

PUPIL PREMIUM STRATEGY STATEMENT 2017/18

1. SUMMARY INFORMATION					
School:	Butterwick Pinchbeck's Endowed CE Primary School				
Academic Year:	2017/18	Total PP Budget:	£72,600	Date of most recent PP Review:	July 2017
Total number of pupils:	281	Number of pupils eligible for PP:	55	Date for next internal review of this strategy:	July 2018

2. CURRENT ATTAINMENT			
KS2 data 2018 (12 pupils)	School All Pupils	School Pupils eligible for PP	National others
Expected standard in reading, writing & maths combined	58%	33%	70%
High standard in reading, writing & maths combined	10%	8%	12%
Expected standard and high standard on reading test	67.3% - 17.3%	50 - 17%	80% - 33%
Expected standard and high standard in writing	77% - 17%	58% - 17%	83% - 24%
Expected standard and high standard in SPAG test	73% - 21%	50% - 17%	82%- 39%
Expected standard and high standard in maths test	69% - 21%	50% - 17%	81% - 28%
Average scaled score for reading	102.6	100.6	106.1
Average scaled score for SPAG	104.0	101.2	107.2
Average scaled score for maths	103.1	99.5	104.4

The expected standard for tests is based on a scaled score of 100+ and a high standard is 110+. Achieving a high standard for writing requires a pupil to be assessed as working at greater depth.

3. AVERAGE PROGRESS FOR DISADVANTAGED PUPILS IN READING, WRITING & MATHS			
	Reading	Writing	Maths
School Pupils eligible for PP	-1.35	0.65	0.47
National Average for non- pp pupils	0.31	0.24	0.31

4. BARRIERS TO FUTURE ATTAINMENT (for eligible PP including High ability)			
In – school barriers		External barriers	
A	Lack of resilience in learning and aspirational attitudes	D	A number of PP pupils accessing Early Help, Social Care and pastoral support
B	Pupils lack of vocabulary to access learning	E	Attendance rates although much improved continue to be monitored for individuals as when they fall, school hours are reduced causing them to fall behind
C	Behaviour from specific children is having a detrimental impact on their progress		

5. OUTCOMES	
Desired outcomes and how they will be measured	Success Criteria
Quality first teaching and learning across the school (including teachers and teaching assistants). The EEF work on effective Role of Teaching Assistants – school and LA/ Teaching schools Alliance.	Lesson observation, work scrutiny, pupil interview, data and learning outcomes show 95% + lessons are good or outstanding. Teaching Assistants will be up-skilled to further enhance their support to pupils. Teaching Assistants will take a leading role in conducting intervention group sessions for identified children. Communication/ feedback between Teaching Assistants and Teachers will improve. Role expectations are clear and focussed.
Staff and children will further embed a Growth Mind-set	Children will develop as more resilient learners, understanding the process of good learning. Children will respond to feedback to ensure good progress is being made. Pupils identified as Higher attaining will make as much progress as ‘other’ pupils. The environment and teaching styles will support Growth mind-set for our children

To provide a language rich environment for our children	<p>Increase in % achieving Expected /greater depth in reading and writing (July 2019)</p> <p>Increase in % of children in QLA of SATs reading paper achieve in vocabulary and word choice questions (meaning of words in context) (September 2019)</p> <p>Work scrutiny will show the use of higher level vocabulary appropriate to the year group (March 2019)</p> <p>Working walls will display new vocabulary/ writers' toolkits will be available and in use in classrooms (March 2019)</p> <p>Lesson observations will demonstrate the focus on the teaching of vocabulary.</p> <p>A range of texts will be introduced to children, including those above their reading age (class readers).</p>
Behavioural issues of individuals will be addressed	<p>Fewer behaviour incidents recorded for these pupils on the school system (without changing standards)</p> <p>Individuals have increased engagement in their learning and progress is at least 'expected'</p> <p>Pastoral support provided to individual children and their parents from the Learning Mentor and SENDCo</p>
Increased PP family engagement to support children's needs	<p>The work of the Learning Mentor will ensure that identified children are picked up quickly and swift support from school or external agencies can be given. Early Help Assessments are carried out where the need arises. Partnership working will support the needs of the children more effectively so issues do not become a barrier to learning. Parents will be sign-posted to appropriate support.</p>
Increased attendance rates for PP children	<p>Further reduce the number of PP children that are persistent absentees. Attendance levels of PP children continue to improve so they are at least in line with 'other' pupils.</p> <p>Support provided to children identified as SEND.</p>

