

Pupil premium strategy statement

1. Summary information					
School	Hackleton CEVA Primary School				
Academic Year	2016/17	Total PP budget	£23,460	Date of most recent PP Review	n/a
Total number of pupils	207	Number of pupils eligible for PP	15	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
Attainment for: 2015-2016 (17 pupils) Whole school	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths	Not measured%	Not measured%
% achieving expected standard or above in reading	88%	81% / 66%
% achieving expected standard or above in writing	94%	89% / 74%
% achieving expected standard or above in maths	94%	78% / 70%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Developing reading skills – ability to fully complete written answers to a range of comprehension questions.
B.	Applying mathematical knowledge and skills to investigations, problem solving and challenges (developing learning at greater depth)
C.	Learning behaviours
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	
E.	
4. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP children's reading improves in line with non-pp children	PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in spelling Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in line with non-PP children.
B.	PP children make expected or better attainment in maths in line with non-pp children	PP children make better progress in maths and achieve in line with non-PP children Children enjoy maths and can talk enthusiastically about how they apply their skills in challenges and investigations.
C.	Children can talk about their feelings in a controlled way and acknowledge problems can be solved.	Children develop and maintain friendships Children need less support in class time to resolve friendship issues Children talk about their future with enthusiasm
D.	Children develop range of skills (learning behaviours) to develop and improve their ability as learners (assimilate, enjoy, voice and reflect on their learning).	Children talk about their achievements in and out of school Children set/attempt challenging targets Children speak ambitiously about their future at Secondary school and work.

5. Planned expenditure

Academic year

2016/17

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.

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?
Children able to talk about their feelings and worries in a controlled way and acknowledge problems can be solved.	Agreed schemes of work for PSHE across the year. Class ethos is agreed on a classroom charter to ensure all children feel safe to talk about their feelings. Worry Box – followed up by chance to talk through problems. Well-being questionnaire for Y5 and Y6 with follow up if required.	Emotionally safe ethos in the classroom and around school. Children will always feel happy to share their thoughts/fears/worries. Family/school support worker able to offer extra support where needed and follow up on children's well-being.	Pupil interviews and surveys Parent surveys Drop ins to lessons will show the class ethos Data from Family/school support worker	Andrea Revens	January 2017
Children make at least expected progress and talk with enthusiasm about their academic future.	Progress Data Pupil progress meetings Learning Behaviours programme Y6 Careers Week Assemblies	Children not on track to meet their end of year target will receive support from suitable intervention e.g. targeted support, nurture, 1:1 support. Learning behaviours programme will enable children to identify how to be successful learners, set targets for themselves/class and review progress. Assemblies used to showcase careers and inspirational people. Y6 learn about people's jobs, ask questions and think about what they want to do.	Data analysis 3 times per year – track progress of individuals and ensure they are on track. Impact of interventions Learning behaviours evidence - targets, pupil feedback shows understanding of what these are and how they can improve their learning.	Steve Hughes/ Andrea Revens	July 2017

PP children's reading improves in line with non-pp children	Progress data Pupil progress meetings Children identified for reading/phonics support. Books celebrated and enjoyed in school. Whole class novels in KS2 Books chosen to reflect boys' interests. Buddy system for older children to listen to younger children read weekly.	When children read daily their reading improves. Any areas of difficulty can be addressed. Assessment outcomes will be accurate and swiftly addressed. Phonics will be encouraged as a strategy to reading in the classroom when necessary. Whole class sets of a novel will have everyone reading, reflecting on the text and using this as a stimulus for writing. Will enable readers of all ability to access challenging text. Buddy system will increase confidence, self – esteem and confidence of all involved.	Pupil progress meetings will review intervention given and progress made. Drop ins will show books are celebrated and phonics is being used as a spelling strategy. Children will be able to talk about the novel they are reading in KS2 in detail. Pupil surveys/interviews about reading	Andrea Revens	July 2017
PP children make expected or better attainment in maths in line with non-pp children	Progress data Pupil progress meetings Children identified for support. Opportunities for children to apply their mathematical knowledge and skills in problems solving and investigations.	Assessment data will show if children are increasing/developing their mathematical skills. Children not on track to meet their end of year target or identified areas of difficulty will be targeted and support put in place. Problem solving and investigations will show children's ability to apply their mathematical knowledge and skills in a range of contexts (showing learning at greater depth).	Pupil progress meetings will review interventions and progress made from these. Drop ins and book scrutiny will show how children are using and developing their mathematical skills and knowledge. Pupil surveys/ interviews about maths	Andrea Revens	July 2017

