

# Pupil premium strategy statement – Snettisham Primary School

1. Summary information					
Academic Year	2016/17	Total PP budget	£29,400	Date of most recent PP Review	n/a
Total number of pupils	86	Number of pupils eligible for PP	22	Date for next internal review of this strategy	01/17
2. Current attainment					
		<i>Pupil Premium School</i>		<i>Pupil Premium Norfolk</i>	
		KS1 (4 pupils)	KS2 (2 pupils)	KS1	KS2
% achieving expected standard or above in reading, writing & maths		25	0	50	35
% making expected progress in reading		75	50	63	50
% making expected progress in writing		50	50	57	65
% making expected progress in maths		50	0	62	47
3. Barriers to future attainment (for pupils eligible for PP)					
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )					
A.	Attainment of maths is not in line with national and is a priority.				
B.	Attainment of PP throughout school is below that of national non - disadvantaged.				
C.	A minority of children require additional emotional support to thrive at school.				
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )					
D.	Low aspiration is an issue in our rural, coastal area.				
4. Desired outcomes			Success criteria		
A.	Attainment of maths to be at least in line with national.		Teachers will be using Hamilton Trust planning throughout school. Children will have access to quality first maths teaching and interventions.		
B.	Increased attainment of PP children in reading.		Children will have regular guided reading sessions using high interest reading material. Sound Discovery to show impact in phonics (and spelling.)		
C.	All children will have their social and emotional needs met.		All children will be screened for Thrive and identified children will have dedicated 1 to 1 Thrive support.		
D.	Children will have access to opportunities to widen their own and their parent's expectations.		Opportunity to access educational experiences beyond local area. (School trips, sporting events, visiting workshops, artists)		

<b>5. 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?</b>
<p><i>Attainment of maths throughout school to be in line with national.</i></p> <p><i>PP pupils to achieve in line with non-disadvantaged pupils.</i></p>	<p><i>Purchase of Hamilton Trust for all teachers to ensure continuity of planning.</i></p> <p><i>Staff Training.</i></p>	<p><i>Pupils to experience consistent approach to teaching maths throughout school, building on practical, concrete experiences to abstract concepts. Evaluation of data shows that progress of pupils in maths in school is below national and particularly so for PP pupils.</i></p>	<p><i>Purchase of Hamilton Trust license.</i></p> <p><i>Staff meetings to share good practice and moderate work.</i></p> <p><i>Pupil Progress Meetings.</i></p> <p><i>Book scrutuinies.</i></p> <p><i>Lesson observations.</i></p> <p><i>Peer teaching.</i></p>	<p>Head</p> <p>Deputy</p> <p>Maths Lead</p>	<p>Spring 2017</p> <p>July 2017</p> <p>£300 licence</p> <p>£600 supply</p> <p>£500 practical maths equipment</p>
<p><i>1 : 1 and small group support through teaching assistants and qualified teachers.</i></p>	<p><i>Provision of support to enable pupil premium (and other pupils) to participate in catch up and booster interventions</i></p>	<p><i>Data shows that small group support from TAs and teachers improves attainment and progress.</i></p>	<p><i>Training for TAs.</i></p> <p><i>Provision mapping and evaluation</i></p> <p><i>Pupil Progress Meetings</i></p> <p><i>Sound Discovery Materials and training</i></p>	<p>Head</p> <p>Deputy</p> <p>Teaching Staff</p>	<p>Spring 2017</p> <p>July 2017</p> <p>£3 x TA</p> <p>64 hours per week (total)</p> <p>£28,000</p> <p>Sound Discovery Training &amp; materials £300</p>

Improved attainment in reading (comprehension) for boys.	Provide high interest guided reading books to engage boys with comprehension	To develop an engagement with reading through providing stimulating reading material.  Research shows that PP families often have less reading material available in the home.	Monitoring of guided reading sessions, planning and books by the subject leader.  Data analysis and pupil progress meetings.  Promotion of school library and purchase of books that appeal to all pupils. PP pupils to have greater access to books to take home.	English Subject Lead	January 2017 £1000
<b>Total budgeted cost</b>					<b>£30,700</b>

<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?</b>
Children to be emotionally ready for learning.	1 to1 sessions in Thrive to address social and emotional issues.	Some children are unable to fully access learning due to emotional stress and emotional issues.  Thrive has shown to make improvements in attendance and progress for those pupils involved.	Thrive screening of children to take place.  Regular monitoring of sessions and outcomes by the SLT	SLT	January 2017 £6800 for practitioner, training, license and teaching commitment.

To be able to offer support to parents /signpost agencies / support groups	To contribute to cluster Parent Support Advisor.	Parent Support Advisor is engaged with a number of families to support with attendance, behavior management as well as social issues such as debt management, housing etc. Where the PSA is involved attendance has improved and positive outcomes achieved in			£2000
<b>Total budgeted cost</b>					<b>£8,800</b>
<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?</b>
To ensure all children have access to enrichment activities.	Funding after school clubs, trips and residential.  Maintaining breakfast club to enable parents to seek employment.	Sutton Trust - Education Endowment Foundation (EEF) research states ' <i>Evidence indicates that attending extra curricular activities has a positive impact on attendance at school, behaviour and relationships with peers.</i> '	Attendance of clubs to be monitored termly by club co-ordinator.	Head Deputy	January 2017 £1000
<b>Total budgeted cost</b>					<b>£1000</b>

6. Review of expenditure				
Previous Academic Year		2015/2016		
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
KS1 and 2 Intervention to improve outcomes for PP pupils	Employment of teaching assistants across school to deliver targeted interventions.	KS2 results were above national for RWM. Overall groups performed well but disadvantaged less so. This was partly due to the small number in the cohort (2 pupils) KS1 were a low cohort on entry but made good progress. Again disadvantaged did less well but pupils are often on the SEN register as well as PP	Support will continue. More targeted interventions will take place (sound discovery) Pupil progress interviews (at half term) and formal assessment termly will inform progress / success fo interventions	£10,000
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
To address issues of social and emotional need.	To introduce 'Thrive' approach to school to develop nurture group.	Thrive practitioner trained and resources purchased to develop Thrive approach. All children screened and programme of support set up to support those who scored low. Initial outcomes have shown good progress for those involved.	Continue with this support to develop good learning behaviours for identified children. Re-assessment for those involved to set new targets – identify new pupils for programme.	£15,000

iii. Other approaches				
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
To ensure pupils have access to wider opportunities for learning.	Provide financial assistance for school trips, after school clubs, Breakfast clubs and additional	All children able to participate in school trips as cost subsidized by PP. Workshops were also bought into school to keep down costs and make the learning accessible to all. Breakfast club needed subsidizing but enabled parents to continue working and attend the school in their village rather than look for provision elsewhere.		£2000
			<b>Total</b>	£27,000

## 7. Additional detail

- We will keep a small contingency to support pupil premium children that may join us within the academic year.