

Pupil premium strategy statement: Reviewed July 2017

1. Summary information					
School	Sessay CE Primary School				
Academic Year	2016/17	Total PP budget	£6600	Date of most recent PP Review	n/a
Total number of pupils	75	Number of pupils eligible for PP	5	Date for next internal review of this strategy	July 2017

2. Current attainment		
Attainment for: 2015-2016 Attainment for: 2016-17	Pupils eligible for PP (your school) Number of pupils too small to make pupil unidentifiable	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing and maths		53% (2016) 61.1% (2017)
% achieving expected standard or above in reading		66% (2016) 71.5% (2017)
% achieving expected standard or above in writing		74% (2016) 73.3% (2017)
% achieving expected standard or above in maths		70% (2016) 74.8% (2017)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Social and emotional coping strategies
B.	Difficulty setting personal targets
C.	Less developed higher order reading skills
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Lack of enrichment activities outside of school compared to non PP children due to financial constraints or lack of opportunities available to them.
4. Desired outcomes	
	Desired outcomes and how they will be measured
	Success criteria

A.	Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Children retain more friendships Children have less fall-outs Children need less support in class time to resolve friendship issues Children develop greater resilience Children have developed resilience
B.	Children make expected or better attainment and talk with enthusiasm about their academic future.	Children talk about their future with enthusiasm Children talk about academic targets which they have had an input into Children set/attempt challenging targets Children speak ambitiously about their future at Secondary school and work. Children talk about the 'growth mind-set' culture
C.	PP children's reading improves in line with non-pp children	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.
D.	Funding places for PP children in extra-curricular clubs and activities and trips, providing necessary equipment such as PE kits.	Giving PP children the opportunity to access activities that help develop the 'whole child' and put them on an equal footing with non-PP children

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? Impact
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	<p>PHSE lessons/reflection times are regular – in place Class ethos is agreed on and classroom rules/agreements are developed – in place Classroom ethos developed which allows all children feel safe to talk about their feelings – in place.</p> <p>EP referral where necessary – package purchased</p>	<p>Reflection time allows a child to share anything on their mind and seek support or advice from children and adults in the room.</p> <p>This will mean the teacher is aware of concerns early on before they become a catalyst for anger.</p>	<p>I will speak with the children to see that they feel they can talk about their feelings in class Drop ins to lessons will show the class ethos Learning mentor records will show a log of activities and impact</p> <p>Use of staff meetings and inset days to deliver training e.g. trauma and attachment – January 2017</p>	<p>HT Class teachers</p>	<p>July 2017 PSHCE lessons in place. Staff have revisited circle time training and report that children are interacting well with each other.</p> <p>Extra lunchtime circle time sessions implemented to deal with some class specific issues. This was successful and the sessions were not needed in the summer term.</p> <p>Pupil conversations show better articulation of action and impact. This had been seen by the LA advisor and is detailed in her visit report.</p> <p>£1000 EP - spent</p>

<p>Children make expected or better attainment and talk with enthusiasm about their academic future.</p>	<p>Pupil progress meetings half termly will inform how the children are achieving.</p> <p>Children are aware of their targets and next steps (books)</p> <p>Children are able to articulate why they are working on the target they are and how it will help them in the future (pupil conversations)</p>	<p>Children who are not on track to meet their end of year target will gain support from intervention. Intervention support plans embedded in school.</p>	<p>Pupil conversations will demonstrate how children articulate targets/progress and ambition</p> <p>In school tracking shows that this had a much greater impact in maths than literacy this year. Arithmetic / basic skills in maths have been greatly enhanced but further work needs to be done on spelling, and higher level reading/writing skills.</p>	<p>HT</p> <p>Class teachers</p>	<p>July 2017</p> <p>Pupil conversations held in June 2017 showed that pupils were confident when talking about their learning and challenge areas – LA advisor report</p> <p>Positive feedback from pupils about enrichment work – practical maths and Inspiration maths week. (93% EXP maths)</p>
<p>PP children's reading improves in line with non-pp children</p>	<p>Identified children will receive extra 1:1 reading Read, Write Inc. materials used</p> <p>Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading.</p> <p>Phonics is a strength of the school. Moving from phonics into accurate spelling needs to be a focus for future work.</p> <p>Books will be celebrated and enjoyed in school – focus on reading for pleasure</p> <p>Children have enjoyed reading 'real', whole books and talking about them with an adult.</p>	<p>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.</p> <p>Phonics will be encouraged as a strategy to reading in the classroom when necessary. Books will be on display in the classrooms and work on the walls will show the children's interest in books.</p> <p>Chn. encouraged to read for pleasure and choose own books rather than just following a scheme.</p>	<p>Pupil progress meetings will review intervention given and progress made.</p> <p>Drop ins will show books are celebrated and phonics is being used as a spelling strategy.</p> <p>The children will be able to talk to me about books they are reading.</p> <p>Enjoyment in books and reading has been noted this year and this is a strength. Analysis of this year's achievements show that higher level inference skills need to be focus during 2017/18</p>		<p>July 2017</p> <p>Progress scores of the cohort in Reading were -0.3 (average) and -2.0 in writing. Question level analysis shows that pupil were less confident with inference and vocabulary skills. This needs to be a focus through 2017/18</p> <p>The gap between PP and non-PP children was greater in writing.</p>

