills in maths & opportunities for children to lead groups improving self -confidence and esteem.	<b>AP/LM</b>	December 2017
<b>Budget cost</b>				<b>9240</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>
A. Accelerated progress by end of Y6, (with a focus on maths) for targeted pupils.  Accelerate progress in phonics/spelling for targeted pupils.	Fund TAs to ensure all vulnerable pupils receive additional support and make accelerated progress SENCO to implement, alongside teachers, interventions appropriate to accelerate progress with SMART targets.	Extra support allows misconceptions and areas for development to be quickly identified and interventions/ targeted support put in place to address issues and accelerate progress. Develops resilience & independence.	Organise an intervention timetable to ensure staff delivering have sufficient preparation and delivery time. Use of entry & exit data Effectiveness of support will be measured through regular assessment and half termly learning reviews. Use of resources to support learning – Laptops available for small grp work	AP/LM	Half Termly
b) Children are more independent, have greater resilience and able to approach challenging tasks	Appropriate support given in class & through out of class intervention. More opportunities to access challenging tasks.	Increased opportunities and support helps develop resilience.	Challenge apparent and focussed in planning.	AP/LM	Half Termly
<b>Budget cost</b>					Included in above
<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</b>
A. Pupils have improved social skills, resilience and positive attitudes able to cooperate successfully with others.	Pupils given leadership opportunities /opportunities to take responsibility and represent their school, eg school council, library duties, participation in church services, etc. Pupils have access to intervention groups such as Lego Therapy.	Increased opportunities and support helps develop resilience.	Opportunities for children to lead groups improving self -confidence and esteem (target vulnerable children for some roles)	AP/LM	Half Termly
<b>Budget cost</b>					<b>Included</b>
<b>Total Budget cost</b>					<b>9240</b>

