

Pupil premium strategy / self-evaluation Pytchley Endowed CE Primary School

Pupil Premium is allocated to pupils who are eligible for free school meals at any time in the last 6 years, children from Service Families and children who have been looked after for 6 months or longer.

Due to small cohorts in school all percentages should be viewed with caution

1. Summary information					
School	Pytchley Endowed CE Primary School				
Academic Year	18/19	Total PP budget	37,520	Date of most recent PP Review	July 18
Total number of pupils	108	Number of pupils eligible for PPG and Ever6	27	Date for next internal review of this strategy	March '19 July19
2. Current attainment					
				<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving a GLD in EYFS				33%	71%
% making expected progress in reading (as measured in the school) KS1				60%	75%
% making expected progress in writing (as measured in the school) KS1				80%	70%
% making expected progress in mathematics (as measured in the school) KS1				60%	76%
% making expected progress in reading (as measured in the school) KS2				33%	75%

% making expected progress in writing (as measured in the school) KS2		33%	78%
% making expected progress in mathematics (as measured in the school) KS2		33%	76%
3. Barriers to future attainment (for pupils eligible for PP)			
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)			
A.	Poor language skills including speech and language difficulties		
B.	Limited or no nursery provision		
C.	Pupils with specific learning needs.		
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)			
D.	Lack of support at home with regular reading, completing tasks		
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)			Success criteria
A.	EYFS to be in line with national		2/3 to achieve GLD
B.	Achieving expected and above at the end of KS1 in line with national non PP		3/4 to achieve expected standard
C.	Achieving expected and above at the end of KS2 in line with national non PP		3/5 to achieve expected standard
D.			

5. Planned expenditure					
Academic year		2018 -2019			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Action	Intended outcome	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>EYFS PP 1:1/small group support to develop Reading Writing Phonic skills</p>	<p>GLD broadly in line with national</p>	<p>Progress from starting points for PP children in EYFS show accelerated progress from their baseline assessment to the end of year in their language skills, reading, phonic and maths.</p> <p>1:1 support allows clearly focus worked which allows for focused learning</p>	<p>Challenging targets set for each pupil based on baseline data. Termly progress reviews meetings with teachers. PP governor to monitor progress.</p> <p>Regular monitoring of phonic knowledge each term supports targets</p>	<p>HT</p> <p>SL</p>	<p>Termly meetings with PP governor, HT and SL</p> <p>Termly governor meetings regarding standards across school</p>
<p>KS1 PP small group support to develop Reading Writing</p> <p>Reduced class size in Maths to accelerate progress</p> <p>Phonic/reading skills are developed through targeted extra reading and phonic sessions</p>	<p>KS1 results are in line with national results for reading, writing and maths</p>	<p>Progress and attainment of PP are in line with national</p> <p>Pupils who read regularly at home attain at the end of key stage.</p>	<p>Challenging targets set for pupils based on their baseline data.</p> <p>Termly monitoring HT/SL governors</p>	<p>HT</p> <p>SL</p>	<p>Termly meetings with PP governor, HT and SL</p> <p>Termly governor meetings regarding standards across school</p>
<p>Daily reading and phonic work for those pupils not reading as regularly at home. Interventions support the progress of pupils requiring accelerated progress</p>	<p>Year 1 Phonics results continue to be above national</p>	<p>Year 1 phonics has been above national based on clearly focused interventions for all pupils.</p>	<p>Termly monitoring of each pupil in Year 1</p>	<p>SL HT</p>	<p>Termly meetings with PP governor, HT and SL</p> <p>Termly governor meetings regarding standards across school</p>

KS2 PP small group support to develop Reading Writing Reduced class size in Maths to accelerate progress	KS2 results are in line with national results for reading, writing and maths	Progress and attainment of PP are in line with national Pupils who read regularly at home attain at the end of key stage	Challenging targets set for pupils based on their baseline data. Termly monitoring HT/SL governors	HT SL	Termly meetings with PP governor, HT and SL Termly governor meetings regarding standards across school
Total budgeted cost					25,000
ii. Targeted support					
Action	Intended outcome	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 oral language skills are developed through Speech and Language intervention	PP language skills improve	Speech and Language programme helps improve pupils understanding and sentence structure ready to become a writer	Monitoring by PP governor/governors/HT/SL	SENco	At termly meetings
Total budgeted cost					1,500
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To develop pupils Growth Mindset	Improve emotional wellbeing/ learning attitudes through Growth Mindset tasks	Pupils wellbeing/ learning attitudes impacts upon pupils progress and achievement	Monitoring of pupils wellbeing through progress meeting	SL/ HT	At termly meetings

To improve pupils home reading		Reading logs show an increase in the frequency reading being completed at home	Monitor reading at home through the distribution of reading certificates in Celebration Assemblies		Weekly assemblies Reading logs
Parents approached whose attendance falls below 90% or there are punctuality issues	Attendance for PP children is in line with national.	Attendance below 90% has a negative impact upon pupils' progress and achievement.	Monitoring of attendance at Governors	HT/JB	Attendance is reviewed each term
Pupils attend Breakfast Club and After School Club	Pupils have breakfast ready for the start of the day. Pupils are able to access homework support Develop their social skills	Increased levels of wellbeing and social opportunities.	PP use Breakfast Club and Wrap Around facilities	HT	Review meetings
Subsidised trips and attendance at Clubs	Children experience opportunities to access facilities outside of the curriculum	Increased wellbeing, self-esteem.	Monitor attendance register for after school clubs trips	HT	Review meetings

Total budgeted cost **12,000**

6. Additional detail

1. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Action	Intended outcome	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

ii. Targeted support

Action	Intended outcome	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

iii. Other approaches

Action	Intended outcome	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

2. Additional detail



