

Pupil Premium Strategy Statement

1. Summary Information					
School: Guilden Morden Primary Academy					
Academic year	2017/2018	Total Budget	£13,200	Date of this Review	Sept 2017 – July 2018
Total number of pupils	45	Total Pupils eligible for PPP	10		

Aim

To diminish the differences between children in receipt of Pupil Premium Grant, and those not legible for PPG, so that these pupils attainment is the best it can be. In order to facilitate this, we will endeavour to use the PPG to remove any barriers to this attainment. Barriers identified might be in or out of school. These will be precise, with outcomes clearly identified and measurable.

Attainment at start of September 2017 Using National Test and Assessment results Summer 2017						
Year group	Subject/ Focus	No. of pupils	Pupils eligible for PP at GM		Nat Benchmark from ASP 2017	
			Progress	Standards	Progress	Standards
EYFS	Good Level of Development	2		100%		73%
Y1 Phonics	% at expected	3 (1*)	Average score = 36	67%	Average = score 34	84%
Y2 End of KS1	Reading	2 (2*)		100%		79%
	Writing	2 (2*)		0%		72%
	Maths	2 (2*)		100%		79%
Y6 End of KS2	Reading	1 (1*)	-2.94 (-15.15 to 9.26)	0% at Expected	0.33	77% at Expected
	Writing	1 (1*)	2.58 (-9.27 to 14.43)	0% at Expected	0.18	81% at Expected
	Maths	1 (1*)	0.09 (-10.93 to 11.11)	0% at Expected	0.28	80% at Expected

Note: Confidence intervals in brackets * indicates number of children with SEN support

3. Barriers	
Barriers were identified by:	
<ul style="list-style-type: none"> • Discussions with class teachers • Discussions with parents • Discussions with pupils 	
In-School Barriers (issued to be addressed in school)	
1.	Some pupils present with emotional vulnerability at school, resulting in poor concentration
2.	Some pupils have challenges around oral and language skills, preventing expected progress in learning
3.	Some pupils show gaps in knowledge resulting in a lack confidence and having a negative impact on sustained learning
4.	Some pupils show a lack of personal organisation which affects their learning behaviours and impacts on progress
5.	Class 3 has three different year groups who have different learning needs and priorities therefore creating potential barriers to all children making good progress, particularly those who are vulnerable as effective learners
6.	Some pupils struggle with social interaction which has an impact on their progress in terms of SMSC development and therefore an impact on other progress
External Barriers (issues which require action outside of school)	
1.	Lack of support for learning at home – parents may not what to support and how
2.	Homework not completed
3.	Lack of accessible IT at home for research and home learning
4.	Emotional vulnerability outside of school
5.	Family issues
6.	Attendance (parental issue)
7.	Parental anxiety (Time to support parent)

4. Outcomes		
Desired outcomes, and how they will be measured		Success criteria
1.	Additional support for all PPG children at school will enable them to increase their current progress. This will include targeted support by teachers, small group booster and interventions by TA and HT and will be shown on the tracking system	Making expected or better progress (tracker)
2.	Opportunities to develop a better understanding of friendship and support and will be shown by surveys and pupil voice interviews	Children feel happier and have appropriate friendships
3.	Pupil Premium eligible children will be able to access all aspects of school life such as trips, visits and clubs	They will feel fully included and will gain from the same experiences as their classmates
4.	Additional counselling support/mentoring	Emotional wellbeing
5.	Learning mentor	Emotional wellbeing - improved learning behaviours – improved self esteem - homework completed

5. Planned expenditure						
Academic year		2017/2018				
5.1 Quality of teaching for all						
Desired outcome	Chosen action	What is the evidence and why	How will you ensure it is implemented well?	Staff lead	Review	Projected cost in 2017/2018
All Y6 pupils make at least good progress as shown in SATS.	Give year 6 a separate work area, and more TA support	Outcomes in core subjects. Outcome of eligible pupils. Case study	Class 3 teachers will plan and implement and HT will monitor and provide feedback	HT / DM/ DD	End of Summer 1 2018	TA support Resources Included in school budget for whole school
All children make at least good progress in mixed age classes	Support for planning maths by K Tozer Literacy – Talk for writing project	Planning support for teachers	Progress as shown in tracker	JF	Termly reports on progress	Release for teachers - Included in school Plan for whole school
	Abacus Read,Write Inc Hamilton Target Maths	Resources to help mixed age teaching and planning	Progress as shown in tracker	JF LF	July 2018	

5.2 Targeted support						
Desired outcome	Chosen action	What is the evidence and why	How will you ensure it is implemented well?	Staff lead	Review	Projected cost in 2017/2018
Reduce emotional vulnerability	Allyance Counselling	Review with children and parents – case studies	Review impact of counselling as part of Cluster HT meetings	SENDCo	Easter 2018	£1,400
	Employ Learning mentor for 2x weekly support for specific pupils	Before and after questionnaires	Review impact of initial pilot then extend if successful	HT	Termly	£500
	Support for parents	Review with parents	Feedback from pupils and parents	HT	July 2018	Time
Improve social interaction	Support at playtimes/ Golden time including increasing staffing	Discussion of playtimes and focus on vulnerable pupils (staff meetings)	Communication with all staff HT to monitor and discuss in staff training sessions	JF	July 2018	£2,000 staffing cost
	PSHE Peer conflict resolution	Reduced anxiety about social problems Increased happiness in	Monitoring of records of who has benefitted from the system	DM	Summer Term 2018	Included in school Plan for whole school

		school				
	Costs to include children in residential and other trips and events	Feedback from parents and children	Office Manager to liaise with parents and HT and keep records	FS/HT	Termly	£750
challenges around oral and language skills	Resources TA support: small group	Progress Pupil Tracker Case studies	Class teacher oversees – progress tracked on Pupil Tracker	SENDCo HT	Termly	Staff cost £760 Resources £250
Identify and teach to fill gaps in knowledge	Teachers identify Gaps using own assessment and Pupil Tracker - Progress reviews identify targets	Pupil Tracker Progress review records	Progress updated each half term on Pupil Tracker Progress reviews identify any concerns	HT and all teachers	Each half term	Included in school Plan for whole school
	TA support: small group 10 hrs in total per week	Pupil Tracker Progress review records	Outcomes assessed	SENDCo	Each half term	£4,000
	1:1 maths tutoring 3 rd Space Learning (ICT Enabled Learning)	Reports from the tutor and assessments from the programme	HT Oversees the 1:1 sessions	HT Class 3 teachers	July 2018	£1,400
	Small group support for Y6 – Spring and Summer 1 - 2hours per week	Pupil Tracker	By matching tasks to NCETM mastery and greater depth materials and checking progress of each child	HT	May 2018	£500
Lack of personal organisation or lack of resources	Additional resources– water bottles, musical instruments, uniform, breakfast bars	Feedback from parents and children	Eligible parents to be consulted with by member of Governing Board	HT/ SF	July 2018	£500
5.3 Other approaches						
Desired outcome	Chosen action	What is the evidence and why	How will you ensure it is implemented well?	Staff lead	Review	Projected cost in 2017/2018
Out of school learning takes place	Homework club	To ensure homework is completed	Attendance record – feedback from children	AB	End 2018	TA time £200
	Additional ipads for targeted use with specific apps	To enable children to research and complete additional learning tasks	Overseen by HT Mathletics activities tracked by teacher. Log of who has used the ipads.	JF	End 2018	£1000 for ipads, set up and apps
Estimated Total						£13260