

Appleton Wiske Community Primary School
Pupil Premium Funding 2017/18

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gap between them and their peers. Schools attract £1900 per 'looked-after child' (CLA) and £1320 per 'free school meals' child (FSM) within the last 6 years. At Appleton Wiske Community Primary School, we ensure that teaching and learning opportunities meet the needs of all our children and that appropriate provision is made for children who belong to vulnerable groups. We recognise that not all children who receive the Pupil Premium funding will be socially disadvantaged and that some children who are socially disadvantaged do not qualify for free school meals. Our aim is to allocate the Pupil Premium funding to support any child who has been identified as being socially disadvantaged or who belongs to a vulnerable group. The Pupil Premium funding is carefully targeted at disadvantaged children in order for them to make accelerated progress and achieve age related expectations. The range of provision we typically make for this group of children includes:

- Additional teaching assistant time for targeted interventions and classroom support
- Specific and personalised resources
- Guidance and support from external agencies when appropriate
- Booster classes for Year 6 children
- Staff training (CPD) which impacts on the progress of disadvantaged children
- Subsidising extra-curricular activities in order for all children to have equal opportunities

Progress of pupils is carefully monitored by all staff, the Head Teacher and Governors and analysis of data is rigorous.

In preparing this strategy, we have taken into consideration the Education Endowment Foundation's 'Teaching and Learning Toolkit'. Strategies referenced in the EEF toolkit are highlighted in green text. <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>

Appleton Wiske Community Primary School Pupil Premium Strategy Statement 2017-18					
1. Summary Information					
School	Appleton Wiske Community Primary School				
Academic Year	2017/18	Total PP budget Apr 2017-Mar 2018	£8500	Date of most recent PP review	October 2017
		Total PP budget Apr 2018-Mar 2019	£9820		
Total Number of Pupils	84	Number of pupils eligible for PP Jan 2017	6	Date for next internal review of this strategy	October 2018
		Number of pupils eligible for PP Sep 2017	7		
2. Current attainment at the end of Key Stage 2					
			Pupils eligible for PP	Pupils not eligible for PP	
% achieving expected standard or above in reading, writing and maths			SUPP	SUPP	
% making at least expected progress in reading			SUPP	SUPP	
% making at least expected progress in writing			SUPP	SUPP	
% making at least expected progress in maths			SUPP	SUPP	
The DfE's policy is to suppress (SUPP) publication of figures relating to a very small cohort in order to make sure the pupils cannot be identified.					
3. Barriers to future attainment (for pupils eligible for PP including high ability)					
In-school barriers					
A.	English and mathematics attainment for some pupils in receipt of the Pupil Premium is below non PP. Pupils in receipt of the Pupil Premium are making expected progress in English and maths but should be targeted to make accelerated progress.				
B.	One disadvantaged pupil is on the SEND register.				
C.	Some pupils in receipt of the Pupil Premium require Personal, Social and Emotional support.				
External barriers					
D.	No external barriers.				
4. Outcomes					
	Desired outcomes		Success criteria		
A.	Higher rates of attainment and progress in RWM for PP pupils.		5 out of 7 pupils (71.4%) will meet age related expectations in RWM. Pupils eligible for the PP will make accelerated progress (measured by steps progress on Target tracker) – aim for 7 steps each year to close the attainment gap.		
B.	Disadvantaged SEND pupils and low prior attainers make accelerated progress.		Disadvantaged SEND pupils and low prior attainers will be targeted through specific interventions and their progress monitored rigorously (steps progress on Target Tracker). The difference in outcomes between these pupils and other pupils will be diminished.		
C.	Provide specific PSE support for PP pupils.		Pupils in receipt of the Pupil Premium will develop their personal, social and emotional skills which will have a positive impact on their progress.		
5. Planned Expenditure					
Academic Year	2017/18				
How our school is using PP funding to improve classroom pedagogy, provide targeted support and support whole school strategies.					
Desired outcome	Chosen action	Evidence and rationale for this choice	How we will ensure it is implemented	Staff lead	Review
A. Higher rates of attainment and progress in RWM for PP pupils	Rigorous monitoring of progress. Combination of one to one support , small group support and classroom support (provided by teacher and TA). Effective feedback from teachers with clear next steps and targets.	Some disadvantaged pupils are performing below 'other' children in English and mathematics. PP pupils are making expected progress but some require accelerated progress in order to 'diminish the difference' and reach ARE. Specific gaps in learning and targeted interventions are required to accelerate rates of progress.	Well-trained staff provide effective support, deliver interventions and monitor progress closely against the expected standards. Progress will be monitored through formative and summative assessment.	Class teachers/ Support staff/ Subject co-ordinators/ Head Teacher	Ongoing assessment and tracking At least half-termly Pupil Progress meetings

B. Disadvantaged SEND pupils and low prior attainers make accelerated progress	Identify all pupils requiring interventions (individualised learning) due to lower attainment in English and mathematics. Monitor the quality and impact of interventions. Rigorous tracking of progress. Individual and small group support provided by teaching assistants and teachers.	Disadvantaged SEND pupils and low prior attainers are one of the most vulnerable groups. Evidence indicates that swift identification and effective intervention can lead to increased attainment.	Provide appropriate support and intervention. Close collaboration with parents to set aspirational targets and ensure home school engagement is positive. Track progress.	SENCo/Class teachers/ Support staff/ Head Teacher	Ongoing assessment and tracking At least half-termly Pupil Progress meetings
C. Provide specific PSE support for PP pupils.	Develop use of the SEND overview in monitoring pupil vulnerability to identify needs. Ensure a 'Growth Mindset' culture is embedded in the school (Metacognition CPD for staff). Pastoral support provided to identified pupils. Subsidise After School Club and trips.	Evidence indicates that pastoral support and nurturing of vulnerable children leads to better health and wellbeing, a 'can do' culture and raised attainment.	Appropriate and targeted support provided to vulnerable groups. Clear understanding of pupils' needs. Monitoring of curriculum/interventions and impact.	Teaching staff/ Support staff/ Head Teacher	Ongoing and: Dec 2017 Apr 2018 Jul 2018
Total budgeted cost					£10150

Use of Pupil Premium 2016/17 (Sept 2016 to August 2017)

The Pupil Premium Grant (PPG) allocation for 2016/17 of £8500 was used in the following ways:

- Additional GTA hours to support vulnerable pupils
- Delivering interventions such as 'Write from the Start', 'Reading for Meaning', 'Accelleread Accellewrite', 'First Class at Maths'
- Pastoral support for vulnerable pupils
- Purchase of SEN materials and resources
- Subsidising extra-curricular activities

Impact:

- 100% expected progress of disadvantaged pupils in reading, writing and mathematics
- High quality pastoral support
- Good quality assessment of need leading to focussed and relevant interventions
- Enrichment opportunities for all pupils
- Improved attendance rates of targeted PP pupils