

# Pupil premium strategy statement (primary) 2016-2017

1. Summary information					
<b>School</b>	Fossebrook Primary School				
<p>Fossebrook Primary School is a brand new school which opened for the academic year 2016-2017. The school is growing rapidly during this year of opening. Many of the children in receipt of funding started mid-term. It had been decided to channel funding into staffing to ensure all classes had full time support to allow for both in class and individual or group intervention. Funding has also been set aside to support families with uniform, trips and other activities as appropriate.</p> <p>For some of our pupils there is no prior attainment data: our EAL PP children have not previously been in school.</p>					
<b>Academic Year</b>	2016-2017	<b>Total PP budget</b>	£8,545	<b>Date of most recent PP Review</b>	
<b>Total number of pupils</b>	63	<b>Number of pupils eligible for PP</b>	11 (over the course of the opening year)	<b>Date for next internal review of this strategy</b>	July 17

2. Current attainment: KS1 SATS 2017 (14 children in cohort)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	33.3%	29% (64)
<b>% achieving the expected standard in reading</b>	33.3%	64% (79%)
<b>% achieving the expected standard in writing</b>	33.3%	55%% (72%)
<b>% achieving the expected standard in maths</b>	33.3%	82% (79%)

2a. Current attainment: EYFS GLD 2017 (30 children in cohort)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in GLD</b>	67%	43% (70.7%)

<b>1. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Turbulence- as a new school there has been a rapid increase in pupil numbers including those entitled to PP that have arrived mid-year.
<b>B.</b>	Low attainment on entry into EYFS.
<b>C.</b>	Support for abler children to achieve their full potential and to work securely at ARE or ARE+ over time. Need to develop support staff and staff to plan for this effectively.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Low attendance rates impact on learning and consistency of planned interventions (as a group attendance was 93.98% with 18.18% persistent absence)
<b>E.</b>	Lack of parental aspiration or ability to support PP children.
<b>2. Desired outcomes (Desired outcomes and how they will be measured)</b>	
	<i>Success criteria</i>
<b>A.</b>	Raised attainment outcomes for pupils in EYFS Pupils will make rapid progress and meet age related expectations in order for them to access future learning.
<b>B.</b>	Increased attendance rates for pupils eligible for pupil premium funding Attendance will improve and be closer to the expected level of 96% and number of persistent absentees will reduce to be closer to 10%
<b>C.</b>	Higher rated of progress and attainment for pupils eligible for funding. A greater percentage of children will achieve age related expectations or greater depth.

<b>3. Planned expenditure</b>					
<b>Academic year</b>	<b>2016-2017</b>				
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.					
<b>i. Quality of teaching for all</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>
Quality first teaching in every classroom	To ensure all classes are supported by an LSA to be directed by the teacher to support pupils and deliver in class interventions.	The importance of quality first teaching led by the class teacher to drive high expectations and lead others effectively/	Learning walks, book scrutiny and data evidence to triangulate practice. Peer review and cluster lead visits.	KW JS	Monitoring and evaluation schedule in place

Standards achieved/ progress made by pupil premium pupils matches that of their peers.	Mastery approach to the curriculum will aim for all children to reach ARE and diminish the differences with their peers and national expectations.	The mastery approach of our curriculum promotes high aspirations for all children to reach at least age related expectations. Children will make good progress from their starting points and diminish the differences with their peers.	Curriculum map for the school. Subject leader action plans and evaluations. Staff meeting time for curriculum development, planning and moderation. Triangulation of evidence through book scrutiny, learning walks.	KW JS	Monitoring and evaluation schedule in place
<b>Total budgeted cost</b>					£7000
<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>
Children will make rapid progress and diminish the differences with their peers.	Full time support in the classroom.	Support for the children within the classroom environment to enable them to access their learning rather than be removed. It allows the support staff to get to know the children's needs and to provide consistent, effective support throughout each day.	CPD for staff to understand the curriculum. Support staff meetings for INSET and review	KW	Monitoring and evaluation schedule in place
Targeted interventions will diminish the differences between PP pupils and their peers	Individual and group intervention	Chosen interventions (PIVATS, colourful semantics, additional phonics and reading, spelling and maths direct Instruction) have proven to be effective in providing targeted support to enable children to catch up,	Training for staff to deliver the interventions effectively. Staff will be given time to prepare resources and plan the activities. Intervention folders will monitor baseline and impact of interventions.	JS	Half termly reviews and impact statements.
<b>Total budgeted cost</b>					£1000
<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 implementation?</b>
To ensure children feel happy and safe in school and can access activities	To use funding to support families with additional items such as the cost of uniform, trips and access to wrap around care provision (where necessary to ensure attendance)	To ensure children are not marginalised and to provide pastoral care. E.g. they can wear uniform like the rest of the pupils, can go on trips and to promote good attendance.	Parents are made aware of how the funding can be used to support their children in a variety of ways. By ensuring systems for accessing support are discreet and private. By monitoring spend on these items.	KW	July 17
<b>Total budgeted cost</b>					£500

3. Review of expenditure				
Academic Year 2016-2017				
i. Quality of teaching for all				
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
Quality first teaching in every classroom	To ensure all classes are supported by an LSA to be directed by the teacher to support pupils and deliver in class interventions.	Teaching was graded as good across all classes. End of year targets were met or exceeded across all classes.	We will continue with quality first teaching as a key approach to raising standards and to have LSA support for each class. We need to ensure that there is a focus on raising attainment for abler pupils.	Funding into staffing budget.
Standards achieved/ progress made by pupil premium pupils matches that of their peers.	Mastery approach to the curriculum will aim for all children to reach ARE and diminish the differences with their peers and national expectations.	This varied from class to class considering other pp needs such as EAL and SEND. Also, number of PP children is low in each class. In EYFS 67% of PP children achieved a GLD compared to 43% of peers (3 PP children out of a cohort of 30). In Y1 50% of PP children achieved ARE compared to 42% of peers (2 children out of a cohort of 26) and in Y2 50% compared to 50% (4 children out of a cohort of 14)	The mastery approach including additional catch up support where necessary has proved effective, particularly in maths and we will continue with the Maths No Problem programme.	£7434
ii. Targeted support				
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
Children will make rapid progress and diminish the differences with their peers.	Full time support in the classroom.	End of year targets were met or exceeded across all classes. Support staff were observed to be effective in supporting the children within the classroom and also in enabling the teacher to do target support with vulnerable groups.	We will continue to provide LSA support for each class. Their knowledge of the children and ability to articulate their needs and progress is effective because they remain with the same children throughout the year and can understand their needs and next steps. Impact of interventions shows progress over time.  Staff now need training and support to be able to effectively support abler children.	Funding into staffing budget
Targeted interventions will diminish the differences between PP pupils and their peers.	Individual and group intervention	Intervention review showed small steps progress over time to support the children in closing the gap with their peers. Good relationships with the children developed because they were consistently working with the same adult who understood their needs and next steps.		Approx. £950

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To ensure children feel happy and safe in school and can access activities	To use funding to support families with additional items such as the cost of uniform, trips and access to wrap around care provision (where necessary to ensure attendance)	Parents increasingly accessed this support over the year and were confident to ask for help.	We will continue with support and ensure that parents are aware of the wider range of support available as their children move into Y2 e.g. music lessons.	£161.00