



Pupil premium strategy statement

1. Summary information					
School	Fossebrook Primary School				
Academic Year	2017-2018	Total PP budget	£9240	Date of most recent PP Review	n/a
Total number of pupils	104	Number of pupils eligible for PP	11	Date for next internal review of this strategy	July 2018
2. Current attainment					
		Pupils eligible for PP (your school)		Pupils not eligible for PP	
% achieving in reading, writing and maths		63.63%		Y1 52%, Y2 48%, Y3 40%	
% on track for ARE in reading		63.63%		Y1 74%, Y2 48%, Y3 50%	
% on track for ARE in writing		63.63%		Y1 57%, Y2 47%, Y3 43%	
% on track for ARE in maths		63.63%		Y1 70%, Y2 63%, Y3 64%	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers (issues to be addressed in school, such as poor oral language skills)					
A.	The need to provide challenge for more able pupils including those in receipt of PP funding				
B.	Ensuring pupils eligible for PP funding achieve ARE in reading, writing and maths.				
External barriers (issues which also require action outside school, such as low attendance rates)					
C.	Attendance issues due to parent's personal factors preventing children attending school. 92.41% attendance compared to non PP children and 33% PA compared to 10.87%				
4. Desired outcomes					

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To raise attainment and the percentage of pupils achieving greater depth	The 27% of children identified as having the potential to achieve Greater depth achieve it this year, rising to 45% next year.
B.	To ensure pupils achieve at least age-related expectations in Reading, writing and maths	Pupils in receipt of PP funding achieve at least as well as their peers.
C.	Increased attendance rates for pupils eligible for PP.	Attendance for Children in receipt of PP funding is in line with their peers.

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 implementation?
A. The need to provide challenge for more able pupils including those in receipt of PP funding B. Ensuring pupils eligible for PP funding achieve ARE in reading, writing and maths.	Quality first teaching. Mastery approach to the curriculum	The mastery approach to the curriculum plans for all children to reach ARE including the disadvantaged. (Evidence shows approximately 5 months gain with mastery learning)	Staff training on the mastery curriculum and consequential learning embedded in lessons. Lesson observation, book trawls, data, progress meetings. Use staff meeting time to deliver training and for moderation.	Head Subject leads	July 2018
Total budgeted cost					Staffing budget
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?

<p>A. The need to provide challenge for more able pupils including those in receipt of PP funding</p> <p>B. Ensuring pupils eligible for PP funding achieve ARE in reading, writing and maths.</p>	<p>Provision of a permanent and designated learning support assistant in each class to provide targeted support in lessons.</p>	<p>The LSA can work alongside the teacher to support targeted groups or individuals as well as carry out assessment and activities such as pre-teaching and additional support.</p> <p>LSA will know the children well and can work with the class teacher to plan for raised attainment. Continuity of support and provision.</p>	<p>Ensure class teachers plan for LSA use.</p> <p>Lesson observations</p>	<p>Headteacher</p>	<p>Jun 2017</p>
<p>A. The need to provide challenge for more able pupils including those in receipt of PP funding</p> <p>B. Ensuring pupils eligible for PP funding achieve ARE in reading, writing and maths.</p>	<p>Targeted interventions to raise attainment and diminish the differences with peers.</p>	<p>Specific interventions to meet the children's needs will be timetabled. Colourful semantics, 10-minute sentence starters, phonics, accelerated reader/guided reading, times tables and mental maths. To diminish the differences and enable children to reach at least ARE and to provide additional challenge for the abler pupils.</p> <p>Targeted greater depth interventions.</p>	<p>Intervention impact folders- baseline assessment and impact statement</p> <p>Lesson observation, book trawls, data, progress meetings.</p> <p>Use staff meeting time to deliver training and for moderation.</p>	<p>Headteacher SENDCo</p>	<p>Termly pupil progress meetings.</p>
Total budgeted cost					<p>£6740</p>
<p>iii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>D. Increased attendance rates</p>	<p>To employ a part time support worker to monitor pupils and follow up quickly on absences. First day response provision.</p> <p>New attendance policy with more robust triggers for letters and meetings.</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>To support families in getting children to school and identify any barriers to learning that can be overcome. To support emotional wellbeing and parental engagement and develop positive relationships.</p>	<p>Thorough briefing of support worker about existing absence issues.</p> <p>Support worker, head, SENDco etc. will collaborate to ensure new provision and standard school processes work smoothly together.</p>	<p>Headteacher</p>	<p>July 2018</p>

D. Increased attendance rates	Provision of wrap around care places	Parents who cannot/do not bring their children to school because of work or other commitment are offered places at before and after school club where the alternative is that the children do not come to school.	Good communication with parents of pupils in receipt of PP funding so that they know what options are available to them	Headteacher	July 2018
Wellbeing	Support for uniform, school trips etc.	Children are not isolated or made to feel different because they are not wearing uniform or cannot take part in extracurricular opportunities. School can offer enriched curriculum.			
Total budgeted cost					£2500