

# Pupil premium strategy statement (primary)

1. Summary information					
School	North Cotes CE Primary				
Academic Year	2017-2018	Total PP budget	£18,480	Date of most recent PP Review	
Total number of pupils	40	Number of pupils eligible for PP	9	Date for next internal review of this strategy	December 17

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving at least expected in reading, writing and maths	0% 0/3	61%
% achieving at least expected in reading	66.7% 2/3	71%
% achieving at least expected in writing	100% 3/3	76%
% achieving at least expected in maths	33.3% 1/3	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Teaching quality
B.	Engagement in curriculum
C.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Low attendance

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	See tables below.	See tables below.
B.		

**5. Planned expenditure****Academic year****2017-2018**

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**

<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>
<b>*Increase in pupil progress and attainment-visible evidence of progress</b>	Tracking system and data analysis-O-Track Pupil premium children a priority at pupil progress meetings High attaining pupils identified and expectation raised	Teachers and SLT record and use data to analyse progress and identify barriers to learning with focussed support Progress and attainment of Disadvantaged groups are mapped in pupil progress meetings Higher attaining pupils tracked-challenge given to target Greater Depth	Formative and summative diagnostics used to support and evidence progress PIVATS used to track smaller steps in progress Intervention plans monitored and adapted	Head teacher  Base Lead	Termly data analysis and Pupil Progress meetings
<b>Total budgeted cost</b>					£1110 O Track £500 Resources £130 PIVATS 5

<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>
*Improved pupil progress towards ARE to narrow the gap *Improved attainment by targeted planning *Staff CPD in Behaviour management and Autistic Spectrum to raise awareness of needs	TA targeted intervention programmes Learning Mentor support in SEMH Teacher provision-freed by TA coverage Staff CPD to support pupil needs	Increased progress and outcomes from accurate baselines. Targeted provision with clear next steps. Individual needs recognised and supported.  Improved behaviour for learning and independent work.  TA monitoring and training-Mobilise Effective deployment of TAs Promoting positive behaviour policy-consistent approaches for staff	Progress tracked and evidence shared during book scrutiny and intervention monitoring. Pupil passports monitored. Pupil books show evidence of support. Pupils have resources to support learning. Link Governors, Pupil Premium/SEND Governors  TA targets in place, key part of performance management  Monitoring of teaching and staff-pupil interaction	SENDCo HM L Mentor EW  Mobilise LD (Federation)	Termly
<b>Total budgeted cost</b>					£6350 Teaching Assistant £6000 Learning Mentor £1500 Staff CPD

<b>III. Other approaches</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>
*Improved confidence, independence, resilience and self-esteem *Social relationships developed *Improved behaviour for Learning	*Support for school visits including residential *Free Access to Breakfast and After school clubs *Additional resources to support learning Whole school follows values-based ethos.	Values – led education Parental home-school links Aspiration and ambition developed School attendance improved Friend for Life programmes Lunch-time play coordinator	Parent links and progress meetings Monitored impact by class teacher Learning supported and scaffold well with a range of resources	Headteacher  SENDCo/ Learning Mentor	Termly
Attendance increases and maintains and therefore progress and attainment increase.	Attendance data monitored regularly. Correspondence with home. Engage Education Welfare Officer if necessary.	Attendance	Pupil Progress meetings. Internal and external assessment and monitoring.	Head Teacher Base Lead	Termly
<b>Total budgeted cost</b>					£1500 Play Coordinator £600 Educational Welfare Officer £450 Additional Resources £300 Values Training

6. Review of expenditure				
Previous Academic Year				
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				
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

7. Additional detail
<p>The school underwent a turbulent time over the academic year 2016/2017 resulting in poor attainment and progress for pupils eligible for Pupil Premium funding. There were many changes implemented at all levels across the school and priorities created to enhance learning. The impact of Pupil Premium is a paramount focus for the next academic year.</p>