

Pupil premium strategy statement: Sessay CE Primary School 2017 - 2018

1. Summary information					
School	Sessay CE Primary School				
Academic Year	2017 / 18	Total PP budget	£6900 April 17	Date of most recent PP Review	n/a
Total number of pupils	80	Number of pupils eligible for PP	5	Date for next internal review of this strategy	July 2018

2. Current attainment		
Attainment for: 2016-2017 (5 pupils)	<i>Pupils eligible for PP (your school) Number of pupils too small to make pupil unidentifiable</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths		61.1% (2017)
% achieving expected standard or above in reading		71.5% (2017)
% achieving expected standard or above in writing		73.3% (2017)
% achieving expected standard or above in maths		74.8% (2017)

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.	Ensuring the highest quality teaching and use of personalisation within a small school context
B.	Adapting tracking systems to ensure that evidence of impact informs school improvement priorities
C.	Children's knowledge of vocabulary and early literacy skills
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Lack of enrichment activities outside of school compared to non PP children due to financial constraints or lack of opportunities available because of school transport.
F.	Self-belief, self-regulation and metacognition skills need developing

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High 'quality first teaching' will be a focus for CPD and planning will show how the curriculum is personalised for specific learners and the progress that they make	<p>Monitoring cycle is embedded in the school and led by HT, middle leaders and governors</p> <ul style="list-style-type: none"> • Book scrutiny work • Learning walks • Lesson monitoring <p>Monitoring identifies CPD need CPD arranged for staff Impact of CPD monitored as part of cycle Quality first teaching in all areas of school Tracking schools impact on pupil progress</p>
B.	Analysis of the 2016/17 outcomes for pupils will form the basis of 2018/19 development work and planned CPD	<p>2016/17 outcomes analysed Areas for CPD identified – CPD arranged for staff Tracking through 2017 / 18 will show impact on progress of children</p>
C.	Children's literacy, including oral language and communication strategies in early years, will be developed so that vocabulary knowledge, spelling and writing outcomes are improved	<p>Staff CPD on language and literacy increase confidence in this area PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in spelling PP children achieve in line with non-PP children.</p>
D.	Funding places for PP children in extra-curricular clubs and activities and trips, providing necessary equipment such as PE kits.	<p>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</p>
E.	Pupils, through a metacognition focus, are able to apply learning strategies to overcome challenging tasks. Pupils can self-regulate and plan an approach to learning which will work for them.	<p>Children are able to talk about strategies for learning KS1 and KS2 data shows good progress Quality of T&L judged as good/Outstanding Progress measures gap sch/nat closing Progress in books evident</p>

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?
High 'quality first teaching' will be a focus for CPD and planning will show how the curriculum is personalised for specific learners and the progress that they make	<p>CPD</p> <p>School policy documents</p> <p>Identification of pupil barriers to learning</p> <p>Planned, tracked interventions in place</p>	There has been a recent reorganisation of classes / age groups. This means that school need to focus on ensuring consistency of QFT throughout the school	<p>CPD for staff</p> <p>Development of school literacy strategy specifically for Sessay</p> <p>Development of school numeracy strategy specifically for Sessay</p> <p>School planning format developed and used</p> <p>Planning format to show curriculum personalisation</p> <p>Tracking shows impact of QFT</p> <p>Monitoring cycle to include</p> <ul style="list-style-type: none"> • Learning walks • Book scrutiny • Pupil progress reviews • Lesson monitoring 	<p>HT</p> <p>ES (maths)</p> <p>JW (literacy)</p>	March 2018
<p>Analysis of the 2016/17 outcomes for pupils will form the basis of 2018/19 development work and planned CPD</p> <ul style="list-style-type: none"> • Vocabulary • Spelling • Writing 	<p>Systematic spelling scheme</p> <p>CPD – based on language, literacy and writing</p> <p>CPD – based on word aware teaching</p> <p>Planning to meet needs of a language curriculum e.g. vocab focus during guided reading</p>	2016/17 Question level analysis showed that children were below national at explaining how narrative content is related and contributes to the meaning as a whole (-15), grammatical content (-12), verb tense and consistency (-11) and significantly below in spelling (-18)	<p>CPD for staff</p> <p>Development of school literacy strategy specifically for Sessay</p> <p>Monitoring cycle to include</p> <ul style="list-style-type: none"> • Learning walks • Book scrutiny • Pupil progress reviews • Lesson monitoring <p>Focus on school development plan</p> <p>Woven into performance management targets for staff</p>	<p>HT</p> <p>JW</p>	March 2018

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</p> <p>Staff training on improving marking and feedback.</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.	Use of staff meetings & inset days to deliver training. Thorough monitoring through work scrutiny, pupil interview & tracking data.	HT	March 2017
Total budgeted cost					£4000
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?
Children's literacy, including oral language and communication strategies in early years, will be developed so that vocabulary knowledge, spelling and writing outcomes are improved	<p>Systematic spelling scheme</p> <p>CPD – based on language, literacy and writing CPD – based on word aware teaching</p> <p>Planning to meet needs of a language curriculum e.g. vocab focus during guided reading</p>	<p>2016/17 Question level analysis showed that children were below national at explaining how narrative content is related and contributes to the meaning as a whole (-15), grammatical content (-12), verb tense and consistency (-11) and significantly below in spelling (-18)</p> <p>PP/non PP gap Reading progress PP -1.83 Non PP -0.29 Maths progress PP 2.53 Non PP -0.70</p>	<p>CPD in EYFS Adapting the curriculum to meet children's interest Plan 'in the moment' and assess outcomes for individuals (learning journeys) Development of school literacy strategy specifically for Sessay Monitoring cycle to include</p> <ul style="list-style-type: none"> • Learning walks • Book scrutiny • Pupil progress reviews • Lesson monitoring <p>Focus on school development plan Woven into performance management targets for staff</p>	JW KT	March 2018
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?
<p>Improving esteem and confidence levels to achieve higher rates of progress.</p> <p>Pupils, through a metacognition focus, are able to apply learning strategies to overcome challenging tasks. Pupils can self-regulate and plan an approach to learning which will work for them.</p>	<p>Creating a growth mind set culture in children. For example, 'Is this my best work' rather than 'this will do'</p> <p>Metacognition CPD</p>	<p>Pupils are not always able to set themselves targets or to judge themselves if work is challenging.</p>	<p>Principles of growth mindset embedded through assembly, quality marking & feedback. Staff training through staff meetings.</p> <p>Pupil conversations show that children can use the language of learning and talk about ways in which they learn better.</p>	<p>JW</p> <p>ES</p>	<p>April 2018</p>
<p>An increase of opportunities outside school for children in receipt of PP which may be lacking due to financial constraints</p>	<p>School to use PP funding to provide places in after school clubs and school trips. School to provide certain equipment such as PE kits.</p> <p>School to signpost other funding streams e.g. Carlton Lodge grants</p> <p>Develop outdoor learning</p>	<p>Regular attendance at clubs & being properly equipped is an issue for some pupils eligible for PP.</p>	<p>Monitor attendance at clubs</p> <p>Forest school project – 1 term per class</p>	<p>HT</p>	<p>July 2018</p> <p>Trips/enrichment – outdoor learning</p>
Total budgeted cost				£1500	

6. Additional detail

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