

Pupil premium strategy statement

1. Summary information					
School	Burley and Woodhead CE Primary School				
Academic Year	2016-2017	Total PP budget	£9960	Date of most recent PP Review	April 2017
Total number of pupils	216	Number of pupils eligible for PP	7	Date for next internal review of this strategy	July 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>
% achieving in reading, writing and maths	57% (4 out of 7 children)	
% making progress in reading	86% (6 out of 7 children)	
% making progress in writing	29% (2 out of 7 children)	
% making progress in maths	57% (4 out of 7 children)	

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.	Achievement in reading, writing and maths is lower for current PP than for other pupils
B.	Mental health issues for some pupil premium children are making it difficult for them to learn effectively and make progress
C.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Ensure all parents are aware of pupil premium funding and how to access this to ensure school can support all children who are eligible for funding

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase number of PP children make more than expected progress in reading, writing and maths	Progress score in reading, writing and maths will be +3.0 or higher in reading, writing and maths at the end of KS2 Increased % of PP children will achieve expected standard at end of KS2 in all subject areas
B.	Mental health issues targeted with focus support	Children's mental health issues being supported in school with focus action plan
C.	Increased take up of pupil premium funding for eligible parents	An increase in the amount of pupils in receipt of pupil premium funding particularly in EYFS and KS1. High quality provision demonstrated on

the provision maps is continued including support from learning mentors

5. Planned expenditure

Academic year **2016-2017**

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?
Children to develop skills of independent learning	Implement growth mindset approach to learning across school – focused half term, parents' meetings, staff training	Different evidence sources e.g. EEF toolkit and Sutton Trust report suggest that high quality feedback is an effective way to improve attainment PP children do not show high levels of resilience or desire to take on challenging work	Whole staff training Peer observations of teachers and TAs School teaching, learning and assessment policy rewritten to reflect growth mindset approach	Deputy Head	Ongoing review through the year then data analysis July 2017
Improve outcomes in maths	Follow White Rose Maths Hub to teach mastery programme across school – redesign of curriculum, parents' meetings, staff training, induction of new maths subject lead	Evidence from NCETM and Sutton Trust suggests mastery teaching increases pupil outcomes	Whole staff training Work scrutiny Pupil progress meetings Observations of teaching	Maths subject lead	Ongoing review through the year (pupil progress meetings etc) Data analysis July 2017
Improve outcomes in reading and writing	Drama agentic writing project with Leeds Beckett University – year long project looking at improving writing at KS2 through use of drama	Pupil premium children show lower levels of attainment in writing than their peers. There is growing evidence that drama helps to engage children and being part of this research project will help to add to that research bank of information	University researchers overseeing project and feeding back to staff Whole staff training	Deputy Head	July 2017
Total budgeted cost					£2810+

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?
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Mental health issues targeted with focused support for 3 PP children	Focused sessions with Learning Mentor in school, Learning Mentor working with families Mental Health Champions programme	Research from PAC-UK suggests that supporting children's emotional literacy and executive functioning skills helps to address mental health issues	Line management of learning mentor by Headteacher	Learning mentor	Termly
PP child to be able to access the curriculum at the level where they are currently working	1:1 support 15 hours a week	This child is currently working 2 years behind ARE for their year group. Evidence from the Sutton Trust shows that 1:1 tuition can help to increase pupil progress.	Pupil progress and SEN meetings	SENDCo	Termly
Total budgeted cost					£5700
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?
Subsidising the cost of extra- curricular opportunities and trips leading to improved social interaction opportunities	Clubs subsidised or free of charge dependent on individual need, Music lessons free for pupil premium children, Wrap around care to support families	Enable all PP children to have same access to opportunities as other children in school	HT and SBM to ensure parents are aware of opportunities available to them Track on individual pupil progress plans	Headteacher SBM	July 2017
Total budgeted cost					£1450