

Pupil Premium Strategy Statement – SNITTERFIELD PRIMARY SCHOOL

1. Summary information					
School	Snitterfield Primary School				
Academic Year	2016-2017	Total PP Budget	£12,460	Last PP strategy review	March 16
NOR	92	No of PP pupils	9	Next PP strategy review	February 17

2. Current attainment	Pupils not eligible for PP	PP
% achieving in reading, writing and maths	68%	55%
% making progress in reading	67%	66%
% making progress in writing	63%	55%
% making progress in maths	66%	55%

3. Barriers to future attainment for PP children	
In-school barriers	
A	Previous underachievement due to SEN challenges and social welfare issues.
B	Social welfare needs leading to difficulty engaging and attending school.
C	SEMH issues
D	Basic literacy and numeracy skills are generally lower for pupils eligible for PP.
External barriers	
E	Lack of parental engagement and support for sustaining interventions.

4. Outcomes	
	Desired outcomes and how they will be measured
	Success criteria

A.	Improved progress for Pupil Premium pupils in all areas.	Progress monitored closely via: half termly pupil progress meetings, half termly data collected on lesson objectives and termly PP reports to head (PP children will be individually tracked – but not noted in this plan as confidential). Demonstrating closing of the gap and accelerate progress to expected standard.
B.	Improved attendance for Pupil Premium pupils leading to increased rates of progress in writing and Maths.	Aim for attendance of these pupils to increase into the 90's% thus accessing full curriculum. Continue with regular monitoring and discussions with EHT. Follow attendance policy and procedures – contact parents (verbally / letters) and when necessary involve the Educational Welfare Officer. Continue to monitor all PP children.
C.	Improved levels of focus and concentration leading to greater rates of progress.	Focus group within class teaching and Maths/English booster groups. Progress to be monitored closely via: half termly pupil progress meetings, half termly data collected on lesson objectives and termly PP reports to head (PP children will be individually tracked – but not noted in this plan as confidential). Aim to close gap and accelerate progress to expected standard.
D.	Improved progress for Pupil Premium pupils in all areas.	Progress monitored closely via: half termly pupil progress meetings, half termly data collected on lesson objectives and termly PP reports to head (PP children will be individually tracked – but not noted in this plan as confidential). Demonstrating closing of the gap and accelerate progress to expected standard.
E.	More involvement, engagement and responsibility from home leading to greater progress and understanding of reasons for interventions.	PP feel more confident and supported at home thus building on achievements at school leading to accelerated rate of progress.

5. Planned expenditure		Academic year 2016 – 2017			
Quality First Teaching					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	When will you review implementation?
Children are resilient, confident and aspirational learners.	Forest Schools: children learn to take risks and most importantly to use their own initiative to	Evidence shows each child who participates, has an opportunity to develop intrinsic motivation, sound	Children use full sized tools, play, learn boundaries of behaviour; both	Andrea Duxbury(Saplings)	February 2017 July 2017
				Kerry Lewis Sarah Brettell	February 2017 July 2017

	solve problems and co-operate with others.	emotional and social skills. These, through self-awareness can be developed to reach personal potential.	physical and social, establish and grow in confidence, self-esteem and become self-motivated.		
Total budgeted cost					£5,550
Children meet new expectations for all subjects	Review staffing structure, make beneficial changes.	Evidence shows that Quality First teaching has the biggest impact on learning.	Class teachers plan, prepare and deliver quality lessons, targeting specific groups such as PP and assisted by TAs	EHT, HoS, AHT	January 2017 July 2017
Total budgeted cost					£4,000
Improved attainment in reading, writing and maths	TAs employed extra hours to support children with specific needs	Intervention Impact on progress.	Class teachers plan specific time measured interventions which are delivered by TA	HoS/SENCo/AHT	Half termly
Total budgeted cost					£1,500
ii. Targeted support					
Desired outcome	Action / approach	Evidence and rationale	Implementation	Led by	Review
Children are resilient, confident and aspirational learners.	TAs employed extra hours to support children with specific needs	Children receive appropriate support for short periods of time to assess its impact. Assessment to specify and target the gaps.	Planning, delivering and assessing intervention programmes (including higher achievers) in reading, writing, mathematics and SPAG in the afternoons. Specific SEN provision for individual pupils who have high need.	Assistant Head / SENCo	Weekly and at end of planned unit of sessions

Total budgeted cost					
Children receive specialised support appropriate to learning need.	Release time to enhance and support provision for high need PP pupils, including liaising with outside agencies and parents, completing paper work and organising finance	Children are being offered a range of services to suit specific needs and further guidance on how to access all areas of the curriculum.	Performance management for teaching staff / subject leaders. Work trawls, planning trawls, pupil progress meetings, data scrutiny and lesson observations will show that the children are making at least expected progress in all three core areas.	EHT HoS AHT Subject Leaders	April 2017 July 2017
Total budgeted cost					£7,000
iii. Other approaches					
Desired outcome	Action / approach	Evidence and rationale	Implementation	Led by	Review
All children attend school trips	Fund pupil premium places on trips	Children take advantage of all opportunities	As necessary	HoS	End of year
Music tuition for all as a group or 1:1	Fund general music lessons for groups and also 1:1 tuition.	Music and maths are highly intertwined.	By understanding beat, rhythm, and scales, children are learning how to divide, create fractions, and recognize patterns.	County Music AHT	April 2017
Total budgeted cost					£4,000

6. Review of expenditure		Academic year 2015 - 2016		
i. Quality of teaching for all				
Desired outcome	Action / approach	Impact	Review	Cost
Improved attainment in reading, writing and maths	TAs employed to support pupils with specific targets	The majority of Pupil premium children made progress at least in line with peers	Children made at	£2100
ii. Targeted support				
Desired outcome	Action / approach	Impact	Review	Cost
Children make more than expected progress to close gap		The majority of Pupil premium children made progress at least in line with peers		£1000
Resources purchased to enable pupil premium children to make best possible progress	Resources purchased to allow support of children towards specific targets	The majority of Pupil premium children made progress at least in line with peers	Funding allowed children the opportunity to develop intrinsic motivation and experience learning behaviours outwith the confines of the classroom.	£5,000
iii. Other approaches				
Desired outcome	Action / approach	Impact	Review	Cost
All children attend school educational visits and participate in music lessons.	Fund pupil premium places on trips Fund Music tuition	Children take advantage of all opportunities	Funding enabled students to take part in a variety of educational visits.	£300

7. Additional detail
<p>Pupil premium funding is additional money given to schools in England to raise the attainment of eligible pupils and narrow the gap between their attainment and their peers.</p> <p>In the 2016 to 2017 financial year:</p> <ul style="list-style-type: none"> Schools will receive £1,320 for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years

- Schools will receive £1,900 for any pupil identified in the January 2016 school census or the alternative provision census as having left local-authority care