



Pupil Premium Strategy Statement (2017-2018)

This strategy statement is written for the funding period January 2018 – January 2019 and contains information about the academic year 2017-2018

Sleights Church of England (VC) Primary School is committed to *working together to be happy; to flourish; to succeed*. With this in mind, we recognise the need to ensure that provision is appropriate, relevant and accessible for all children, particularly those disadvantaged, vulnerable or at risk of underachieving.

The Pupil Premium funding is allocated to those children identified as disadvantaged. A careful needs analysis of these children's barriers enables the school to identify relevant and targeted support to address these. Opportunities for enrichment are also offered through the Pupil Premium allocation.

The Pupil Premium funding and strategy is monitored by Gail Wilson and Jo Coomber (Link Governors). This process is overseen and led by Scott Grason (Headteacher/SENCo) and Gemma Kellerman (Chair of Governors).

This strategy and provision for disadvantaged children is regularly monitored and reviewed.

1. Summary information

School	Sleights Church of England (Voluntary Controlled) Primary School, Ingham Close, Sleights, Whitby, YO22 5DN www.sleights.n-yorks.sch.uk				
Academic Year	2017/2018	Total PP budget	£31240	Date of most recent PP Review	n/a
Total number of pupils	93	Number of pupils eligible for PP	24	Date for next internal review of this strategy	Sept. 2018

2. Current attainment (Outcomes from July 2017)

	Pupils eligible for Pupil Premium (Sleights)		Pupils not eligible for Pupil Premium (National Average)	
End of Key Stage Two results (6)				
% achieving at least expected standard / Greater Depth in reading	67%	17%	77%	29%
% achieving at least expected standard / Greater Depth in writing	67%	0%	81%	21%
% achieving at least expected standard / Greater Depth in maths	50%	17%	80%	27%
% achieving at least expected standard / Greater Depth in reading, writing, maths combined	50%	0%	67%	11%
Progress score in reading	+0.68		+0.30	
Progress score in writing	-1.17		+0.20	
Progress score in maths	-4.81		+0.30	
End of Key Stage One results (3)				
% achieving at least expected standard / Greater Depth in reading	33%	33%	79%	28%
% achieving at least expected standard / Greater Depth in writing	33%	25%	72%	18%
% achieving at least expected standard / Greater Depth in maths	67%	33%	79%	23%
% working at or above standard for Phonics Screening Check (Y1) 17 children	82%		81%	
End of Early Years Foundation Stage (0)				
% meeting Good Level of Development	n/a		72%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	A large proportion of children start Sleights Pre – School with communication and language skills below the expected standards (40% in 2016 0% in 2017)
B.	A large proportion of children start Sleights Pre – School with Literacy skills below the expected standards (40% in 2016 and 0% in 2017)
C.	A large proportion of children start Sleights Pre – School with Mathematic skills below the expected standards (34% in 2016 and 0% in 2017)
D.	55% of the school's current SEND register is made up of disadvantaged children.
E.	More able children, including disadvantaged, do not achieve higher standards in Writing, Reading and Mathematics.

External barriers

F.	Social difficulties experienced by families including housing, finance, family literacy and parental anxieties – leading to a need for parental support from Prevention
G.	A small number of Pupil premium children have persistent lateness or absence.
H.	Children's ambitions are limited by low income and/or low family expectations compounded by poor access to wider cultural experience.

Desired outcomes and how they will be measured		Success criteria
A.	Pupil Premium children will achieve as well, or make rapid progress towards achieving as well, as other pupils nationally in English (including communication, language and Literacy).	For cohort groups in 2017/2018: <ul style="list-style-type: none"> percentages of children meeting ARE or above will demonstrate an improvement on data from 2016/17. percentage comparison with national data will show children are inline, or close to, these standards.
B.	Pupil Premium children will achieve as well, or make rapid progress towards achieving as well, as other pupils nationally in mathematics.	
C.	Effective and targeted provision for children with Special Educational Needs, including those who are disadvantaged will be in place and making a significant impact.	<ul style="list-style-type: none"> Children with SEND will have appropriate support and strategies to enable them to effectively access the curriculum.
D.	Support for families is timely, sufficient and effective to relieve or lesson family stress such that children's learning is not affected.	<ul style="list-style-type: none"> In association with other agencies, families are identified, support provided and outcomes for children improved as a result.
E.	Attendance improves for all families, with particular reference to disadvantaged families. Holidays are taken during designated school holidays. No pupil is persistently late, with particular reference to disadvantaged families.	<ul style="list-style-type: none"> No disadvantaged families have attendance below 90%. No disadvantaged families are persistently late.
F.	Children's ambitions and aspirations are nurtured and encouraged through a curriculum that broadens horizons and widens experience.	<ul style="list-style-type: none"> Disadvantaged pupils have equal access to a wide range of activities, both within and in addition to the 'taught' curriculum.

