

St Buryan Academy Primary School Pupil premium strategy statement 2017-18

1. Summary information					
School	St Buryan Academy Primary School				
Academic Year		Total PP budget	£11,284	Date of most recent PP Review	
Total number of pupils	10	Number of pupils eligible for PP		Date for next internal review of this strategy	June 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	33% (1 out of 3)	56%
% making progress in reading	66%	72%
% making progress in writing	33%	67%
% making progress in maths	66%	72%

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.	Progress in WRITING throughout the school was below national average- see SIP priority 2- significantly below for Y2+5 middle attainment groups
B.	Progress and Attainment in MATHS improving compared to National fig.s but continues to be below average compared to Nat and LA
C.	READING Attainment and Progress below KS2 Nat and LA
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	ATTENDANCE 4.5% is increasing on previous 2 years, (PERSIST ABSENCE an ongoing problem for 1 PP)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Writing: The attainment gap and progress between non PP and PP learners meet at least Nat averages	PP's attainment and progress in line with non PP, see SIP Priority 2
B.	Maths: PP learners are making at least expected progress	No gap between progress and achievement of PP and non PP
C.	Reading: greater emphasis on applying Phonics skills, which are improving steadily year on year, throughout all year groups with focus on Comprehension skills	Improvement in Reading attainment and progress in all year groups; this improvement reflected in Attainment and Progress of PP learners
D.	Raise attendance of vulnerable groups, targeted focus on persistent PP absentee	Increased attendance within PP groups to align with school figures

5. Planned expenditure					
Academic year	2017-2018				
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?
Teaching of Maths: adhere to recommendations of Ofsted(March 2017) to improve ToMaths throughout school	MATHS HUB TRAINING for 2 teachers (1 KS1+1 KS2) who will lead curriculum change and pedagogy with Maths Coordinator Focus: <div><div>1. Each Maths lesson to include elements of greater depth T&L</div><div>2. Each session to provide wider opportunities for Reasoning and Challenge</div><div>3. All teaching staff to collaborate on incorporating fluency, reasoning and problem solving activities</div><div>4. Investment in range of Maths resources</div></div>	Research evidences the correlation between high quality teaching and improvement in achievement and progress; this approach has been proven to be a high impact, low cost strategy	<div>This aspect (Priority 1 SIP) will be closely monitored by the SLT and Governors</div> <div>Ongoing observations, learning walks, book scrutiny and focussed teaching staff meetings</div>	LK, EW, MB, JP, FGB	Ongoing Full review end of year
Writing: Refocus on successful strategies previously used to raise standards in this area	See SIP Priority 2 for detail <div><div>1. Increased moderation and triad mentoring</div><div>2. Boy friendly writing strategies</div><div>3. Focus on PP writers</div></div>	Evidence shows link between high quality teaching and disproportionate advantages made by disadvantaged learners	(Priority 2 SIP) To be closely monitored by SLT and Governors	All teaching staff, SLT	Ongoing Full review end of year
Total budgeted cost					£4,866

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?
PP learners to make greater progress within every teaching session	Target Pre-teach activities to increase confidence levels	Evidence shows that lack of confidence leads to lack of self-motivation in all areas of learning	Monitor progress levels of groups who access these sessions	Class teachers, HT	Ongoing
Ensure emotional and social needs are consistently met	TA (trained Thrive practitioner) to oversee/ update training with TISUK	Thrive and TIS approach identifies that pupils with social and emotional difficulties experience barriers to learning which must be addressed before learning can take place	HT to monitor closely	PB, JP	Ongoing
Total budgeted cost					£3,942
iii. Other approaches					
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?
All pupils ready to learn at start of school day	Investment in provision of Breakfast Club	Research shows that children who are hungry have difficulty in learning	Monitor link between take up of provision and pupil outcomes	JP	End of Year Review
Increase attendance rates	Implement Attendance Policy rigorously	Evidence clearly links poor attendance to poor pupil outcomes	Attendance Governor and HT to monitor closely	JP, DH	Half termly reviews
Total budgeted cost					£2,476

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
Lessen progress and attainment gap between PP and non PP by implementing catch up programmes	Teacher led booster groups	Impact was limited	Approach did not prove good VfM, will not be continuing	£9,038
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
TA support	TAs used to support learning	Good impact on PP achievement	TAs to be used for pre-teach sessions this year	£2,517
iii. Other approaches				
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
Improved pupil confidence and readiness to engage with learning	Direct financial support to subsidise Breakfast Club/Educational Visits/Thrive	Pupil and parent questionnaires evidence good level of impact	This approach will continue	£1,726

7. Additional detail	
In this section you can annex or refer to additional information which you have used to inform the statement above. Our full strategy document can be found online at: www.aschool.sch.uk For further detail see SBA School Improvement Strategy Plan 2017-18	