

1. Summary information					
School	Cusgarne Community Primary School				
Academic Year	2017-	Total PP budget	10440	Date of most recent PP Review	30.09.17
Total number of pupils	82	Number of pupils eligible for PP	9	Date for next internal review of this strategy	31.03.18

2. Current attainment		
	Y6 pupils eligible for PP (your academy)	Pupils not eligible for PP (national average)
% of Y6 pupils achieving ARE in reading, writing and maths	50% -2 pupils 2017; (5 pupils 2018, predicted 60%)	11 pupils- 2017; 7 pupils 2018 63% 2017 · predicted 71% 2018
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: reading	100% (2017) 80% predicted 2018	100% 2017; 2018 86% predicted
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: writing	50% (2017) 80% predicted 2018	64% 2017; 71% predicted 2018
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: maths	50%(2017) 60% predicted 2018	36% 2017; 71% predicted 2018

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Classroom environment- learning spaces to be reviewed for different cohorts and vulnerable groups (Class 3 has 3 year groups Y4,5&6, 2 teachers and 2 TA's- making use of alternate area (library for small group teaching to improve access and concentration, also noise reduction for those who wear aids)
B.	GPS- Writing is strong, but the spelling element needs to be a particular focus across the school. Specific and consistent daily input of GPS/phonics through a progressive scheme throughout the school.
C.	Punctuality- prompt starts and ends to lessons as well as working with persistent late-comers Ensure movement between learning spaces does not impinge on lesson starts. Make full use of TA should a pupil miss start of lesson. Engage parents to improve punctuality.

External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Family circumstances (bereavement, social and emotional factors within family units)

4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	Increasingly confident and accurate writers- termly assessments	100% improve previous scores
B.	SATS approached with confidence 83% should achieve ARE in RWM	83% + achieve ARE
C.	Increased confidence shown and children prepared and ready to learn- Observations	Lessons start and end on time

D.		
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5. Planned expenditure

Academic year	17-18 £10,440 (+C/F £3500)
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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?
Accelerated progress for RMW	Resources- Mathletics/reading eggs	Pupils on task and engage in independent learning	Teachers monitor use	TB	EOT x3
Better use of staff and learning environments	1-1, small group and cohort teaching space provided.	Attention span, concentration and pupil : staff ratio increased	Lesson observations- Extra TA/teacher time provision	WN	January 2018
Total budgeted cost					£8,200

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?
Improved confidence, self-esteem and prepared for learning.	Small group and 1-1 support+ identified trusted adult.	Pupil responds positively to certain adults. Works better within small group situation. (pupli: staff ratio inc.)	SENDCO to monitor	MT	EOT x3
Equal access to extra-curricular activity	Good rapport with parent. Subsidised school visits.	Child's well-being and engagement with other school activities	Head/SENDCO and class teacher to record and engage with parent proactively.	TB/MT/WN	End of Year
Total budgeted cost					4,500

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?
Pupil's concentration and readiness to engage sustained.	Fruit provision for all daily	Children are not pre-occupied with feeling hungry. Enjoyed social time and alert for next session.	Fruit contract renewed for year	Teachers	March 2018

6. Review of expenditure

Previous Academic Year

16-17 £9592+ CF £6753= 16,020

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
Accelerated progress for RMW	Resources- Mathletics/reading eggs	Pupils actively engaged in Mathematical, writing and reading challenges during early morning work, independent choice time and at home. Pupils bring in achievement certificates to share at Celebration assembly. Progress and confidence increased and evident in pupil's approach to work.	Continue: a well- used resource	£1400
Pupil's concentration and readiness to engage sustained	Fruit provision for all daily	Children are not pre-occupied with feeling hungry. Enjoyed social time and alert for next session. Some children now eat fruit they have not in the past.	Continue: pupils enjoy and eat all fruit provided.	£1300

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
Improved confidence, self-esteem and prepared for learning.	Small group and 1-1 support+ identified trusted adult.	Pupil responds positively to certain adults. Works better within small group situation. (pupil: staff ratio inc.)	Increasing staff helped, but learning environments required improvement. Creating spaces for small group work and 1-1 approaches essential to ensure best outcomes for identified pupils. Continue, but review implementation.	£9000

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

Stem Science Project training, improved delivery and improved resources.	Science coordinator to lead developments. Improved and increased number of resources	Stem Science Project training, improved delivery and improved resources. Whole school science projects inspired learning. Pupils engaged in wide range of activities	Whole school focus, with financial support for CPD has lasting effect, engages pupils and improves quality and delivery of subject matter.	£900
Behaviour project, anxiety and resilience training. Fees and supply costs to enable staff training and implementation.	Pupils' self-regulating behaviour and making good choices at school. Staff skills improved.	A whole school development initiative. Pupils with poor self-esteem, or those who have issues that impact negatively upon their attitude and choices made, have better support from improved staff skills.	Ensure all staff understand the consistent approach. If modification made by one then all staff should be made aware. All pupils respond to the positive behaviour policy. Fairness and equity of application has to be seen to be used. A good project, and one that should not require extra funding to sustain or improve.	£500

7. Additional detail

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

Any residual funds- unallocated permit subsidies of Extra- curricular activities, visits and visitors throughout the year. (£2980)

Minibus- up-date training (every 3 years) to keep costs minimal so extra-curricular activities accessible to all.

All pupils have equity of access to extra-curricular experiences provided, regardless of circumstance.

There are a number of pupils that generate the pupil premium, including service family pupils. These funds are divided as stated in this document, but an element is allocated for hardship, when voluntary contribution would prevent a pupil having the same opportunities as others. If the allocation should be completely used prior to the end of year, school would use contingency monies from within the school budget where a surplus has been identified.

Mid-year review of impact of PP funding:

Since September 2017 a learning space has been created within the library:

Y6 (Cohort of 12) are taught separately for Maths and English every day. Teacher and TA provided (3x PP pupils in this group)

Y3 and Y2 have at least 3 sessions each week where they are taught separately. Pupils are better focused and progress measured at half term is good.

Mathletics/Reading Eggs programme still well-used by pupils both on and offsite.

Fruit- very much a part of school regular routine and accessed by all.