6. Planned expenditure					
Desired outcome	Chosen action/ approach	What is the evidence and rational for this choice	How will it be implemented	Staff lead	When will it be reviewed?
A. Quality first teaching and learning across the school (including teachers and teaching assistants). The EEF work on effective	School has previously taken part in the EEF research (Mobilise project) of effective use of Teaching assistants. It	The EEF Toolkit suggests that when the impact of Teaching Assistants is at its best is when the recommendations from	<p>Use of INSET and staff/ TA meetings to deliver training.</p> <p>TAs take part in teacher PPA.</p>	S.T (Head teacher), T.H (SENDCo)	Summer Term 2019

Role of Teaching Assistants – school and LA/ Teaching schools Alliance.	<p>will be continuing to implement some of the strategies as outlined with the project.</p> <p>Staff training on Provision Tracker to log and assess interventions across school.</p>	their research are being applied.	Communication strategies in place. Additional training needs identified and addressed.		
Children will develop a Growth Mind-set	<p>Whole school to implement strategies identified from previous CPD on growth mind-set verses fixed mind-set to build resilient learners.</p> <p>The learning environment will reflect the growth mind-set.</p> <p>Talking partners will be used consistently across the school.</p> <p>Children will be given time to reflect on their learning and how they can improve.</p>	Carol Dweck’s research demonstrated the positive impact of learners having a growth mind-set and understanding the learning process.	<p>Marking and Feedback Policy implemented and monitored.</p> <p>The school environment will support and remind the children of growth mind-sets</p>	S.T (Head teacher)	Summer Term 2019
Pupils lack of vocabulary to access learning	Ensure that the teaching of specific words/ technical vocabulary in all lessons, particularly guided/shared reading and topic	There has been much research into the impact of poor language acquisition impacts on progress and attainment.	Staff will receive CPD on the teaching of vocabulary.	Literacy lead S.T (HT)	Summer Term 2019

	<p>Teachers to display new/ challenging vocab on working walls.</p> <p>Guided reading/ intervention activities will include vocabulary based questions – authors use/ intent.</p> <p>Teachers plan for shared texts above children's reading age</p>		<p>New vocabulary will be specifically taught across the curriculum.</p> <p>The learning environment will support language development.</p>		
Behavioural issues of individuals will be addressed	<p>Identify targeted intervention for identified pupils. Use Learning Mentors to engage with parents. Focus on positive behaviours.</p> <p>Use Pastoral Support Plans and Early Help Assessments when necessary to support the child.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific needs or behavioural issues can be effective.</p> <p>Early intervention for individuals (including other professionals).</p>	<p>Ensure identification of target pupils is fair, transparent and recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment/ progress.</p>	<p>T.H (SENCo) K.T (Learning Mentor) S.T (HT)</p>	Termly
Increased PP family engagement to support children's needs	<p>Learning Mentor available to signpost and support families.</p> <p>Use Early Help Assessments when</p>	<p>If support in put in place at home and communication and links with school are open and honest then the appropriate support can</p>	<p>Where issues or barriers are identified within school contact will be made with family. Support and strategies discussed (which may include Early Help Assessments).</p>	<p>S.T (HT) TH (SENDco) KT (Learning Mentor)</p>	Summer term 2019

	necessary to support the child/ family.	be put in place having more impact.	Open door policy for parents if they have any concerns.		
Increased attendance rates for PP children	<p>Learning Mentor to closely monitor pupils and follow up quickly on first day absences.</p> <p>Home visits when necessary.</p> <p>Where there are concerns around attendance, Learning Mentor work with families and pupils to make improvements.</p>	We can't improve attainment for children if they are not attending school. This is a key barrier to learning.	<p>Learning Mentor will keep clear records about existing issues around children, actions taken etc.</p> <p>Regular review of attendance data.</p> <p>Celebration of good attendance e.g. reward systems in place</p>	<p>K.T (Learning Mentor)</p> <p>S.T (HT)</p> <p>Attendance Governor</p>	Termly - ongoing
<p>Planned Expenditure for 2018/19: Teaching Assistant Staffing: £ 8,814 Pastoral Staffing: £57,725 Curriculum resources: £2,000 Training: £ 2,500 Attendance: £800 Swimming cost support: £150</p>					