

Exning Primary School Pupil Premium Strategy Statement

1. Summary information					
School	Exning Primary				
Academic Year	2017-18	Total PP budget	£40,200	Date of most recent PP Review	Sept 2017
Total number of pupils	205	Number of pupils eligible for PP	35 (17%)	Date for next internal review of this strategy	Feb 2018

2. Current attainment		
2017 KS2 attainment and progress (7 children)	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving age expected in reading, writing and maths	57%	67%
% making expected progress in reading	0.7	0.3
% making expected progress in writing	2.4	0.2
% making expected progress in maths	-1.3	0.2

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	PP children in KS2 not making as high a rate of progress in Maths as their peers.
B.	Pupils eligible for PP are not making expected attainment in Maths in KS1.
C.	Behaviour issues for a small group of KS2 children (mostly eligible for PP) are having a negative impact on their learning and their peers.
External barriers	
D.	A small number of PP children are falling below 95% attendance expectation, resulting in a negative impact on their progress.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve Maths progress to at least the same as non-PP children.	PP maths progress is a minimum of national average (0.0)
B.	KS1 Disadvantaged children will achieve at least as well as their peers in Maths.	Y2 PP children will achieve national average for attainment in Maths
C.	These children will be more focused on their learning and receive fewer consequences.	Achievement improves and negative impact on others is lessened.
D.	Improved attendance of small number of PP children; monitored by school and Educational Welfare Officer	The attendance of this group will be improving towards 95%

5. Planned expenditure					
Academic year	2017-18				
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?
A. To improve Maths progress to at least the same as non-PP children	To introduce Maths Mastery in Y4.	We have seen the positive impact that MM has had in KS1 and Y3, now we feel it will benefit the progress across all off KS2.	The MM Lead is now teaching in Y4 (0.4) and is out of the class monitoring for three days a week.	DHT	Feb 2018
B. KS1 disadvantaged children will achieve at least as well as their peers in Maths.	HLTAs/TAs will be more focused on the attainment and progress of PP children through the more effective use of Target Tracker software.	The use of TT software gap analysis is having a positive impact on the whole class teaching; providing training for support staff will ensure PP focus is as effective.	Training will be provided by SLT and impact monitored by SLT.	HT	Feb 2018
Total budgeted cost					£16,768
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?
A. To improve Maths progress to at least the same as non-PP children	Selected support staff to be given specific Maths Mastery training.	More adults in the class with specialist MM training wil have a positive impact on the attainment and progress of PP children. This will also benefit non-PP children.	SLT to organise training and monitor impact through lesson obs, work scrutinies and performance data.	DHT	Feb 2018
C. These KS2 children will be more focused on their learning and receive fewer consequences.	Additional TA hours to support positive behaviour management.	This is a large class and another trained adult will be hugely beneficial to the progress of PP children.	The extra adult will be trained in positive behaviour management and the impact will be monitored by SLT.	HT	Feb 2018
Total budgeted cost					£9,913

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?
C. These KS2 children will be more focused on their learning and receive fewer consequences.	Employ a sports coach to improve lunchtime activity provision.	This will see a reduction of behaviour issues during this unstructured period of time and therefore reduce the impact of these issues 'spilling over' into the afternoon learning sessions.	HT and H&S governor to monitor number of behaviour incidents.	HT	Feb 2018
D. Improved attendance of small number of PP children	Children will be rewarded for excellent attendance at the end of the year; families will be reminded on a half termly basis of the attendance figures, if below 95%	Reminding parents of the overall impact of persistent absence has prove effective in the past. Rewarding children for their excellent attendance is proving very popular.	Office and EWO to monitor impact on attendance of small group of PP children.	HT	Feb 2018
Total budgeted cost					£6,500

6. Review of expenditure				
Previous Academic Year		2016-17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
To continue to develop classroom monitoring of PP children's learning.	All teaching staff aware of filters on Target Tracker Software.	All teachers have received training from SLT in the use of Target Tracker software to monitor attainment and progress of PP children. This has also had a positive impact on the monitoring of other vulnerable groups.	This was an effective use of time and money. We will be continuing with this approach.	£1098 for TT software license.
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
To improve attainment and progress in end of KS2 maths.	Extra support staff hours in Y5 and Y6, to support teaching of maths.	Immediate impact on attainment was high, resulting in 8% above national for PP children and closed the gap to 7% below national others. Progress improved from -7.27 (2016) to -1.3.	This has proved very effective for our most recent cohort of Y6 disadvantaged children, as well as having a positive impact on their non-disadvantaged peers. This will continue as long as it is effective and affordable.	£5830
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
To ensure PP children are accessing the residential trips in Y4 and Y6.	School will assist families with the cost of the residential trips.	PP children experienced staying away from parents and spending time with their peers in very different surroundings, thus building life skills for the future. This also impacts positively on non PP families.	This is vital support to families, in order to allow their children to develop skills that go into making the 'whole' child.	£1740
7. Additional detail				
<p>The above review focuses on only three of the many different uses of the Pupil Premium Fund. Other uses include 1-1 tuition for Y5 and Y6 children for the autumn and spring terms; a full time, highly trained TA who runs intervention across the curriculum and more qualitative support eg Draw and Talk, regular whole staff professional development, support with uniform, wrap-around-care, OSHL etc.</p>				