

Pupil premium strategy statement

1. Summary information					
School	Stone with Woodford C of E Primary School				
Academic Year	2017/18	Total PP budget	£22070	Date of most recent PP Review	Dec 2017
Total number of pupils	95	Number of pupils eligible for PP	20	Date for next internal review of this strategy	Dec 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	75%	53%
% making progress in reading	75%	72%
% making progress in writing	75%	79%
% making progress in maths	100%	76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	PP children often have poor oral language skills and are exposed to significantly fewer words than other children
B.	PP children often have limited opportunities to access, read and share books at home
C.	PP children often have limited experiences outside the home compared to other children which can impact on learning
	PP children are often children who need support with their emotional health and well-being
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parents unsure about how to help their child and are sometimes the hard to reach parents

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Provide a range of rich and diverse range of first hand learning opportunities that add depth to learning for high achievers and support active learning for low achievers and thus provide motivation and engagement for all learners	PP children progress and attainment data inline with non-pp children Children able to tell about their school experiences and how they link to their learning
B.	To develop a love of reading and a culture of reading for pleasure for all PP children by providing lively and interesting book corners and adding to the collections of books on a very regular basis to keep interest and engagement up. Provide children with access to writers and illustrators through visits, skype and Twitter. This will be promoted by teachers engagement with book clubs and CPD.	PP children to reach at least age related expectations and to make good progress from their starting points

C.	Additional top up support for children to ensure they build on insecure learning and to scaffold self-esteem. Extra TA support and staff CDP to raise expectations in maths and writing	Raised outcomes for PP children . Larger proportion reaching age expectation or more.
D.	Provide a range of clubs for PP access to support and extend learning	PP children have free access to after-school clubs
E.	To improve the emotional and mental health of our PP children and therefore impact positively on behaviour Apprentice Teaching assistant employed for well-being, behavioural support with a focus mental health and growth mind-set. CPD for teachers	Online pupil survey and pupil questionnaire to show that PP children have good self esteem and positive attitudes to learning and life. Improved behaviour

5. 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	When will you review implementation?
Quality first teaching for all	CPD Reading Teachers project Buy new books for book corners	Research evidence that Pupils who read have better life chances UKRfP – Teresa Cremlin	Use of children’s literature across curriculum evidenced by HT and gov observation/reports Tracking data shows good progress towards age related expectations and Progress	KM/SM	Christmas 2017 and May 2018
	CPD Maths	Use of reasoning to develop maths thinking – bar model leading to mastery approach (White Rose Hub) Jo Boaler research into positive attitudes and growth mindset. EEF reports	Subject leader observation HT and governor observation and report Raised attainment and improved progress Talk to pupils about views of maths - survey	SM/KM	Feb 2018 July 2018
Provide a range of rich and diverse range of first hand learning opportunities that add depth to learning for high achievers and support active learning for low achievers and thus provide motivation and engagement for all	All classes to ensure at least one trip is scheduled per term. (No cost for PP children) Provide a range of experiences to give learning a real context. Stem project I sing Pop project Young Voices Ipad music composition	Improving motivation and engagement with the curriculum through exciting group activities that all pupils can access gives a purpose to learning, encourages participation and independence. Provides opportunities for deep learning. Promotes self worth and raises self-esteem	HT reports to gov Class reports on website	KM	Sept 2018
Total budgeted cost					£5,000
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?
Provide additional support for PP children	Employ additional TA support to provide top up	Ensure children keep up with expectations by providing help with homework and	Trained staff HT to observe or take part in sessions	KM	

To ensure that they meet, at least age related expectations	Support for groups or one to one Divide KS1 into year groups for direct teaching of maths to smaller groups Y6 maths club to provide individualised learning to ensure success Fizzy and dancing bears one Zone programme – KS1 as appropriate	Individualised learning where needed. This leads to raised self-esteem, self-belief and resilience. EEF – Earlyyears intervention = improved progress Children have time to clarify their understanding and ask question and practise their skills EEF Improved behaviour and attitudes EEF teaching and learning tool kit - personalised quality feedback = improved progress	Resources to support – Sum dog SPAG .com Lap-tops purchased Teachers to plan support with TAs Book scrutiny and data of assessment Governor visit		July 2018
Total budgeted cost					£15,000
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?
PP children arrive on time and are ready to learn – having a smooth calm start to the day	Provide free breakfast club for PP children	PP children ready to learn and in school on time. Children who have a healthy breakfast are ready to learn and have better concentration Improved attendance	Breakfast club attended. Healthy options provided for breakfast and TA supervision and activities provided Pupil feedback Attendance data scrutiny	KM	Summer 2018
Provide free after-school clubs , visits , trips, music tuition or coaching for PP children		All children have access to a wide range of opportunities and have raised expectations Improved behaviour and attitudes Opportunities for peer to peer learning - EEF	Governor visits Book Scrutiny Pupil conversations Website	KM / KW	Summer 2017
Provide children with opportunities for deep learning	Increased access to the arts and technology Involvement with arts projects Involvement with a range of competitions Involvement with STEM activities	Peer to peer learning through shared experience and responsibility Engagement with curriculum Opportunities to relate learning to real experiences in life	Governor visits Teachers plan together Training as necessary Displays Pupil feedback/ involvement	All staff	Summer 2017
Total budgeted cost					£2000