

Pupil Premium Strategy Statement 2016-17

Unity Federation of Church of England Primary Academies *working in partnership with* **Little Snoring Primary School**

1. Summary information				
Academic Year 2016-17 <i>Based on budget allocation information from EFA</i>	Colkirk	Little Snoring	Sculthorpe	West Raynham
Total number of pupils	48	72	73	58
Total PP budget	£17,740	£39,600	£15,840	£23,760
Number of pupils eligible for PP	12 pupils + 1 Post LAC	30 pupils	12 pupils	18 pupils + 1 service child
Date of most recent PP Review	July 2016		July 2016	July 2016
Date for next internal review of this strategy	July 2017	July 2017	July 2017	July 2017

2. Current attainment (end of KS2)					
<i>Taken from Raise online 2016 / Inspection Dashboard 2016</i>	<i>Pupils eligible for PP</i>				<i>Pupils not eligible for PP (national average)</i>
	Colkirk	Little Snoring	Sculthorpe	West Raynham	
Number of pupils (% each worth)	3 (33%)	5 (20%)	2 (50%)	0%	
% achieving in reading, writing and maths	67%	60%	0%	0%	53%
% making progress in reading	67%	60%	50%	0%	66%
% making progress in writing	67%	100%	50%	0%	74%
% making progress in maths	67%	80%	0	0%	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.	Pupils on entry have low Communication Language and Literacy Skills (months).	
B.	High attaining disadvantaged children in KS1 often do not achieve greater depth in learning despite making above expected progress (often due to very low starting points at the start of EYFS).	
C.	Mathematical skills such as problem solving and reasoning are low and impact on outcomes for children in Maths at the end of KS2, particularly low and middle attainers.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	The wider and enriching social experiences of the children outside of school are limited and do not support rich language and reasoning development.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children with poor CLL baseline will make accelerated progress to achieve expected by end of Reception and then pass Yr1 phonics screening and make the expected standard at KS1.	<ul style="list-style-type: none"> EYFS children to have wider phonics and writing experiences that may include double phonics, Read Write Inc and targeted adult support. Regular monitoring off CLL and phonic awareness to track and evaluate progress and attainment. A range of high quality resources in a range of medias are used to support and engage learning in CLL.
B.	Higher proportion of identified high ability children achieving greater depth at the end of KS1.	<ul style="list-style-type: none"> The use of the wider curriculum and the choice and challenge curriculum to provide opportunities for children to practice and master basic skill sin reading, writing and maths in a wider context. Regular monitoring awareness to track and evaluate progress and attainment of this identified group. Updating intervention and provision maps to include support for higher achievers.
C.	The maths outcomes at the end of KS2 for low and middle attaining children to increase to diminish the difference compared to national others outcomes.	<ul style="list-style-type: none"> To see an increase in low and middle attainers to achieve end of KS2 outcomes that are broadly in line with national. To see accelerate progress of low and middle attainers to diminish differences.
D.	Children receiving pupil premium funding to have opportunities to fill the social deprivation gaps and experience the fuller and wider enriching learning opportunities other children have; so they experience a wider language pool and more complex reasoning skills.	<ul style="list-style-type: none"> Ensure children are included in wider curriculum learning such as educational visits, residential and clubs (at neutral cost). Ensure children have specific projects to 'plug' the social deprivation gap e.g. visiting artists, theatre, gallery and museum visits (SMSC). Emersion in rich language activities and interventions such as time to talk, socially speaking etc.

