

# Pupil premium strategy statement (primary)

1. Review of expenditure £103,085				
Previous Academic Year		2016 -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
<ol style="list-style-type: none"> <li>Children more settled in class and more focused learning taking place.</li> <li>Children have higher aspirations and increased self confidence.</li> <li>Less friendship and playground issues.</li> </ol>	<p>Whole School Positive growth mind set strategies. PSHE.</p> <p>Continue the role of a PSA to support the vulnerable groups</p> <p>Have 'friendly listeners' in each class</p>	<ol style="list-style-type: none"> <li>Whole class focus on positive mind set and can do attitude showing increased confidence and resilience in all pupils.</li> <li>Pupil conferencing shows an increase in confidence and motivation.</li> <li>Very successful in both Key Stages - less frequency of playground incidents reported. Play time buddies supported this being successful. This has led to a much more settled time in class and less time spent on sorting out playtime issues.</li> </ol>	<p>This strategy is successful and certain aspects will need to continue.</p> <p>Positive mind set has been a whole school focus and so will need revisiting at the start of the next academic year to refresh staff. – this will not require any cost.</p> <p>We feel more parental engagement would benefit our pupils in celebrating achievements and helping to raise aspirations of pupils. This will be a focus of next year's strategy.</p> <p>Pupil's self-esteem and confidence still needs further boosting so The Thrive Approach will be introduced to raise and support children's social and emotional development as well as helping to further resolve playtime/friendship fallouts.</p>	<p>PSA £6650</p> <p>Staffing to deliver approaches £94.632.25</p>

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<p>1. Children have higher aspirations and increased self confidence.</p> <p>2. Less friendship and playground issues.</p>	<p>Buddy system for new and struggling pupils.</p> <p>Lunch time support through play time buddies.</p> <p>One to one art therapy for some pupils.</p> <p>Provide Emotional and Social interventions for vulnerable groups. Stay Safe Mentor training (Y6)</p>	<p>Induction of new PP pupils to school very successful. Pupils settle in quickly and establish friendship groups that work well.</p> <p>A lot of mobility within the school so this was supported well through PSA and buddies.</p> <p>Less incidents of 'fall outs'. Children more settled coming into class for afternoon lessons.</p> <p>Great success for all pupils in KS2 – Playground behaviour improved and issues addressed through peer support.</p>	<p>Buddies need to continue for those pupils joining our school mid-year.</p> <p>Use of Thrive Approach to support with friendship and activities and strategies. This may require funding for release time next year.</p> <p>Stay Safe Mentoring to continue with Year 5 cohort- 12 pupils will become Mentors in the KS2 playground.</p>	<p>PSA £6650</p> <p>Staffing to deliver approaches £94.632.25</p>

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<ol style="list-style-type: none"> <li>1. More focus in lessons – increased retention and improved concentration levels.</li> <li>2. Improved outcomes in reading, writing and maths</li> <li>3. Increased attendance</li> </ol>	<ul style="list-style-type: none"> <li>• Online support programmes in Literacy &amp; Numeracy Accelerated Reading &amp; My Maths</li> <li>• Target 1:1 support in Literacy (esp. Writing), Numeracy, Social skills and Speech &amp; Language</li> <li>• Run Intervention programmes in every year group in 1:1 or small group sessions to include Writing</li> <li>• Continue with our successful dyslexia programme</li> <li>• Continue use of the Accelerated Reading Scheme</li> <li>• Purchase of specialised resources/support EWO/EDU psy including special interest reading books/maths</li> </ul>	<p>This strategy was successful though very time and cost intensive. Some of our pupils received extra teaching every day in small group sessions this meant they made progress and gained in self-esteem and confidence.</p> <p>Other pupils who need one to one support throughout the day have made good progress both academically and in terms of developing independence.</p> <p>Dyslexia pupils gained in immense confidence and improved spellings resulting in more confidence accessing the curriculum.</p> <p>Accelerated reader supported progress of pupils and improved their confidence tackling comprehension and improved an enjoyment of reading.</p> <p>Coloured overlays, books, apps and on line subscriptions supported pupils in accessing the curriculum. Improved engagement and willingness.</p>	<ol style="list-style-type: none"> <li>1. The cost of this strategy was high in terms of staffing. We will continue if felt necessary.</li> <li>2. One to one support for some of our pupils will need to continue initially for the whole day. It is hoped that as we move through the year some support could be withdrawn. This will be monitored closely.</li> <li>3. Review use of support staff – plan in more targeted intervention – play therapy, art therapy, Thrive intervention, RWI catch up.</li> </ol>	<p>Staffing to deliver approaches £94.632.25</p> <p>EWO £1,089 and Ed Psych £213.75</p> <p>£500 resources</p>