



Allocation: £6,600

The Pupil Premium is an element of school funding aimed at narrowing the gap in attainment between certain disadvantaged groups of pupils and those who are more well off. For 2017-2018 funding will be calculated on the basis of £1320 for each pupil who is eligible for free school meals in the past six years, and £1900 for looked after children in care for more than six months. There is a related Service premium of £300 for children of families in the armed services.

Each year to ensure the most effective use of the Pupil Premium money we seek feedback from pupils, parents and staff to ensure the money is being used in the best way to support the development of our pupils. We carefully track the effectiveness of our expenditure through detailed provision mapping. At present, the following actions are planned for this academic year (more actions will be taken based on the needs of the pupils throughout the year):

1. Summary information					
School	Stoke Row CE Primary School				
Academic Year	2017/2018	Total PP budget	6,600	Review dates	Dec/March
Total number of pupils	95	Number of pupils eligible for PP	5	Completed Report for review	July 2018

2. Pupil Premium Outcomes for the School (2016-2017)
<p>Due to the small size of the school, different groups of children are not identified because:</p> <ul style="list-style-type: none"> a) percentages of small groups can be misleading b) to retain anonymity c) needs can be addressed on an individual basis <p>A separate analysis of the children’s outcomes has been produced which has informed the desired outcomes for the following academic year.</p>

3. Barriers to future attainment (for pupils eligible for PP)	
<i>Data sources that can help you identify barriers to attainment include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.</i>	
In-school barriers	
A.	Mathematics and writing progress and attainment does not compare favourably to reading progress and attainment.
B.	40% of our pupil premium children have special educational needs.
C.	40% of our pupil premium children have an attendance in the range of 87-88% and are defined with persistent absence. (below 90%)
External barriers	
D.	100% of our pupil premium children have parents that are separated. Some of these children require additional emotional support.

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4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Higher rates of progress across the school for low/middle /high attaining pupils eligible for PP in mathematics and writing.	<ul style="list-style-type: none"> • Pupils eligible for PP identified for an ability band. Children to make as much progress as non PP pupils identified as low/middle/high ability, across the school in maths and writing. • PP pupils to be specifically discussed at pupil progress meetings. 3 x yearly tracking completed by teachers and in depth analysis by the SENCO. • All pupils eligible for PP who are in the middle and high attaining band make at least meet age related expectations. PP who are in the low attaining band show accelerated progress.
B	Identify key barriers to learning and target more precisely the needs of pupil premium children with SEN. Continue to set clear outcomes and design interventions measured for impact.	<ul style="list-style-type: none"> • Pupils eligible for PP who are also on the SEN register to make accelerated progress by the end of the year.
C	Increased attendance rates for pupils eligible for PP.	<ul style="list-style-type: none"> • Overall PP attendance tracking shows continued improvement. • Two key pupils to reach an attendance of at least 96%.
D	To further support the social and emotional needs for pupils eligible for PP funding.	<ul style="list-style-type: none"> • Pupils will show increase scores on measures such as: <i>QCA behaviour, Strengths and Difficulties and Self-esteem measure.</i> • Identified pupils will also make increased academic progress as a reflection of the being 'ready to learn.'



5. 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
<p>A. Higher rates of progress across the school for low/middle /high attaining pupils eligible for PP in mathematics and writing.</p> <p>Pupil Number 5</p>	<p>Quality First Teaching High quality teaching for all. Key pupils identified and closely monitored. New experienced staff beginning in September 2017. Targeted training for teachers identified through surveys/observations and performance management. Consistent teaching of mastery approach across the school.</p> <p>Pre-teaching by either TA or teacher. Data based interventions.</p> <p>Reading Arch Reading programme; Pets as Therapy reading; investment in new reading scheme for KS1/lower KS2 developing books for boys and non-fiction</p> <p>Writing Systematic approach agreed for the teaching of spellings.</p>	<p>The Education Endowment Foundation's (EEF) Teaching and Learning Toolkit identifies quality first teaching, and a mastery approach, as having a high impact on learning.</p> <p>Provision maps indicated that this was an effective method of accelerated pupil progress. Also identified as a high impact intervention by the EEF.</p> <p>Several educational studies identify that: <i>good readers make good writers</i>. Provision maps have shown consistent impact on progress and attainment using these interventions.</p> <p>Book scrutiny and end of key stage results indicate that this is a key barrier to the children's progress.</p>	<p>Headteacher-performance management, lesson observations and blink inspections.</p> <p>Headteacher-working alongside staff to identify training needs.</p> <p>Provision map tracking.</p> <p>Literacy coordinator to research range of option.</p> <p>Agree approach on September INSET day. Monitored by Literacy Coordinator.</p>	<p>Headteacher SENCo Subject leaders</p>	<p>Termly</p>
Total budgeted cost					£1300

i. Targeted support. Pupil Premium children on the SEN register.					
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?
<p>B. Identify key barriers to learning and target more precisely the needs of pupil premium children with SEN. Continue to set clear outcomes and design interventions measured for impact.</p> <p>Pupil Number: 1</p>	<p>Continue to closely monitor SEN pupils using:</p> <ul style="list-style-type: none"> - pupil profiles - individual trackers - provision maps - specialist assessments <p>Identify one key barrier to learning to reduce time spent out of class.</p>	<p>We recognise the need to identify the barriers to learning that children have. We are open to a range of provision as appropriate to the identified need.</p> <ul style="list-style-type: none"> • Facilitating pupils' access to the curriculum • Additional teaching and learning opportunities • Additional resources to support learning • Interventions which support social and emotional wellbeing • Focusing on quality first teaching and increasing the amount of time the child taught by the class teacher. 	<p>Rigorous monitoring by the SENCO.</p> <p>Professional development for staff identified and delivered.</p> <p>Meeting termly with the PP parents to discuss arising needs.</p>	SENCo	Termly
Total budgeted cost					£800

iii. Supporting families					
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?
<p>C. Increased attendance rates for pupils eligible for PP.</p>	<p>Close monitoring of attendance. Inviting/engaging families to work in partnership if attendance falls below 90%.</p>	<p>There is a clear link between poor attendance at school and lower academic achievement. Improving attendance will therefore</p>	<p>Monthly review of attendance and close tracking of pupil premium children will trigger the need to</p>	Headteacher	Monthly reviews.

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Pupil Number: 2		improve children's chances of success.	engage parents/carers.		
Total budgeted cost					£0

iiii. Supporting social and emotional needs					
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?
D. To further support the social and emotional needs for pupils eligible for PP funding.	Play/art therapy Horse riding Forest School (FS and KS1) Signposting parents to external support	Request by parents as social and emotional needs identified as biggest barrier to learning. Continue to develop good relationships with the parents and show an awareness of their needs and wishes.	Close monitoring of social and emotional needs using specialist measures. Provision map scrutiny. Meeting termly with the PP parents to discuss arising needs.	SENCo	Termly
Pupil Number: 5					
Total budgeted cost					£3500

Other: Educational enrichment programmes.					
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?
Enable pupils to access the entire curriculum and widen their experience of the world.	Breakfast Club School Trips Residential Trips After school clubs Music lessons	To allow the children to feel part of the school community and have the same experiences as their peers. To support parents with working hours. To provide a balanced breakfast so that the children are ready to learn.	Meeting termly with the PP parents to discuss arising needs. Bursar to keep record of support.	Headteacher and bursar	Termly
Pupil Number: 5					
Total budgeted cost					£1000

Stoke Row CE Primary School

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'Shine like Stars'