



Priestsic Primary School
Pupil Premium Strategy
2016-2017

Number of Pupils and Pupil Premium Grant (PPPG) Received	
Total Number of Pupils on Roll (January 2016)	417 (471 including Nursery)
Total number of Pupils Eligible for PPG	143
Amount of PPG Received Per Pupil	£1,320 (£300 for Service Children and £1,900 for LAC)
Total amount of PPG Received April 2016	£188,760
September 2016 DFE adjustment	£167, 640

Identified Barriers to Educational Achievement

Priestsic Primary School has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

In-School barriers

- Lower attainment on entry to EYFS. Communication and Language Levels being significantly below the expected level
- Oral language skills in EYFS and Year 1 are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years
- Slower progress in Reading, Writing and Maths for some PP pupils across the school. This reduces the proportion of pupils achieving the combined ARE at the end of Key Stage 1 and Key Stage 2

External barriers

- Attendance – PP Pupils absence/persistent absence was above the National Average in 2015. This reduces their school hours and can cause them to fall behind their peers
- A great majority of pupils with social, emotional or family circumstance difficulties are eligible for Pupil Premium
- Low aspiration and capacity to support learning at home

How the Pupil Premium allocation is to be spent to address the barriers above	Cost	The reasons for that approach	How the school is to measure the impact and effect of this expenditure
Employment of Local Authority Speech and Language Therapist to advise and support best practice in speech and language interventions for teachers and teaching assistants within the school 1 day per week in Foundation Stage	£3,500	S< can work with individuals and small groups with Communication and Language delays. Ongoing monitoring development. Training other staff to deliver communication interventions. Staff expertise to be heightened and to become more skilled in identifying pupils who would benefit from additional speech and language support	Annual report from SLT Team and EYFS Lead. Analysis of progress from starting points in Communication and Language strand of EYFS.
Employment of Teaching Assistant to support the development of Communication and Language within Foundation1	£8,614	To provide focused speech and language intervention to enable targeted pupils to develop their speech and language skills	Annual report from SLT Team and EYFS Lead. Ongoing assessment from F1 Teacher
Programme of 1:1 Tuition/Booster Sessions in Reading, Writing and Maths	£9,102	Sessions are tailored to individual needs in Reading, Writing and Maths to accelerate the progress of disadvantaged pupils to secure improved combined outcomes at the end of Key Stage 2.Target support for pupils to address misconceptions, gaps and weaknesses	Half termly assessments in Reading, Writing and Maths. End of year ARE for Years 3-5 Outcome of KS2 SATs
Employment of Primary PE Specialist for an additional day a week.	£3,800	More opportunity for 1:1 gap teaching for under achieving pupils led by class teachers. Gaps in learning to be reduced at an accelerated rate through more individualised teaching and learning opportunities. Small	Half termly assessments in Reading, Writing and Maths. End of year ARE for Years 1-5 Outcome of KS1 SATs Outcome of KS2 SATs

		group work to extend children's Reading, Writing and Maths skills	
Programme of Year 6 Booster classes	£2,552	Three Teachers and 2 Teaching Assistants to provide support for Year 6 children leading up to SATs. Support for Maths, EGPS and Reading. All Pupil Premium children have access to attend the after school sessions	Outcome of KS2 SATs
Curriculum enrichment for pupils. Subsidy/funding of enrichment activities including clubs, educational trips and workshops and residential visits	£32,686	Learning is supported by trips that are carefully planned to enhance the school's curriculum. Learning is embedded and extended through real first hand experiences with purposeful and relevant learning opportunities. Pupils have experienced social and cultural events. Social skills, independence, perseverance and team work are developed through participation in group activities and over-night stays on residential visits.	Records of number of disadvantaged pupils attending after school clubs and residentials Pupil interviews Coordinators to measure impact of SMSC within curriculum areas
Forest School Sessions led by Horticulturalist Lauren Kinnersley	£2,011	All Year 5 PP Pupils experience a six week programme of Forest School Sessions at Bagthorpe Primary School. Pupils provided with opportunities to achieve and develop confidence and self-esteem through hands on learning in a contrasting setting. This outdoor learning impacts positively upon their engagement in school and attitude to learning.	Forest School Logs Pupil Interviews
Weekly school based gardening sessions led by Horticulturalist Lauren Kinnersley	£1,395	Identified PP pupils in Years 3-6 to experience outside learning to develop their readiness to learn, resilience and	Half termly assessments in Reading, Writing and Maths. End of year ARE. Pupil Interviews

		responsibility. Engagement for learning is high with improved achievement across the curriculum. Pupils' social, language and interaction skills are improved.	
Additional Teaching Assistant to provide targeted support in Key Stage 2	£4,772	Participation in specific interventions and in class support according to individual needs to accelerate progress and narrow educational gaps. To raise attainment of all learners and of individuals displaying challenging behaviour.	Half termly assessments in Reading, Writing and Maths. End of year ARE for Years 1-5
Employment of additional Teaching Assistants to support identified PP pupils on a 1:1 basis	£29,183	Learning is supported by the establishment of daily routines, consistency of approach, firm boundaries and positive home/school relationships. Learning is planned for individual/small groups needs to address gaps in learning where misconceptions are addressed. Children's strengths, areas for development and preferred learning styles are identified and catered for accurately so that they can make progress,	Termly reports from SENCo Case Studies End of Year ARE Half termly assessments
Staffing of Lunchtime Club	£1,245	Pupils are supported in their daily routines, consistency of approach, firm boundaries and readiness to learn throughout the school day. Pupils at risk of disengagement from school or facing social/emotional challenges are given the opportunity to engage positively on a 1:1 basis with a teaching assistant at break/lunchtimes	Case Studies Behaviour Log Exclusion Log End of Year ARE

Free Breakfast Club for PP Pupils	£1,000	Identified PP Pupils are provided with a free breakfast at school. They will have a stimulating and settled start to their school day. This in turn will have a positive impact upon attendance and punctuality and their readiness to learn	Records of number of PP Pupils attending after breakfast club. End of Year ARE Half termly assessments
Reading Project F2-Y2	£21,717	Support staff have been trained by school's Leading Practitioner to provide daily 1:1 reading support for targeted PP pupils. The project will support pupils' development of skills, confidence and enjoyment in reading.	Outcome of KS1 SATs Reading Assessment Evidence of pupil progression through book bands Half termly assessments in Reading, Writing and Maths. End of year ARE. EYFS Profile
Playtime Provision	£9,652	Six Midday Supervisors provide playtime cover for Key Stages 1 and 2 .Teacher and Teaching Assistants time is more directly focused upon teaching and learning. There is consistency in approach to expectations of behaviour in all playtimes.	Behaviour Log Review Pupil Interviews
Music Hub Provision	£3,242	Pupils within Years 3-6 have the opportunity to learn to play a musical instrument taught by an Instrumental Teacher employed through Local Authority Music Hub. Musical skills,social skills, independence, perseverance, resilience and team work are developed through participation in group and individual activities.	Music Coordinator Report Pupil Interviews

Expenditure to October 2016 - £134,471

Monitoring

The cycle of data collection, and the monitoring and tracking of the cohort's attainment will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention.

The school will review the impact of actions taken.

Pupil Premium Funding and the impact of this is a regular item on the governors Pupils and Strategic Development Committee. The termly Head Teachers Report to Governors will include an update.

Dates when this Pupil Premium Strategy will be reviewed

December 2016/ February 2017/May 2017