

Pupil premium strategy statement- South Baddesley CE Primary School 2016-17

1. Summary information					
School	South Baddesley CE Primary School				
Academic Year	2016-17	Total PP budget		Date of most recent PP Review	01.09.16
Total number of pupils	120	Number of pupils eligible for PP	10 (8%)	Date for next internal review of this strategy	01.12.16

2. Current attainment		
The data below illustrates the achievements of year groups where there were pupils in receipt of pupil premium funding 2015-16.	<i>Pupils eligible for PP</i>	<i>All pupils</i>
% achieving ARE+ in reading (year 4)	0	82
% achieving ARE+ in reading (year 3)	60	79
% achieving ARE+ in reading (year 2)	100	71
% achieving ARE+ reading (year 1)	100	71
% achieving ARE+ writing (year 4)	0	76
% achieving ARE+ writing (year 3)	40	82
% achieving ARE+ writing (year 2)	0	64
% achieving ARE+ writing (year 1)	0	64
% achieving ARE+ mathematics (year 4)	100	82
% achieving ARE+ mathematics (year 3)	40	91
% achieving ARE+ mathematics (year 2)	100	84
%achieving ARE+ mathematics (year 1)	100	86

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	For some pupil premium children they enter school with lower language skills.	
B.	For some pupil premium children their lower level oral language impacts on their grammatical skills.	
C.	For some pupil premium children gross motor skills are impacting on their progress in writing.	
C.	For some pupils specific literacy difficulties impacting on their reading and writing.	
External barriers		
D.	Some emotional difficulties impacting on their personal and social development.	
4. Desired outcomes		Success criteria
A.	Increase language skills of lower achieving pupils.	Improved progress in reading and writing for lower achieving children.
B.	Improve grammar and punctuation skills for lower achieving	Increased number of pupils achieving ARE+ in writing.
C.	Consistent opportunities to develop fine motor skills.	Children write with increased fluency helping to improve achievements in writing.
D.	Improved focus on SEND programmes for pupils with specific literacy difficulties.	Improved achievements in reading and writing.
E.	Consistent approaches to supporting pupils' emotional well-being and development.	Children with emotional difficulties are able to access learning opportunities.

5. Planned expenditure

Academic year

- Appointment of senior teacher to lead Inclusion and lead Inclusions Team (targetted interventions).
- Increased release time for team to monitor the impact of strategies and to provide emotional support to specific pupils.
- Appoint senior teacher to lead on quality first teaching by increasing opportunities for coaching and mentoring.

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?
Increased opportunities for quality talk improve language development.	Collaboration	Sutton Toolkit research. Classroom observations.	INSET 31.10.16 'Collaboration.' Learning Walks and Pupil Interviews. Teacher feedback – staff meetings	AM LW	On-going after Learning Walks and pupil interviews/ at least termly.
Extend vocabulary and provide model for language use.	Use of high-quality text	CLPE training. Classroom observations.	Unit planning evaluation. Book Looks. Learning Walks and Pupil Interviews.	AM LW	On-going after monitoring/ at least termly.
Consistent teaching and learning opportunities at appropriate pitch and pace.	Use of new spelling, punctuation and grammar resource	Research of different resources. Visits to other schools. Evaluation of current practise, including data review and book looks.	Learning Walks and observations. Book Looks and Pupil Interviews.	AM LW	On-going after monitoring/ at least termly.
Regular opportunities to practise handwriting skills lead to improved fluency.	Handwriting interventions	Impact of interventions 2015-16 (year 4) Book Looks	Book Looks	AM LW	Monthly Book Looks
Pupils know what they are doing well and how to improve. They are given	Feedback	Sutton Toolkit research. Pupil Interviews.	Learning Walks and Pupil Interviews. Book Looks	AM LW	On-going after monitoring/ at least termly

Pupils are able to embed learning and resolve misconceptions.	Visual and concrete resources.	Mathematics interventions and CPD. Pupil interviews and observations.	Learning Walks and Pupil Interviews. Book Looks	AM LW	On-going after monitoring/ at least termly
Total budgeted cost					0.2 teacher to release LW
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?
Increased confidence and improved progress.	Pre teaching	SEND research.	Learning Walks and Pupil Interviews.	JB Inclusions Team	On-going after monitoring/ at least termly
Holistic approach with clear rewards and consequences.	SBS Plans	School-based evidence following trial.	Inclusions Team review Pupil Interviews.	JB Inclusions Team	On-going after monitoring/ at least termly
Improved emotional well-being and resilience strategies.	ELSA support	EP guide and evidence.	EP supervisions	JB Inclusions Team	On-going after monitoring/ at least termly
Improved writing outcomes.	Use of Clicker 6	SEND research.	IEP and Star Book monitoring. Learning Walks and Pupil Interviews	JB Inclusions Team	On-going after monitoring/ at least termly
Total budgeted cost					DHT release time
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 children given a breadth of experiences.	Financial support for extra-curricular/ enrichment activities.	Participation in additional activities.	Family conferences.	AM	April 2017/ July 2017
Total budgeted cost					% of enrichment activities.

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
Pupils will understand learning journey and small next steps will be achieved.	Improved use of Feedback and Collaboration	Improved progress of all pupils; opportunities to close gaps and address misconceptions.	Improvements in feedback enable children to articulate next steps clearly and know what to do next. Opportunities for response need to be consistent and regular across school. Collaboration has started to emerge in some classrooms and has started to improved pupil outcomes and confidence. Requires more evidence and consistency across school.	
Improve achievements of most vulnerable learners and close the gap with other learners.	Improved used of intervention groups	Improved progress of all pupils; opportunities to close gaps and address misconceptions.	This has most impact when desired outcomes are shared by all and interventions fluid in-line with AfL. There was a significant impact of this approach in lower KS2.	TA time
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
Provide increased support for PP children	Pupil Premium Plans/ Star Books	Raised profile for PP children and planned support for pupils.	Plans provided increased opportunities for PP children. They were most effective when the identified barriers were accurate and support was regular. All staff understand desired outcomes.	TA time
Emotional support and Behaviour Plans.	ELSA and SBS Plans	Both approaches provided good support for pupils when the aims were specific and followed-up with quality first teaching. SBS Plans have led to increased access to learning for most vulnerable learners.	Ensure that these approaches consistent across the school (development of SBS Best for pupil well-being and development)	0.1 TA release

Improved programmes of support for SEND pupils.	Star Books	Provide an accurate record of support for pupils. Some identified interventions have good impact on pupil progress.	Avoid inclusion of quality first teaching strategies on plans; keep focused on specific programmes that address needs. Star Books need to focus on impact as well as a record of activities.	TA time
Increased use of technology.	Individual ipad.	Enable some higher achieving pupils to increased independence in learning and increased challenge in learning projects.	This approach is improved when it is planned into teaching and learning opportunities.	Cost of ipad
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
All children given a breadth of experiences.	Financial support for extra-curricular activities.	Increased confidence socially and emotionally.	Discuss with families prior to support to ensure desired outcomes shared.	% of enrichment activities