4. Planned expenditure

Academic year

2017/2018

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?
Rigorous analysis, scrutiny and monitoring of pupil progress and work, including those who are disadvantaged, leads to raised attainment.	<ul style="list-style-type: none"> Regular and ongoing professional dialogue and challenge between class teacher and Headteacher to identify barriers and actions to address these for all children, particularly those who are disadvantaged. 	<ul style="list-style-type: none"> We want learning opportunities to reflect the abilities of the children and offer challenge to all, whilst supporting those who need it. Regular dialogue and challenge about attainment and progress of disadvantaged pupils will mean there is a higher focus on these children, leading to positive outcomes. 	<ul style="list-style-type: none"> Pupil Progress discussions take place at least termly with class teacher Headteacher. Teachers held to account for progress and this is linked to appraisal objectives. 	Scott Grason	<ul style="list-style-type: none"> Pupil Progress discussions will take place at least termly. This will lead to addressing and adapting provision and its impact.
Training and development for staff (both internal and external) to improve skills and consistency of high quality first teaching for all, including teaching assistants.	<ul style="list-style-type: none"> Audit and self-evaluation of skill will lead to timetabling and action planning of CPD. Collaborative approach to teaching and learning development, including mentoring and modelling by HT. 	<ul style="list-style-type: none"> To ensure the effectiveness of teaching assistants, training will be used to upskill and develop existing knowledge and understanding. Improved understanding and skill will lead to improved outcomes for children. s 	<ul style="list-style-type: none"> Training will be evaluated regularly, with its impact on teaching and learning being monitored (including pupil outcomes) 	Scott Grason	<ul style="list-style-type: none"> Provision will be monitored regularly (at least termly) to identify impact on outcomes. This will include data analysis, work scrutiny, learning walks and pupil voice. Review of original audit and self-evaluation.
Improved progress and outcomes for high attaining pupils.	<ul style="list-style-type: none"> Staff training and development for stretch and challenge for children. 	<ul style="list-style-type: none"> Pupils with prior higher attainment are making less progress across school. Over recent years, end of Key Stage 2 attainment and progress for children with higher prior attainment has been low. 	<ul style="list-style-type: none"> Training will take place for all staff in school to develop understanding of challenge, including providing practical opportunities. Training for staff, led by NYCC in providing maths challenge to all. 	Scott Grason Maths leader	<ul style="list-style-type: none"> Provision will be monitored regularly (at least termly) to identify impact on outcomes. This will include data analysis, work scrutiny, learning walks and pupil voice.
Teachers and teaching assistant have dedicated time allocated to discussing planning and progress, leading to improved impact of support staff within lessons.	<ul style="list-style-type: none"> Teaching assistants will be given additional hours to pay for meeting time with teachers to provide sufficient time to meet out of class to enable the necessary lesson preparation and feedback. 	<ul style="list-style-type: none"> Pupils with prior higher attainment are making less progress across school. Over recent years, end of Key Stage 2 attainment 	<ul style="list-style-type: none"> Timetable adjustment to ensure a dedicated time is included in the school day. 	Scott Grason	<ul style="list-style-type: none"> Regular feedback discussions with teaching and support staff to monitor impact. This will also include data analysis, work scrutiny, learning walks and pupil voice.
Total budgeted cost					£11,000

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?
To improve progress of children's communication, language and mathematical skills when they start at Sleights.	<ul style="list-style-type: none"> Funding will be used to provide CPD training for staff, particularly those in EYFS, to support language and mathematical development. Engage in training provided by external sources, including NHS Speech and Language training Disseminated and share strategies from training across all EYFS practitioners. 	<ul style="list-style-type: none"> Early Years intervention research demonstrates good impact based on Education Endowment Foundation findings. 	<ul style="list-style-type: none"> The identified training will be high quality and from reputable sources (NYCC/NHS etc.) Clear focus and purpose of training so that it is relevant and addressing identified need. Review and evaluation of training. Disseminated and share strategies from training across all EYFS practitioners. Monitoring training strategies in place. 	Scott Grason	<ul style="list-style-type: none"> Ongoing evaluation and review of training impact. Ongoing review of training needs to address identified barriers. Training evaluation sheets to take place within one week of the training taking place.
To engage in speech and language training (speaking and listening) for EYFS staff, which will led to the implementation of these strategies in the setting. £1500 in course fees and staffing					
To raise the profile of vulnerable children and their progress/performance in school across school. £4000 contracted hours	<ul style="list-style-type: none"> Vulnerable Children Champions will be established to lead interventions with disadvantaged children across school. 	<ul style="list-style-type: none"> By identifying Vulnerable Children Champions, the profile of disadvantaged children will be raised and a higher focus on their progress and attainment. KS1/EYFS PM Teaching Assistant 	<ul style="list-style-type: none"> Specific targets for children's progress and interventions are in pace. 	Scott Grason Vulnerable Children Champions	<ul style="list-style-type: none"> Half termly review of impact on pupil outcomes that Children Champions have worked with.
To increase the progress and attainment of vulnerable children in Year Six. £3000 supply hours	<ul style="list-style-type: none"> Small group targeted intervention will take place with a teacher. 	<ul style="list-style-type: none"> Individual instruction research demonstrates good impact based on Education Endowment Foundation findings. 	<ul style="list-style-type: none"> Targeted children will reach expected standard at the end of KS2. Regular review and discussion with class teacher to demonstrate impact and adjustments needed. 	Scott Grason	<ul style="list-style-type: none"> Ongoing review of impact on pupil outcomes. Weekly discussions with lead teacher of interventions.
Total budgeted cost					£8500

