

# Pupil premium strategy statement – Sandiway Primary School



1. Summary information					
School	Sandiway Primary School				
Academic Year	2017-18	Total PP budget	£23,440	Date of most recent PP Review	
Total number of pupils	215	Number of pupils eligible for PP	18	Date for next internal review of this strategy	March 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	43% (July 2017)	67% (July 2017)
% making progress in reading	86%	85.1%
% making progress in writing	71%	89.1%
% making progress in maths	100%	94.1%

Year 1 Phonics Screening 2017		Context: There were 2 children entitled to Pupil Premium		
Number achieving National Standard	Pupil Premium National Average 2017	Pupil Premium at Sandiway Primary	All pupils at Sandiway Primary School	National Average 2017
	84%	100% (7/9)	93%	81%

End of KS2 (Year 6) Results 2017			Context: There were 3 children entitled to Pupil Premium	
		Pupil Premium Children at Sandiway Primary School	Other Pupils	National Other
Reading	Average Scaled Score	103.1	106.7	104.1
	% reaching expected standard	67%	78%	72%
Writing	% reaching expected standard	33% - At ARE 0% - Greater Depth	75% - At ARE 22% - Greater Depth	76% - At ARE 21% - Greater Depth
	Average Scaled Score	102	102.8	104.2
Mathematics	% reaching expected standard	67%	88%	75%

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

Within each year group there are a number of pupils eligible for the pupil premium grant and although there are some common barriers we endeavour to identify each pupil's unique circumstances and address these through individualised provision.

#### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

<b>A</b>	Unable to access some of current year group curriculum due to gaps in knowledge. Extra support needed on particular aspects of current year group curriculum.
<b>B</b>	Poor phonic ability.
<b>C</b>	Lack of emotional literacy / low self esteem/confidence
<b>D</b>	Reading below age-related expectation
<b>E</b>	Lack of accelerated progress for more able pupils

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

<b>F</b>	Lack of academic progress due to barriers to learning
<b>G</b>	Low self-esteem and lack of emotional literacy due to family situation

### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Disadvantaged children will make expected progress towards meeting age-related expectation in Reading, Writing and Maths.	Academic progress will improve due to strategies and resources implemented. More of current year group's curriculum is accessible. Gaps are narrowed or filled.
<b>B.</b>	Increase in the number of children in receipt of Disadvantaged Pupils passing the Year 1 and 2 phonics screening.	More children in receipt of PP passing the Year 1 and 2 phonics screening.
<b>C.</b>	Emotional literacy and self esteem will be improved for Disadvantaged Pupils	Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Academic progress made as a result of increased confidence and self-esteem.
<b>D.</b>	Disadvantaged Pupils will be reading at or close to age related expectation	Reading progress evident in guided reading and teacher assessment – meeting national standard or better.
<b>E.</b>	More Able Disadvantaged children will make expected progress towards achieving Greater Depth in Reading, Writing and Maths	Children achieving Greater Depth at the end of the school year. Higher level grammar, punctuation and spelling evident in work, higher order reasoning questions tackled in maths and a greater depth of questions tackled in reading.

Academic year 2017-18				
Targeted Support Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
<b>A</b> Academic progress in reading will improve due to strategies and resources implemented. More of current year group's curriculum is accessible. Gaps are narrowed/filled	Class support by TA including in Guided Reading 1:1 or small group tuition in targeted areas, identified by the class teacher. Before/after school support for over-learning	End of year and end of key stage results showed a gap in progress for reading and writing (even though the numbers in the cohort are very small).	Termly monitoring of PP children using school tracking system. Intervention altered if progress is not being made. Provision maps annotated and updated termly. Monitored by PP lead. Information on provision maps, intervention books and pupils' work is kept in a file.	Each term implementation will be reviewed with the head teacher and reported to governors.
<b>A</b> Academic progress in Maths will improve due to strategies and resources implemented. More of current year group's curriculum is accessible. Gaps are narrowed/filled	Maths support 1:1 or small group tuition in targeted areas, identified by the class teacher. Before/after school support for over-learning opportunities			
<b>A</b> Academic progress in writing will improve due to strategies and resources implemented. More of current year group's curriculum is accessible. Gaps are narrowed/filled	English support 1:1 or small group tuition in targeted areas, identified by the class teacher. Before/after school support for over-learning opportunities			
<b>B</b> Increase the number of children in receipt of PP passing the Year 1 and 2 phonics screening.	Daily phonic sessions with small groups or 1:1 with class teacher or TA with additional support twice weekly.			
<b>D</b> Reading progress evident in guided reading and teacher assessment – meeting national standard or better	Beanstalk reader helper – twice weekly for half an hour 1:1 reading support. Bug Club online reading scheme subscription. Access to a huge range of books online.			
<b>E</b> Children achieving Greater Depth at the end of the school year. Higher level grammar, punctuation and spelling evident in work, higher order reasoning questions tackled in maths and a greater depth of questions tackled in reading.	Small group sessions for high-attaining pupils with experienced teacher, in addition to standard lessons. More support to maintain high attainment.			
TOTAL COSTING				Intervention group support £5865 In-class support £17,500

Targeted Support Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
<p><b>C</b> Academic progress made as a result of increased emotional literacy, confidence and self-esteem.</p>	<p>ELSA supervision sessions for 2TAs</p> <p>Use of the ELSA to help children develop strategies to calm and manage difficult situations. Small group turn taking sessions.</p> <p>Educational psychologist. Plan-do-review cycle to provide strategies and resources for staff.</p> <p>Professional Play therapist</p>	<p>Identified needs from family circumstances and outcomes of TAF meetings via agreed referral route and completed pre-referral ELSA form</p>	<p>Pre-referral form and post ELSA forms are completed by the class teacher, along with detailed notes kept from the sessions themselves.</p> <p>Termly monitoring of PP children using school tracking system.</p> <p>Intervention altered if progress is not being made.</p> <p>Provision maps annotated and updated termly. Monitored by PP lead.</p>	<p>After each 6 week block of ELSA sessions.</p>
TOTAL COSTING				£805