

**Appleton Wiske Community Primary School
Pupil Premium Strategy Statement**

1. Summary Information					
School	Appleton Wiske Community Primary School				
Academic Year	2016/17	Total PP budget	£8500	Date of most recent PP review	October 2016
Total Number of Pupils	68	Number of pupils eligible for PP	6	Date for next internal review of this strategy	October 2017
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 and progress are generally below non PP in two specific year groups.				
B.	A significant percentage of disadvantaged children are on the SEN register.				
C.	Specific PSHE & C support required for individual targeted PP children.				
External barriers					
D.	Attendance of PP children in one specific year group is below that of non PP children.				
4. Outcomes					
	Desired outcomes	Success criteria			
A.	Higher rates of attainment and progress in RWM for PP children.	Children eligible for PP make accelerated progress (measured by steps progress on Target tracker) – aim for 7 steps each year to close the attainment gap.			
B.	Disadvantaged SEN children make at least good progress.	Disadvantaged SEN children are targeted through specific interventions and their progress is monitored rigorously (steps progress on Target Tracker).			
C.	Provide specific pastoral support for PP children which will have a positive impact on their learning.	Targeted PP children develop their personal, social and emotional skills which has a positive impact on their learning (progress measures on Target tracker).			
D.	Increased attendance rates for PP children in a specific year group.	Overall PP attendance is in line with other pupils.			
5. Planned Expenditure					
Academic Year	2016/17				
How our school is using PP funding to improve classroom pedagogy, provide targeted support and support whole school strategies.					
Desired outcome	Chosen action/ approach	Evidence and rationale for this choice	How we will ensure it is implemented	Staff lead	Review
A. Improved attainment and progress in RWM for PP children.	Identify all pupils requiring interventions due to lower attainment and progress in English and mathematics. Monitor the quality and impact of interventions. TA CPD to improve skills and knowledge.	Disadvantaged children are performing below 'other' children in English and mathematics. 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 and every half term
B. Improved progress for Disadvantaged SEN children	Targeted intervention strategies. Rigorous monitoring of progress. Combination of one to one support, group work and classroom support.	Disadvantaged SEN children 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 and every half term
C. Improved progress for PP children through development of PSHE & C skills.	Develop use of the SEN overview in monitoring pupil vulnerability to identify needs. Ensure a 'Growth Mindset' culture is embedded in the school (CPD for staff). Implement a 'Friendship Group' for vulnerable children.	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.	Subject co-ordinator/ Support staff/ Head Teacher	Ongoing and: Dec 2016 Apr 2017 Jul 2017
D. Improved progress for PP children through increased attendance rates.	Administration staff to monitor attendance of pupils and follow up quickly on absences. First day response provision.	Evidence indicates that attainment and attendance are correlated. Evidence indicates that addressing attendance is a key step.	Communication between class teachers, admin staff and the Head Teacher about existing absence issues. Close collaboration between staff and parents to ensure attendance improves.	Administration staff/ Class teachers/ Head Teacher	Ongoing and: Dec 2016 Apr 2017 Jul 2017
Total budgeted cost					£8500

Use of Pupil Premium 2015/16 (Sept 2015 to August 2016)

The Pupil Premium Grant (PPG) allocation for 2015/16 of £10400 was used in the following ways:

- Additional GTA hours to support vulnerable pupils
- Delivering interventions such as Active Literacy, Speed-up and Physical Therapy
- 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 to all pupils