

Pupil premium strategy statement (primary)

1. Summary information					
School	Bury CE Primary School				
Academic Year	2017/18	Total PP budget	£2600	Date of most recent PP Review	July 2017
Total number of pupils	44	Number of pupils eligible for PP	2	Date for next internal review of this strategy	July 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths		%
% making progress in reading		%
% making progress in writing		%
% making progress in maths		%

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.	High staff turnover
B.	No long or medium term planning in place prior to Jan '17
C.	No assessment system in place prior to Jan '17 therefore identification of specific gaps in learning were not possible
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	High mobility, high proportion of SEN

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Specific gaps in learning identified and planned for accordingly	Assessment package used to inform planning
B.	All pupils to have closed any historic gaps in curriculum	No measurable gap between children in receipt of PP and rest of cohort
C.	All pupils to have access to extra-curricular provision	Attendance registers show no barriers to extra-curricular engagement
D.		

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?
High quality English curriculum	Use of Power of Reading to support LTP	Centre for Literacy in Primary Education	LA supporting subject lead	LB	Spring 2018
Better spellers across the school	Less testing of spellings and more free reading time	Krashen 2004	Specific timetabling each day – observation to ensure it is happening	LB	Spring 2018
Whole school engagement in reading	Homework explicitly focused on reading (move away from project based learning). Resourced high quality texts suitable for older reader with lower reading ages – children involved in choosing texts Engage authors in school to create a 'buzz' around reading	EEF Homework Primary Liverpool LA promote award for author engagement – schools engaged have seen a rise in reading attainment	Source reading diaries for all children Meet with various book banded sellers with English lead and choose books from samples Leadership time to implement	TM TM and LB LB	
Total budgeted cost					£600 (MTP online subscription £300 and books to support MTPs £300) £1000 books to enhance reading bands
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?
Specific interventions will bridge gaps in learning	Train TAs in specific interventions	+7 months additional progress with use of Maths intervention (Talk4Number)	Overseen by SENDCo and progress discussed with HT	JE	Spring 2018

Improvement in outcomes for children	Facilitate small class sizes to offer specialist teacher support to each child	Improved achievement over a short period of time as demonstrated in children's books	Timetabling and performance management	TM	Spring 2018
Improved multiplication knowledge	Research strategies used to support improvement in tables – in Jan 2018 chose TTRockstars	Anecdotal evidence from schools Numerical evidence from children's improvements. See TTRockstars school stats	Added to homework expectation. Each year group specifically planned table focus each week by maths lead	TM	£100 per annum
Total budgeted cost					£500 (training) plus staffing costs (>PP)
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?
Chn in receipt of PP to have access to extra curricula activities	PP funding to pay for clubs etc		Logged with office. Attendance sheets to check attendance compared to non PP	DC	July 2018
Total budgeted cost					£200
6. Review of expenditure					
Previous Academic Year		N/A (No PP prior to April 2017)			
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
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
iii. Other approaches					

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7. Additional detail

Termly meeting with families to discuss need and impact