

**Pupil premium strategy statement:**

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| 1. **Summary information** | | | | | |
| **School** | Ben Rhydding Primary School | | | | |
| **Academic Year** | 2016/17 | **Total PP budget** | £18,620 | **Date of most recent PP Review** | N/A |
| **/Total number of pupils** | 213 | **Number of pupils eligible for PP** | 11 | **Date for next internal review of this strategy** | Jan 2017 |

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| 1. **Current attainment** | | |
| **Attainment for: 2015-2016 (4 pupils) Whole school** | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (your school/national Y6)* |
| **% achieving expected standard or above in reading, writing and maths** | Not measured% | Not measured% |
| **% achieving expected standard or above in reading** | 50% | 87%/71% |
| **% achieving expected standard or above in writing** | 75% | 74%/79% |
| **% achieving expected standard or above in maths** | 50% | 89%//75% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | Social and emotional intelligence | | |
|  | | Poor self-confidence and low self-esteem | | |
| **C.** | | SEND range 1 SEMH | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | Lack of routines and boundaries at home | | |
| **E.** | |  | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | The attainment of the PP children is in line with the non – PP children | | Children are able to reach the expected level of attainment in reading, writing and maths.  The interventions put in place have a positive effect on the attainment  Planning is directly linked to the objectives and gaps are closed. |
|  | PP children make progress in line with the non-PP children across all areas of the curriculum | | Progress is clear in their books  The interventions put in place have a positive effect on the achievement  Planning is directly linked to the objectives and gaps are closed. |
|  | Children become more self-confident and their self-esteem is improved | | Children are able to take pride in their work  They have the self-confidence to try things and rise to the challenge.  Teachers set them aspirational targets.  Interventions are put in place to improve self-esteem |

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| 1. **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. | | | | | | | | | | | |
| 1. **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 attainment of the PP children is in line with the non – PP children | | Pupil progress meetings will look specifically at the PP children and track their attainment and achievement  Book scrutiny shows that progress is being made towards the expected standards.  Interventions and support is put in place to scaffold the learning and diminish the difference. | | | Children who are not on track to meet their end of year target will gain support from intervention groups.  ( LSA, specific interventions for SEMH children) | The children will have attainment data before and after the interventions and regular measures of their attainment will be taken in order to measure the impact.  The LSAs in the classroom and the class teacher will be trained to deliver the specific interventions in order to support the children.  The LSAs will have an impact file which is in line with the PM and will be reviewed in March. | | Lisa Seton  Glen Hartford  Sandy Leach | | January 2017 | |
| PP children make progress in line with the non-PP children across all areas of the curriculum | | Pupil progress meetings will look specifically at the PP children and track their attainment and achievement  Book scrutiny will show that progress is in line with the expected rate.  Interventions and support is put in place to accelerate the progress. | | | Children who are not on track to make expected progress will gain support from intervention ( LSA, specific interventions for SEMH children) | The children will have attainment data before and after the interventions and regular measures of their attainment will be taken in order to measure the impact.  The LSAs in the classroom and the class teacher will be trained to deliver the specific interventions in order to support the children.  The LSAs will have an impact file which is in line with the PM and will be reviewed in March. | | Lisa Seton  Glen Hartford  Sandy Leach | | January 2017 | |
| Children become more self-confident and their self-esteem is improved | | PSHE lessons are regularly held with the children.  Specific interventions such as anxiety gremlin and socially speaking to be used with the children using role models.  A group intervention with a role of responsibility within school.  5 point scale in class to measure feelings.  . | | | Children to feel confident enough to speak in class about how they feel and be able to link this to the 5 point scale.  Children to learn strategies to help them take on challenges and to understand that failing is okay.  Working as a team in order to achieve a shared goal. | Staff to be trained during staff meetings and in class in order to deliver specific interventions.  Working with the children and giving them the responsibility to take the project further and to have a go. | | Lisa Seton  Sandy Leach | |  | |
| 1. **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 make expected or better attainment | Pupil progress meetings will focus on how the PP children are achieving and attaining.  . | | | Children are tracked so that if the rate of progress is not in line interventions can be put in place to help support. | | | Continue to track the children and ensure that the planning for specific objectives is out in place to help diminish the difference.  The impact of specific interventions will be tracked.  LSAs and teachers will work directly with the children to ensure that attainment is in line with expected standards. | | Lisa Seton  Sandy Leach  Glen Hartford | | September 2016 |
| PP children make progress in line with the non-PP children across all areas of the curriculum | Pupil progress meetings will look specifically at the PP children and track their attainment and achievement | | | Children who are not on track to make expected progress will gain support from intervention ( LSA, specific interventions for SEMH children) | | | The children will have attainment data before and after the interventions and regular measures of their attainment will be taken in order to measure the impact.  The LSAs in the classroom and the class teacher will be trained to deliver the specific interventions in order to support the children.  The LSAs will have an impact file which is in line with the PM and will be reviewed in March. | | Lisa Seton  Glen Hartford  Sandy Leach | | January 2017 |
| Children become more self-confident and their self-esteem is improved | Specific interventions such as anxiety gremlin and socially speaking to be used with the children using role models.  A group intervention with a role of responsibility within school.  5 point scale in class to measure feelings and if they feel anxious or upset this will be followed up by the adults in the class.  . | | | Children to feel confident enough to speak in class about how they feel and be able to link this to the 5 point scale.  Children to learn strategies to help them take on challenges and to understand that failing is okay.  Working as a team in order to achieve a shared goal. | | | Staff to be trained during staff meetings and in class in order to deliver specific interventions.  Working with the children and giving them the responsibility to take the project further and to have a go. | | Lisa Seton  Sandy Leach | |  |
| 1. **Review of expenditure** | | | | | | | | | | | |
| **Previous Academic Year** | | | **2015/2016** | | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | | | |
| **Desired outcome** | | **Chosen action/approach** | **Estimated impact:** | | | **Lessons learned** | | | | | **Cost** |
| The attainment and achievement gap is closed between PP children and non-PP children | | Planning altered to ensure learning needs are met based on the previous outcomes | The children’s learning is more continuous and is based on achievement from the previous lesson. Therefore the approach is more individualised in the classroom.  The numbers of children in each class are very low and so the outcomes are difficult to judge as an overall group. | | | Continue with the planning approach as it is now making a significant impact on the outcomes for the children.  Review the impact of interventions regularly to ensure the best results for the children. | | | | |  |
| 1. **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** |
| The interventions chosen for the children impact significantly on the outcomes for those children | | Interventions tailored to the gaps in learning presented by the pupils | 58% of the children in receipt of PP are also on the SEND register. Each child has a provision map which ensures the interventions are timely and address their needs. | | | Review the impact of interventions regularly to ensure the best results for the children. | | | | | £18,620 |

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| 1. **Additional detail** |
| Only year 6 and year 4 made expected progress in reading. Both of these classes have 4 PP children. The rest of the cohorts only have 1 child each so it is difficult to make overarching conclusions using the data for these children. The non PP children all made expected progress apart from year 3 and 4 (see previous reports)  Writing  Progress in writing is positive in all cohorts for PP children apart from year 1 again though this is based on an individual child’s progress (SEND for learning and speech and language)  Progress for non PP is also positive in all cohorts apart from year 3 and 4 (see previous reports)  Maths  Progress is not as positive in maths across the whole school with most cohorts falling below expected rates of progress for both PP and non PP children.  Teaching of maths will need to be looked at alongside the assessment techniques and judgments. |