

Pupil premium strategy statement (primary)

1. Summary information					
School	Caistor Church of England and Methodist Primary School				
Academic Year	2017/18	Total PP budget	£88,800	Date of most recent PP Review	September 2017
Total number of pupils	298 plus 23 Pre-schoolers	Number of pupils eligible for PP	74	Date for next internal review of this strategy	February 2018

2a. Current attainment (KS2 results 2017)			
	<i>Pupils eligible for PP (our school)</i>	<i>Non PP (our school) 33 pupils</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths (15 pupils)	60%	55%	77%
% AS in reading	73%	73%	71%
% AS in writing	60%	88%	76%
% AS in maths	73%	76%	75%
2b. Current Progress October 2017 Y1 - 6			
	<i>Pupils eligible for PP inc SEND (our school)</i>	<i>Pupils not eligible for PP inc SEND (our school)</i>	
% making progress in reading	82%	88%	
% making progress in writing	82%	89%	
% making progress in maths	83%	90%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Pupil Premium pupils with SEND barriers

B.	Behaviour issues/social emotional health and mental wellbeing impact upon a small number of pupils and has a detrimental effect upon their own progress and that of their peers.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	A minority of children has significant issues at home which affect their emotional wellbeing and therefore progress.	
D.	An increasing number of pupils in receipt of PP funding have had more than 1 school move and this affects progress.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved progress and attainment in GPaS for all PP pupils.	All pupils eligible for PP are in line with non PP pupils in school across the school. Higher achieving pupils in receipt of PP are challenged in their learning. Middle ability pupils receive timely intervention from the teacher/TA. SEND pupils are supported by the SENDCo. Gaps in teaching are identified, assessments moderated and all pupils receive quality first wave teaching.
B.	Improved progress for PP across KS1 and KS2 based upon prior attainment in RWM.	Pupils eligible for PP are in line with non PP pupils in school across the school.
C.	Social and emotional issues are met to unblock barriers to learning (EEF).	PP pupils supported by external agencies when appropriate. PP pupils attending school and making good progress. Behaviours records for specific children show improvements over time. Meet and greet in place for targeted pupils. Friends For Life programme completed. Structured activities during break time and lunchtimes. Music tuition, trips and extra-curricular activities are funded.
D.	New pupils with PP funding are supported to settle rapidly into school and to make progress.	Improve resilience of PP pupils. Nurturing activities support and improve self-esteem. Meet and greet in place for anxious pupils. Friends for life programme. Structured activities during break time and lunchtimes. Gaps in learning identified and addressed.

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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					
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?
1. Improved progress for PP pupils in reading, writing and maths based upon prior attainment from the previous key stage.	Challenging, open-ended questions posed routinely. Pupil voice elicited regularly. Reasoning and problem-solving a focus. Whole staff CPD. Parent consultations. Peer and self-assessment.	Higher achieving PP pupils to make at least good progress and to have the emotional and learning resilience to achieve their full potential. Teachers identify gaps in learning and facilitate small group support from an experienced teacher/TA. Pupils able to self-evaluate. Teacher feedback. Recommendations in EEF toolkit.	Regular scrutiny. Cross federation/cluster moderation. Challenge and support meetings with specific focus on HA PP. Regularly during book scrutiny every half term. C&S meetings each half term. SLT scrutinies. Subject leader scrutinies. Cross federation/cluster scrutinies.	English and Maths Lead SLT PP Governor to monitor.	February 2018
2. Improved outcomes in GPaS for all PP pupils.	Whole staff CPD on Active English. PP Provision map. Research based interventions. Teacher feedback. Equal (at least) access to teacher for PP SEND pupils.	EEF toolkit. Mobilise project. Regular and systematic interventions. Success of Active English at another school and it's impact on writing and GPaS. Shared practice with large primary in Newcastle with high PP and good outcomes.	Regular scrutiny. Cross federation/cluster moderation. Regular monitoring. Challenge and support meetings Regular monitoring during book scrutiny each half term. SLT scrutinies. Subject leader scrutinies. Cross federation/cluster scrutinies.	English and maths lead PP Governor to monitor.	February 2018
3. Inward mobility PP pupils have a successful transition.	Liaison with previous setting/school. Support with uniforms and extra-curricular activities. Targeted interventions.	EEF toolkit Evidence based interventions.	Work scrutiny. Observations and learning walks. Data scrutiny. Pupil voice and parent satisfaction surveys.	Head Teacher/Dep uty PP Governor to monitor.	February 2018