5. Planned expenditure

Academic year

Little Snoring Primary School

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?
The maths outcomes at the end of KS2 for low and middle attaining children to increase to diminish the difference compared to national others outcomes.	Each Yr5/6 teacher provided with funding to run additional and targeted learning before and after school from Sept 2016 – July 2017 at a rate of 2 hrs per week for 38 weeks. £3000 Provide a 0.5 FTE teacher to work in Yr5/6 during the afternoons to support maths and writing across the wider curriculum. £6000	Providing additional bespoke learning packages for children that link to in class learning, provide immediate intervention on misconceptions and build on prior learning or provide for future learning has a recognised maximum impact on children.	Weekly sessions planned for English and Maths. Agreed children to focus upon. Targeted support in areas of weakness or development.	LN BC CA Standards Govs	Half termly pupil review meetings. July 2017 PP review in full.
Children with poor CLL baseline will make accelerated progress to achieve expected by end of Reception and then pass Yr1 phonics screening and make the expected standard at KS1.	To fund additional adult support to work with children either in EYFS or working at a level needed for EYFS in CLL (10 hours per week). £3000 To fund an additional adult support in Y3-6 class to continue language development. £5000	To provide early intervention and support from EYFS builds solid foundation for future learning. As our classes work on a mixed age basis to have a TA dedicated to supporting or leading EYFS under the class teacher's direction ensure the full EYFS provision can be met.	TA to follow and deliver EYFS provision or release class teacher to do this. Both to collect evidence for learning progress and populate Tapestry and EYFS Profile with identified next steps for learning.	LN AJ CA Standards Govs	Lesson visits Half termly pupil review meetings. July 2017 PP review in full.

Children receiving pupil premium funding to have opportunities to fill the social deprivation gaps and experience the fuller and wider enriching learning opportunities other children have; so they experience a wider language pool and more complex reasoning skills.	To hold a fund for pupils to access to support educational visits, residential in KS2 and projects for enrichment and music tuition. £2340 Resources to support the most able pupil premium children to exceed in their learning outcomes. £240	Providing children with social opportunities, enriching their learning and ensuring barriers of finance are removed places them in an equal footing to their peers. Experiencing wider social activities and immersing them in language impact son reading and writing outcomes as well as developing a mature understanding of reasoning.	Planned pupil premium projects. Funding available for residential and educational visits.	LN BC CA Finance Govs	Pupil interviews Project evaluations Half termly pupil review meetings. July 2017 PP review in full.
Additional use of the funding includes: £2000 for a book club (Book Bugs) at West Raynham targeted at Pupil Premium children £1000 for Breakfast and Books and Muffins and Maths Clubs at Colkirk and Sculthorpe targeted at Pupil Premium children				Total budgeted cost	£19,580
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?
Higher proportion of identified high ability children achieving greater depth at the end of KS1.	Provide HLTA support in Yr2 to extend most able children or release class teacher to extend most able children. £5,000 To purchase resources to support and challenge most able children. £1000	Providing additional bespoke learning packages for children that link to in class learning, provide immediate intervention on misconceptions and build on prior learning or provide for future learning has a recognised maximum impact on children.	Weekly sessions planned for English and Maths. Agreed children to focus upon. Targeted support in areas of weakness or development.	LN AJ CA Standards Govs Standards Govs	Half termly pupil review meetings. July 2017 PP review in full.

<p>Children receiving pupil premium funding to have opportunities to fill the social deprivation gaps and experience the fuller and wider enriching learning opportunities other children have; so they experience a wider language pool and more complex reasoning skills.</p>	<p>To provide identified specialist outside agency support for children with specific needs e.g. play therapy, growth mindset work and self-esteem.</p> <p>£3380</p>	<p>Providing children with specific support in a wider context helps ensure barriers removed to allow them to become more resilient learners.</p> <p>Experiencing high quality social therapy sessions or specific self-esteem projects with organisations such as The Benjamin Foundation (Time for you) builds resilient learners.</p>	<p>Planned support projects with outside agencies.</p>	<p>LN BC CA</p> <p>Finance Govs</p>	<p>Pupil interviews</p> <p>Project evaluations</p> <p>Half termly pupil review meetings.</p> <p>July 2017 PP review in full.</p>
<p>Additional use of the funding includes: £250 for pupil premium children to access the Breakfast Club £1480 to fund an MSA £10,000 to fund free school meals for these children</p>					<p style="text-align: right;">Total budgeted cost</p> <p>£9380</p>