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?
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Some PP children will attend sessions with Family/School support worker who is employed 3 days per week.	Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and they can then become more engaged in school work.	Regular meetings to look at children receiving support and the impact from this.	Jo Nicklin/Andrea Revens	January 2017

<p>Children make expected or better attainment and talk with enthusiasm about their academic future.</p>	<p>To enable PP children to develop interests, widen their experiences, develop their self-confidence and self-worth:</p> <p>PP children can receive free music tuition in school for an instrument of their choice.</p> <p>PP children can attend outside provider clubs free of charge (sport, dance, science)</p> <p>School trips and residential will be fully funded for PP children.</p>	<p>Children have increased opportunities to try a variety of things which in turn increases their skill set, finding something they may excel at or enjoy and continue beyond school. Through meeting people in different settings, seeing people at work, taking part in sports competitions (e.g. sports coaches, athletes, leaders, musicians) they can begin to see that their skills can be used in many careers, developing their aspirations and enthusiasm for the future.</p>	<p>Pupil feedback /surveys- children can see that their schooling is teaching them vital skills in order to achieve their desired career or future dreams.</p> <p>Monitoring will show children can discuss how what they are learning in class can be used as a skill outside the classroom.</p>	<p>Andrea Revens</p>	<p>September 2017</p>
<p>PP children's reading improves in line with non-pp children</p>	<p>Children identified for 1:1 reading sessions, support in class, groups to develop comprehension skills.</p> <p>The curriculum will allow for more boy friendly books to be incorporated at whole school/class level.</p>	<p>More opportunities to read - increases confidence, motivation and the desire to read when books are enjoyed.</p> <p>Books and reading are seen in a positive way and given value.</p> <p>The boys who do not like reading will be more inspired in class with books more appropriate to their interest.</p>	<p>Whole class texts in KS2 will be of more interest to boys – super heroes, action etc.</p> <p>Children will look to read more at 'free time'.</p> <p>Boys will begin to enjoy reading as a past time and not just when asked.</p>	<p>Senior Leadership Team</p>	<p>January 2017</p>
<p>PP children make expected or better attainment in maths in line with non-pp children</p>	<p>Children receive extra support in class or small groups to target problems/misconceptions.</p> <p>Teachers increase opportunities for children to apply their knowledge and skills to problem solving, investigations and challenges from marking.</p>	<p>More opportunities to apply their knowledge and skills in a variety of ways secures their mathematical understanding and leads to learning in greater depth.</p>	<p>Pupil feedback/surveys – children can talk about their mathematical skills and how they use them; their enjoyment of maths and how they overcome problems.</p>	<p>Senior Leadership Team</p>	<p>January 2017</p>

6. Review of expenditure				
Previous Academic Year		2015-2016		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Pupil eligible for PP make expected progress or better.	<p>Teacher/TA support in class used to ensure maximum progress for PP children.</p> <p>SEN Teaching assistant to target children for specific interventions.</p>	<p>Children who require extra support/challenge will be identified by the class teacher in their day to day teaching and provision will be provided.</p> <p>Children requiring extra support for specific difficulties will be identified and receive interventions in small groups, 1:1 as applicable.</p>	<p>Boys' reading attainment is not as high as girls.</p> <p>Increase opportunities for mathematical challenge/problem solving and investigations.</p> <p>Spelling interventions to continue</p>	<p>£13776</p> <p>£3500</p>
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	Cost
Children make expected or better attainment and talk with enthusiasm about their academic future.	<p>To enable PP children to develop interests, widen their experiences, develop their self-confidence and self-worth:</p> <p>PP children can receive free music tuition in school for an instrument of their choice.</p> <p>PP children can attend outside provider clubs free of charge (sport, dance, science)</p> <p>School trips and residentials will be fully funded for PP children.</p>	<p>When looking at individuals and their starting points, through the tracking and assessments – they made at least expected progress from their starting points.</p>	<p>Numbers of children eligible for PP are small across the school, amounting to 1 or 2 children in most classes so impact can look skewed either way. It is more important to look at individuals and their progress.</p> <p>This will continue for the next academic year to ensure all children have the same opportunities.</p>	£3650

7. Additional detail