

Pupil premium strategy statement (primary)

1. Summary information					
School	Simms Cross Primary School				
Academic Year	2016/17	Total PP budget	£202,035	Date of most recent PP Review	
Total number of pupils	208	Number of pupils eligible for PP	153	Date for next internal review of this	Aut 16

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EXS or above in reading, writing & maths	8%	60%
progress in reading	0.1	
progress in writing	-7.21	
progress in maths	-0.66	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor resilience – struggle to persevere when challenged, quickly lose confidence
B.	Lack of experience that impacts on expressive language, reading and especially writing eg vocabulary
C.	Home circumstances impact on emotional well being
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Poor attendance, emotional wellbeing due to home circumstance, high number of families with social care involvement/other agency, Variable home support and engagement

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Raise attainment in writing	50% cohort achieves EXS
B.	Raise attainment in R, W, M	50% achieve EXS in R, W, M

C.	Progress in all subjects is comparable to national standards	Progress is above floor in all subjects
D.	Children develop greater resilience	Greater engagement in all lessons

5. 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					
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 reading/writing good Attainment in R/W improves across school	Read, Write, Inc and Fresh Start, Accelerator reader programme	Positive impact in other similar schools	Literacy lead to monitor on daily/weekly basis plus termly support from consultant trainer	MB/MB	termly
Teaching of maths good Attainment across school improves	Shanghai principles, AFL, creative thinking skills	Positive impact noted from various reports, Diminishing the difference focus group within the LA supporting this approach	Maths lead to oversee	JL	termly
Diminish difference in attainment and progress between PP pupils and National nonPP pupils	Engagement in Diminish the Difference Project with LA	Positive impact on marking and feedback previously	DHT to engage	JL/HT	Annually through PM
Engagement in Arts	HLTA to deliver quality first teaching in Art and DT	Previous good impact	Checks on planning, expenditure and delivery	GJ/HT	Termly

Engagement in Arts	Continue with Voices Foundation project	Previous good impact	Checks on planning, expenditure and delivery	HT/PW	Termly
Engagement in Arts	Continue with ukulele tuition	Previous good impact	Checks on planning, expenditure and delivery	HT/PW	Termly
Total budgeted cost					£50,000
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?
Children can work cooperatively	Lego Therapy	Research indicates shown to support children with EBSD incl ASD	SENCO to monitor, use of qualitative asst eg Boxhall profile	MC	Termly
Children develop resilience	Nurture provision	Positive impact (research) and LA supported	SENCO to monitor, use of qualitative asst eg Boxhall profile	MC	Termly
Improved progress and attainment	Teaching Assistants in every classroom	Lower ratios and targeted support in class. Positive relationships between adults and pupil's to build love of learning and school	HT and CT to monitor impact	HT	Termly through PP meetings
Total budgeted cost					£100,000
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?
Accelerated progress for pupils in R/M	1:1/small group work, numbers count, Fresh Start	Good impact previously, recognised programme	SENCO/HT monitoring, Pupil Progress meetings	HT/MC	Termly
Families/pupils supported emotionally	Early Intervention/Early Help, CAMHS	Previous good impact	Monitoring through CAF work/Boxhall profiles	CW/HT	Termly
Engagement of pupils in sport	After-school football club; Boxing; table tennis	Previous good impact	Subject lead and DHT to monitor	SM/JL/HT	Termly

Total budgeted cost £50,000

6. Review of expenditure

Previous Academic Year		2015/16		
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
Independent learning	Shanghai maths	Good impact, year 6 results, EYFS results, pupils' enjoyment of maths	To continue approach and build on lesson structure already established	£10,000
QFT for all	Over time for TAs to provide quality planning time	NAS accreditation recognised good practice, highly inclusive environment, SEN attainment/progress	Costs not sustainable despite good impact	£25,000
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
To develop resilience and cooperation	Challenger Troop	Year 5 and 6 children, immediate impact not obvious but several months later at least 70% pupils show improved attitudes and resilience	Challenger Troop no longer exists so may look for alternative providers	£1300
Improved relationships	Additional support from EWO, Circle of Friends	Year 4 and 5 pupils. As above, now children relate to each other positively less disruption to lessons, 1 terms support with attendance	A useful activity for very specific issues that could be followed in house rather than external provider	£1200+ £3180
	Additional Educational psychology time	Therapeutic work for LAC, greater resilience, engagement and happiness	Very positive but can now be managed in house as staff trained	£1000

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
Children develop vocab and knowledge and skills and experience new things	Provide a variety of experiences both curricular/ non curricular	Gymbobs has supported better core stability/gross and fine motor skill development.	Good impact staff now trained to continue work	£3000
		Voices has provided greater music/singing knowledge and enjoyment	Good impact to purchase at reduced rate for further year	£8000
		Ukulele/guitars weekly whole class lessons as above	On going as valuable experience but need to ensure it becomes sustainable	£2000
		Variety of trips supported through part payments and coach travel from PP eg year 5/ 6 residential	Very positive impact as providing new experiences, boost to self confidence and esteem	£5000
Children develop age related language skills	Employ speech and language therapist 1x pm in early years	Positive impact, many children (80%) developed age appropriate skills	Staff are now confident to implement language programmes and therapy support through NHS/LA is now available	£10000

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

	2011 gap between FSM/non FSM	2012 gap between FSM/non FSM	2013 gap between FSM/non FSM	2014 gap between FSM/non FSM	2015 gap between FSM/non FSM
Attainment English (level 4)	+4% (67%/63%)	+1% (89%/88%)	Reading -30 (70%/100%) Writing -25 (75%/100%)	Reading 78%/100% Writing 83% 100%	Reading 95%/100% Writing 64%/100%
Attainment maths (level 4)	-19% (54%/75%)	-9% (79%/88%)	-25% (75%/100%)	87%/100%	82%/100%
Expected Progress in English	+13% (96%/83%)	+1 (89%/88%)	Reading -8 (92%/100%) Writing -15 (85%/100%)	Reading -9 (91%/100%) Writing 0 100%/100%	Reading 0 100%/100% Writing -14 86%/100%
Expected Progress in maths	-12% (88%/100%)	-21% (79%/100%)	-20% (80%/100%)	0 100%/100%	-5 95%/100%