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?
As children's needs change, resources and additional support/intervention will be available and accessed during the year. £9000	<ul style="list-style-type: none"> Small group targeted intervention will take place with during the year when it is needed. A supply and resources fund will be accessed during the year when different needs emerge. 	<ul style="list-style-type: none"> Individual instruction research demonstrates good impact based on Education Endowment Foundation findings. Support to address barriers will be flexible and adapted to the emerging needs. 	<ul style="list-style-type: none"> Targeted children will demonstrate improved outcomes and progress. Regular review and discussion with class teacher to demonstrate impact and adjustments needed. 	Scott Grason	<ul style="list-style-type: none"> Ongoing review of impact on pupil outcomes. Pre and post intervention assessment and monitoring.
On a needs basis, access to after school and breakfast club will be offered at a reduced rate.	<ul style="list-style-type: none"> Disadvantaged children identified with attendance issues will be offered access to wrap around provision at a cheaper or funded rate. 	<ul style="list-style-type: none"> By enabling access to wrap around care, we believe a higher likelihood of achieving improved attendance, in addition to increased likelihood of accessing breakfast before school. 	<ul style="list-style-type: none"> Regular review and discussion with staff and parents to ensure funding is being allocated effectively and appropriately. 	Scott Grason	<ul style="list-style-type: none"> Review each term and year to ensure appropriate funding to support disadvantaged children.
All children will have access to the extended curriculum, including residential.	<ul style="list-style-type: none"> Funding will be in place to allow disadvantaged children to access trips and residential activities. 	<ul style="list-style-type: none"> We want to provide every child with the opportunity to access all aspects of the curriculum, regardless of any disadvantage. 		Scott Grason	
Children will be offered enrichment of the curriculum £1000	<ul style="list-style-type: none"> Enrichment activities, including music tuition, will be funded by Pupil Premium money. 				
Total budgeted cost					£12,000

5. Review of expenditure

Previous Academic Year

2016/2017 (completed retrospectively by Scott Grason following a change of Headteacher in September 2017)

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
Additional adults will be used to support teaching and learning.	<ul style="list-style-type: none"> To use teaching assistants to support teaching and learning in classrooms across school. 	<ul style="list-style-type: none"> Improved pupil outcomes of targeted children. 	<ul style="list-style-type: none"> Teaching assistant work now needs developing further to ensure effectiveness. Classroom support will continue in a more targeted manner that looks to develop the skills of staff whilst impacting upon pupil outcomes. 	£25000

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
To increase the progress and attainment of vulnerable children in Year Six.	<ul style="list-style-type: none"> Small group targeted intervention with a teacher. s 	<ul style="list-style-type: none"> Focus children to reach at least ARE / expected standards. 	<ul style="list-style-type: none"> Targeted children achieved expected standard at the end of KS2. Regular review and discussion with class teacher to demonstrate impact and adjustments needed. 	£5000

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
To allow access to extra curricular clubs, including afterschool and breakfast childcare.	<ul style="list-style-type: none"> Use Pupil Premium funding to cover the costs of clubs for some disadvantaged children and families. 	<ul style="list-style-type: none"> Improved attendance Improved relationships with parents Wider impact on whole family unit. 	<ul style="list-style-type: none"> Improved family wide outcomes by allowing access to extended childcare. For examples, families able to use additional childcare to support and address barriers that had previously been referred to Prevention Service. Families now signed off Prevention. 	£400

6. Additional detail

Developing Pupil Premium funding is a key focus for the current school development plan. With this in mind, two governors (Gail Wilson and Jo Coomber) are linked to the funding allocation work as 'Priority Partners'. This role enables the governors to work closely with the school, holding it to account on spending and funding. This work is overseen by the Chair of Governors, Gemma Kellerman.

The Priority Partners engage in regular work with the Headteacher to monitor and review the school's pupil premium work. This has included discussions around how funding is allocated, data analysis/outcomes and the findings of the Education Endowment Foundation research. The Priority Partners and the Headteacher have also undertaken training from North Yorkshire County Council around disadvantaged children and the pupil premium funding.

Scott Grason
Headteacher/SENCo
January 2018