Improved outcomes for all pupils in receipt of PP in Maths and English	<p>Provision of high quality teaching and consistently high standards through effective monitoring and best practice. Effective deployment of staff.</p> <p>Strategies to accelerate the progress of targeted groups ie: pre-teach / growth mindset work – intervention timetables in place in all classes</p> <p>Staff training on improving marking and feedback. 6 week focus in the summer term showed the impact of feedback of pupil progress.</p>	Investing some PP in longer term change which will help all children. An effective way to improve attainment is using high quality feedback. This is a suitable approach which can be embedded throughout school.	<p>Use of staff meetings & inset days to deliver training. Thorough monitoring through work scrutiny, pupil interview & tracking data.</p> <p>TA specific training delivered on marking and feedback – tracked through the book scrutiny series</p>	HT	<p>July 2017</p> <p>Pupil progress in books was evident through school monitoring by the LA and governors. This was a strength in numeracy and literacy books and now needs to be a focus of the wider curriculum.</p> <p>£5000 TA hours £1000 staff development</p>
Total budgeted cost					£8500
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?
PP children's reading improves in line with non-pp children – gap lessened	<p>Reading focus to ensure that target children receive extra reading sessions and quality comprehension work around the book in a positive way.</p> <p>The curriculum will allow for more boy friendly books to be incorporated at whole school/class level.</p>	<p>When children read daily they gain in confidence. That 10-15 minutes of chatting about the book and linking the story to something they have experienced helps them to remember in long term memory what they have learned.</p> <p>This time makes them feel valued. This time makes them see that books are positive and enjoyed.</p> <p>The boys who do not like reading will be more inspired in class with book more appropriate to their interest.</p>	<p>The books used in class will be of more interest to boys – super heroes, action etc.</p> <p>Children will look to read more at 'free time'.</p> <p>Boys will begin to enjoy reading as a past time and not just when asked.</p> <p>All chn including boys have enjoyed the focus on individual reading – governor link work</p>	JW	<p>July 2017</p> <p>Impact on all but group specific needs to be further focus Male 102.3 Female 105.1 PP 97</p> <p>KS2 guided reading books review Autumn 2017</p>
Total budgeted cost					£1000

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?
Improving esteem and confidence levels to achieve higher rates of progress.	Creating a growth mind set culture in children. For example, 'Is this my best work' rather than 'this will do'	Consultation with teachers and lesson monitoring show there is a developing culture of growth mindset resulting from the link AFA project with Husthwaite. This needs to be continued.	Principles of growth mindset embedded through assembly, quality marking & feedback. Staff training through staff meetings.	HT	July 2017 Impact of growth mindset work evidenced by LA monitoring visit
An increase of opportunities outside school for children in receipt of PP which may be lacking due to financial constraints	School to use PP funding to provide places in after school clubs and school trips. School to provide certain equipment such as PE kits. Develop outdoor learning	Regular attendance at clubs & being properly equipped is an issue for some pupils eligible for PP. Grants sought / given for residential Travel / swimming subsidy Funded after school sport club and holiday club – target pupils for spaces	Monitor attendance at clubs	HT	July 2017 Lottery grant used to provide club and school club for all with reserved spaces for targeted pupils – well attended High pupil participation (all groups) in out extra-curricular activities Forest school project planned for 17/18
Total budgeted cost				£800	

6. Additional detail

Pupil premium information can be found on our website www.sessay.n-yorks.sch.uk