Total budgeted cost					£13,269
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?
1. Social and emotional barriers to learning are met.	Regular meetings with parents/carers. Friends for life. Meet and greet.	EEF toolkit Evidence based interventions. Attachment training.	Pupil voice. Monitor behaviour incidents through pastoral notes. Support from fostering and adoption agencies. Ed Psych and specialist teacher reports.	Head Teacher/Dep uty PP Governor to monitor.	February 2018
2. Inward mobility PP pupils have a successful transition.	Liaison with previous setting/school. Support with uniforms and extra-curricular activities. Targeted interventions.	EEF toolkit Evidence based interventions. New pupils into school need to be quickly assessed so that their learning needs can be met. Historical information from the previous setting is shared so that we can build an accurate picture of the pupil.	Work scrutiny. Observations and learning walks. Data scrutiny. Pupil voice and parent satisfaction surveys.	Head Teacher/Dep uty PP Governor to monitor.	February 2018
Total budgeted cost					£74796
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?
Improved behaviour and focus leading to improved academic progress. Improved self-esteem and resilience.	When necessary engage the support of BOSS, WTT, school nurse and/or other agencies. Regularly listen to pupil voice.	EEF shows that specific behaviour interventions can have positive impact on attainment. Improved self-esteem leads to better focus and application.	Regular monitoring at challenge and support meetings, including scrutiny of behaviour records. Pupil voice recorded. Monitor self-regulation.	HT/Deputy Head PP Governor to monitor.	At challenge and support each term. Regular assessment and monitoring of progress.

	<p>Close monitoring of behaviour outbursts to establish 'Antecedents-Behaviours-Consequences' CPD to support staff understanding of restorative approaches to behaviour management. Continued use of positive behaviour management with a focus on 'making the right choice' Behaviour intervention sessions/EP advice. Meet and greet contact times to reduce anxiety. Structured break times. Positive behaviour choices modelled by all.</p>	<p>Working together with other agencies provides successful solutions. Consistency amongst staff follows whole staff CPD.</p>	<p>Support positive relationships with adults and peers.</p>		
Total budgeted cost					£735

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
Challenge for HA PP Pupils	Parent consultations. Peer assessment, self-assessment, prompt feedback and reflection. Ensure all pupils are taught by the teacher (Mobilise Project EEF). Teacher feedback. Individual interventions. Baselines. Mobilise project.	CPD has ensured teachers use higher level questions. Monitoring by SLT evidenced the progress of HA PP pupils across the school.	Impact of Mobilise can be seen across school and is something we will continue to use as it has been beneficial to the progress of HA pupils. Continue.	£9090

Improved progress and attainment for PP pupils with SEND	Parent consultations. Peer assessment, self-assessment, prompt feedback and reflection. Ensure all pupils are taught by the teacher (Mobilise Project EEF). Teacher feedback. Individual interventions. Baselines.	Teacher time is shared more evenly and PP with SEND are not left to work solely with TA, they have at least as much teacher time in class, if not more. Evidence seen with introduction of Mobilise project. Open door policy has led to several meetings with PP parents, resulting in better communication and increased support at home.	Impact of Mobilise can be seen across school and is something we will continue to use as it has been beneficial, particularly for PP pupils with SEND. Additional parent consultations will continue. In some cases daily meet and greet/handover sessions have been used successfully. Individual meetings with parents/carers are invaluable in supporting the pupils and enabling parents to engage with the children's learning. Baselineing has enabled us to track more closely the progress of PP pupils. All staff aware that PP pupils need more high quality support and individual/timely teacher feedback. Continue.	£38135
New PP pupils supported to settle in and thus maximise progress	Uniform support.	Open door policy has led to several meetings with PP parents, resulting in better communication and increased support at home. New pupils in to school make good progress over time from the time when they have joined us.	Transitional meet and greet support has been beneficial. Pupils are integrated rapidly into school and are quick to make progress. Pupils and parents report that they are happy with provision. Continue.	£2000
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 outcomes for PP with SEND Social and emotional barriers to learning are met.	Regular meetings with parents/carers. Friends for life programme. Subsidies for trips and extra-curricular activities.	Regular meetings have taken place. Subsidies have enabled PP pupils to take part in trips and be involved in clubs.	We will continue to ensure that no PP pupils is excluded for financial reasons, this is monitored by Governors. We will continue to work with external agencies and access CPD to support PP pupils with emotional wellbeing. Continue.	£53407
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
Close the gap for all PP	Challenge and support meetings every half term to challenge progress Evidence based intervention Outside agencies report, assess and advise. Graduated approach from the Code of Practice. Utilise external agencies.	Some pupils did not close the gap. (SEND/PP) but progress was made and has been reported to Governors by the PP Champion. External agencies were involved and progress can be evidenced.	Additional pupil premium funding can be found to support pupils with specific needs. This is time-consuming and works best when multi-agency meetings are able to support any applications for funding. We will continue to use evidence-based interventions to support PP pupils. We will continue to seek advice from other agencies, such as BOSS and WTT to enable PP pupils to make the best progress possible. Continue.	£1060

7. Additional detail

Every cohort is different in terms of additional need, type of PP and in numbers and we adapt our strategies accordingly.