

1. Summary information

Academic year	2016-17	Total PP budget	£72,600	Date of most recent PP Review	N/A
Total number of pupils	209	Number of pupils eligible for PP	55 (26%)	Date for next PP Strategy Review	February 2017

2. Current Attainment

	Pupils eligible for PP (school)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing & maths	80%	53%
% achieving expected standard or above in reading	90%	66%
% achieving expected standard or above in writing	80%	74%
% achieving expected standard or above in maths	100%	70%

3. Barriers to future attainment for pupils eligible for Pupil Premium

In-school barriers	
A.	Local attitudes towards early basic skills acquisition
B.	Levels of resilience for some pupils (including those eligible for PPG) need developing to build self-esteem and confidence to tackle learning.
C.	2016 EYFS data indicates a difference in pupils attaining GLD
External barriers	
A	Social and emotional difficulties impact on the progress of certain PPG Pupils

4. Outcomes

Desired outcomes and how they will be measured		Success Criteria
A/C	Promotion of early literacy and numeracy skills	Parents engaged with 'Stay and Play' activities and early reading support from school;
B.	Children work with greater independence and resilience	Monitoring processes show that children are more able to work without support. Learning detective reports show progress in children's attitudes to learning

5. Planned expenditure

a) Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve quality of teaching and learning.	Additional teacher in Y6	Reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive.	Teaching staff appointed	HT and SLT	Data will be analysed at the end of each half-term.
Improve quality of learning	To continue to provide short-term intervention programmes for underachieving/attaining pupils including in EYFS	Small group interventions are effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact compared to one to one tuition.	Each class has allocated time to complete interventions. Individual targets should be seen in children's books.	HT and SLT	Data and interventions will be analysed at the end of each half-term.
Improve quality of teaching and learning.	CPD for all staff – marking and feedback, reading and spelling	Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim to (and be capable of) producing	All staff to attend training. Book scrutiny will show improved marking and feedback	HT and SLT	Termly book scrutinies

		improvement in students' learning. Feedback studies tend to show very high effects on learning. (EEF)			
Thinking skills approaches used to improve resilience and independence across the school	Learning detectives and 'Gem' project CPD for children with Dr Tom Robson	Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress.	Learning detectives reports feedback to individual classes and then a follow up observation in each class to see if they have improved	DHT	Ongoing throughout the year –observations, reports written and then follow up observations 5 weeks later.
Total budget cost: £55,000					

b) Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve quality of learning	To continue to provide booster groups for targeted pupils.	The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes.	Booster groups will begin after Christmas. Assessments will be monitored closely and provision given accordingly.	HT and SLT	Data will be analysed at the end of each half-term.

Total budget cost: £2,600

c) Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Allows those from disadvantaged children to participate in a range of experiences that will support their engagement in learning.	Curriculum enrichment – supporting costs for educational visits and experiences to support pupils' engagement in their learning including Winmarleigh Hall/Grinton/France Visit.	The impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning.	Ensure all staff book learning visits or specialists	All staff	Review children attending visits or clubs a cross each term.
Digital learning spaces used to support children in school and at home.	Purchase new class set of iPads Online Subscriptions -Conquer Maths - Activelearn - Bug Club -Espresso	Overall, studies consistently find that digital technology is associated with moderate learning gains. Evidence suggests that technology should be used to supplement other teaching, rather than replace more traditional approaches. Different technology has the potential to enable changes in teaching and learning interactions, such as by providing more effective	All children to have access to online resources in school and at home.	All staff	Review children using online provision on a weekly basis – promote certificates in weekly assemblies.

		feedback for example, or enabling more helpful representations to be used or simply by motivating students to practice more.			
Total budget cost: £12,500					

6. Review of expenditure

Previous academic year 2015-16

a) Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
Increase teacher to pupil ratio in order to increase impact of Quality First teaching – % of children achieving ARE.	Additional Teacher Year 6. This enables pupils to be grouped according to ability in Literacy and Numeracy so that achievement/ attainment of pupils will continue to increase.	Year 6 - In writing 75% of FSM pupils achieved ARE, 83% of FSM pupils achieved ARE in Reading and 100% in Maths achieved ARE. No 'gap' between PP pupils and non-PP pupils	Grouping Y6 helps to diminish the difference as lessons are more tailored to individual needs.	

For PP pupils to make (or exceed) nationally expectations for progress and attainment.	Additional teaching intervention for maths and literacy in KS2.	As results show, the progress and achievement of PP pupils met or exceeded the National Averages for pupils not entitled to the PP grant	This approach was successful and this approach will be modified and used in future.	
b) Targeted support				
Increase the % of disadvantaged children achieving ARE.	To provide booster sessions after school and during school holidays to support pupils with Numeracy and Literacy.	Year 6 - In writing 75% of FSM pupils achieved ARE, 83% of FSM pupils achieved ARE in Reading and 100% in Maths achieved ARE.	Booster classes have been predominantly for Y6 children. Next year consider holding after-school classes for Y2 children, to increase the number of PP children achieving ARE	
c) Other approaches				
Allows those from disadvantaged children to participate in a range of experiences that will support their engagement in	Curriculum enrichment – supporting costs for educational visits and experiences to support pupils' engagement in	The impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science	Funding spent on enrichment activities is well spent and provides children with opportunities that they may never experience. This has a positive effect on learning and helps develop an engaging curriculum.	

learning. Access to online learning, both at home and at school	their learning including Winmarleigh Hall/France/Grinton Visit. Online subscriptions to engage and enthuse pupils in their learning of basic skills	learning. Pupils complete online tasks that are appropriate to their need/ability. Access is arranged at school if children do not have the internet at home. Increased engagement in home learning.	 Online subscriptions to continue. Teachers to allocate tasks. Provide a lunchtime/after-school club for those who need the extra support from teachers (individual pupils in Y5/6 to be targeted)	
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