

Pupil Premium strategy statement (primary)



1. Summary information					
School	Rockland St Mary Primary School				
Academic Year	2017-18	Total PP budget	£15,600	Date of most recent PP Review	July 2017
Total number of pupils	58	Number of pupils eligible for PP	12 (21%)	Date for next internal review of this strategy	April 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths at KS1 and KS2 2017	KS1 – 25%, KS2 – none apply	54% (2016)
% making progress in reading	NA	
% making progress in writing	NA	
% making progress in maths	NA	

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.	PP children make less progress than non PP children in reading, writing and Maths. *Data in small schools needs to be taken with caution.
B.	A number of PP children throughout the school are struggling to deal with their emotions and display lower levels of social and emotional intelligence.
C.	Teaching Assistants do not have time to liaise with teachers, to prepare for learning or feedback on children's progress and attainment, and therefore limited impact on learning.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance is poor for a number of pupils.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children eligible for PP will make increased progress in reading, writing and maths due to focusing on their barriers to learning.	PP children will make increased progress to bring them in line with non-PP children. Children will speak positively about their learning and achievement.
B.	Higher levels of emotional and social intelligence and increased feeling of self-worth across the school.	There will be an increase in the THRIVE indicators across the school as a result of the THRIVE Approach Intervention.
C.	Teaching Assistants will support learning and scaffold children's thinking with prior knowledge of the teaching sequence and target support accordingly.	Pupils eligible for PP will make as much progress as 'other' pupils in maths, reading and writing. Measured by teacher assessments and pupil progress meetings, and termly tests.

5. Planned expenditure	
Academic year	2017-18

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	Review implementation?
Increased progress in reading, writing and Maths. PP children will close the gap in their progress with non-PP children in Maths.	Implement a maths curriculum which promotes achievement for all.	The Mathematics Mastery programme is a whole-school approach to teaching mathematics that aims to raise attainment for all pupils and specifically the attainment gap between pupils from low income families and their peers. The programme aims to deepen pupils' understanding of key mathematical concepts. Compared to traditional curricula, fewer topics are covered in more depth and greater emphasis is placed on problem solving and on encouraging mathematical thinking. On average, The EEF found pupils in schools adopting Mathematics Mastery made more progress than similar pupils in schools that did not adopt it.	TSA support for the maths leader in establishing a plan. Attendance at maths network meetings and conferences. Staff training on Numicon. Purchasing of resources and teaching books. Drop in sessions to monitor provision. Further staff meetings. Pupil perception.	JB/JH Cost - TBC	January 2018
Children are able to talk about their feelings in a controlled way. They will display improved social and emotional intelligence and a positive sense of self.	THRIVE approach provision timetabled. All class teachers have whole class objective based on THRIVE indicators.	The Thrive Approach is grounded in the latest scientific developments in neuroscience. In the Thrive Approach we use a developmental model to help us understand how we develop socially and emotionally from birth through to adulthood. This model gives us a framework for understanding what healthy child development looks like in terms of behaviour and learning and clarifies what the role of adults should be in facilitating a child's development at each of the different stages. In addition, the model gives us a lens through which to look at and interpret children's behaviour, enabling us to identify the particular developmental needs being signalled by their behaviour and to choose appropriate, targeted interventions to meet those needs.	THRIVE provision monitored through indicators. This is then analysed to assess progress. Drop-in sessions to ensure standard of provision.	NA/JH and KL	November 2017. 5 x 2.5 hours per week x spring and summer term = £3750 Plus attendance at training / meetings cover = £150 Plus resources = Other social skills resources = £400
	Parent Support Advisor role	Support from an external agency such as PSA (purchased through the Benjamin Foundation) is seen as a positive early help strategy which supports the child and the family to overcome difficulties before they escalate.	Discussion with the PSA to monitor uptake and impact. Pupil perception of their feelings.	£TBC in Dec	
Improved progress for all children in English and Maths.	Maximising the Impact of Teaching Assistant Project.	Evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups, which on average show moderate positive benefits. The headline figure of one additional month's progress lies between these figures.	TA meetings (in school) 2 weeks. TA CPD sessions via the MAT/OBPS cluster/school to address ways to provide strong intervention to remove barriers to learning. Pupil Progress meetings highlighting PP children will demonstrate impact.	JH/VB/ZM Cost - TBC	December 2017.

Improve attendance for all and specifically those who have poor prior attendance data.	Appointment of Attendance Officer	Evidence clearly shows that children have the best chances at school when their attendance is good. Gaps in learning caused by non-attendance or lateness have a detrimental effect on progress and also cause increased anxiety in many children, social issues and lack of confidence.	The AO will review the attendance data every few weeks, discuss patterns and approaches being taken to improve issues. Meet with parents where required and prepare papers (FPN, Fast Track)	JH and DG	Spring 2018. Cost - £36 x 12 = £430
Total budgeted cost					£TBC
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	Review implementation?
Children in KS2 will increase their confidence in reading and writing, in line with age related expectations.	Talk Boost (KS2) Support programme, delivered each week to children for 8 weeks.	Talk Boost is a recognised targeted intervention for children in Years 3, 4 and 5 (7-10 year olds) who have delayed language development. The sessions focus on aspects of language that develop during this period, and which are needed for learning in KS 2. Evaluation showed that after eight weeks of running the intervention children made significant progress in language and communication, with 67% catching up with their peers in understanding language. Learning in the classroom was easier; children joined in more, took part in discussions more and listened more carefully.	Monitoring of provision. Baseline and end of intervention assessments.	JH/VS/NA	February 2018 (end) Cost - £1500
All PP children will be able to take part in extra or enhanced curricular activities.	Financially supporting parents.	Research has shown a positive effect of extra-curricular experience on both education and career outcomes – giving children from richer families another edge. The school has decided to make good extra-curricular activities more available to less advantaged children this will include support for trip and visit payments, panto and milk.	Ensure parents of PP children are informed of the school being able to financially contribute to extra-curricular activities. Encourage take-up of these where the school would deem it to be particularly beneficial.	JH/JB	July 2017 £80 to end of Oct – estimated cost per year = £500
	SEN resources (misc)				Resources £300
Total budgeted cost					£TBC *£6500 already
6. Review of expenditure					
Previous Academic Year					
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

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

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.