



## Pupil premium strategy statement:

1. Summary information					
School					
Academic Year	2016/17	Total PP budget	£17 160 + £600 MF	Date of most recent PP Review	November 2016
Total number of pupils	108	Number of pupils eligible for PP	9 2 MF 4 E6	Date for next internal review of this strategy	November 2016

2. Current Attainment				
Attainment for: 2015-2016 (0 pupils) Whole school	Pupils eligible for pupil premium		Pupils not eligible for pupils premium	
	Longney	National	Longney	National
% of Y6 pupils legible for pupil premium	0	32%	100%	68%
% achieving expected standard or above in reading, writing and maths	N/A	62%	75%	53%
% achieving expected standard or above in reading		52%	100%	66%
% achieving expected standard or above in writing		64%	75%	74%
% achieving expected standard or above in GSP		60%	92%	72%
% achieving expected standard or above in maths		57%	83%	70%

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Higher rates of progress across KS2 for high attaining pupils eligible for PP especially with poor reading skills and comprehension skills	
<b>B.</b>	Social skill and emotional difficulties have impacted on the academic achievement of a group of pupils	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>C.</b>	Support at home/low expectations	
<b>D.</b>	Attendance	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve reading, writing and maths skills for pupils eligible for PP in KS2 through additional reading sessions, maths intervention so pupils achieve in line with non-pp pupils	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. PP children make better progress in reading so that their writing is influenced by this Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in line with non-PP children. Pupils eligible for PP in
<b>B.</b>	Provide support for pupils through the school counsellor. To give parents the opportunity to engage and work in partnership with the school. The children express their feelings and emotions through sand play therapy and social skills sessions.	Pupils develop their communication skills so they are able to express when they are feeling anxious or worried. Concentration levels are increased and pupils are able to cope with the demands of the curriculum
<b>C.</b>	To give parents the opportunity to engage and work in partnership with the school through initiatives such as AfA structured conversations, parent information evenings, phone calls etc	PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in spelling Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in line with non-PP children.
<b>D.</b>	The attendance of PP children improves	Work with families to help them understand the importance of good attendance whilst understanding their reasons for non-attendance. Attendance for the children is in line with national at 96%

5. Planned expenditure					
Academic year	2016/17				
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 are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	PHSE lessons are regular Circle time etc. Successful Learners project encourages all pupils to talk and explore their comfort zone and challenge zone.	Circle time allows a child to share anything on their mind and seek support or advice from children and adults in the room.. Successful Learners helps pupils understand that it is ok to get things wrong and accept challenge.	Monitoring teachers' planning to ensure they are delivering the Pink SOW for PSHE; liaise with school counsellor and nurture group leaders.	PH Class teachers TAs	January 2017  £500
Children make expected or better progress so that they achieve in line with national expectations. They show ambition to achieve well.	Quality first teaching using strategies from AfA. Pupil progress meetings half termly will inform how the children are achieving. Assemblies and lessons will share with the children the purposeful learning and behaviours for learning. Aspire week across the school so that pupils become aware of possible careers.	Children who are not on track to meet their end of year target will gain support from intervention (subject support, nurture, forest school, 1:1 specialist support). Pupils need to know that certain behaviours will enhance their academic achievement. Pupils need to know about possible careers and have aspiration towards the future.	Dates are set for the year. TAs are employed in the afternoons to carry out intervention. A teaching partner will be employed. This will be a qualified teacher who will work alongside the class teacher to support pp pupils. Parents and visitors will be invited into school to talk to pupils during Aspire week.	PH Teaching partner  TAs Staff	February 2017  £8000  £4420
PP children's reading improves in line with non-pp children	Children will receive extra daily reading with a TA. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Books will be celebrated and enjoyed in school An author will be celebrated and children will be encouraged to read.	When children read daily their reading improves. Any areas of difficulty can be address (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Phonics will be encouraged as a strategy to reading in the classroom when necessary. Books will be on display in the classrooms and there will be an inviting book corner. The library will be refurbished to encourage reading for pleasure. An author will celebrated in medium term planning.	Pupil progress meetings will review intervention given (daily readers) and progress made. Drop ins will show books are celebrated and phonics is being used as a spelling strategy. The children will be able to talk to me about reading for pleasure and will regularly visit the library.	PH LP	February 2017/July 2017  TA time

Outdoor Play and Learning project including Forest School	Providing quality play during the day and access to Forest School.	This project will allow children to learn to take risks, take responsibility for their decisions and learn in a different environment.	Pupil voice, observation of behaviours, impact of progress.	PH, LP, JP	March 2017 £1000
<b>Total budget costs</b>					<b>£13 920</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Working with our school counsellor and in Nurture group also helps them explore these feelings.	Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work. Our school counsellor can give tailored, individual intervention to help pupils handle their emotions and develop their social skills. Nurture group helps to reinforce this.	Liaise with school counsellor and nurture group leaders	PH	January 2017 £500
Outdoor Play and Learning project including Forest School	Providing quality play during the day and access to Forest School.	This project will allow children to learn to take risks, take responsibility for their decisions and learn in a different environment.	Pupil voice, observation of behaviours, impact of progress.	PH, LP, JP	March 2017
AfA structured conversations three times a year.	Class teachers will meet with parents of PP pupils through AfA structured conversations. These meetings will allow 30 minutes for discussion of progress and appropriate targets.	Parental engagement will encourage support at home and full understanding of pupil's need. Strategies for helping pupils at home can be shared.	Monitor parental engagement with meeting; support with targets; homework.	PH/LP and class teachers	February 2017

The attendance of PP children improves	HT to ensure engagement with families who have poor attendance. Awards are given to children who have 'good' attendance.	When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered.	Attendance will be monitored half termly. Any absence will be addressed immediately. HT will build a relationship with targeted families.	PH/HH	December 2016 £1800
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<b>Total budget costs</b>					<b>£2300</b>
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<b>Total budget costs</b>					<b>£16 220</b>
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<b>6. Review of expenditure</b>					
<b>Please see Pupil Premium Summary 2015 – 2016 on separate sheet</b>					

<b>Previous Academic Year</b>					
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<b>i. Quality of teaching for all</b>					
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Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

<b>ii. Targeted support</b>					
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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

<b>7. Additional detail</b>					

