

Pupil premium strategy statement (primary)

1. Summary information					
School	Hintlesham and Chattisham CEVCP School				
Academic Year	2017/18	Total PP budget	£7,180	Date of most recent PP Review	N/A
Total number of pupils	93	Number of pupils eligible for PP	5	Date for next internal review of this strategy	03.18

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	100%	86%
% making progress in reading	100%	100%
% making progress in writing	100%	100%
% making progress in maths	100%	100%

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.	Low self esteem /lack of confidence
B.	Learning behaviours not always positive
C.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Family life can be chaotic and disorganised

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Maintain 100% progress by end of KS2	SATs results reflect progress
B.	Individual children show more confidence	Observations of staff and feedback from parents
C.	Improved attitudes to learning	Evidence from behaviour logs/teacher notes
D.		

5.					
Academic year		2017/18			
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?
PP pupils to reach expected levels in WRM at end of KS2	1-1 teacher input 2 hours each week	High quality teaching in a group of 2-3. Previously shown to have an impact on attainment and progress	Monitoring of group work by HT. Impact on SATs results	JA	Sept 2017
Total budgeted cost					£2,300
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?
Accelerate progress for all children, but in particular HA and SEN	Use of Success Maker 1-1 ICT programme	Already showing impact although only introduced in January	Assessment before and after intervention	LDB	September 2017
TA support for targeted interventions, according to need	Various programmes (See provision maps)	Evidence from internal assessment	Pupil progress meetings focused on attainment and progress	HT	September 2017
Provide access to after – school clubs	Children can access after school sports clubs and other activities which interest them	See below-raised self esteem and inclusion	Observation and take-up of places for after school activities	HT	September
Total budgeted cost					£3,400
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?
Raise self esteem by ensuring children have appropriate uniform	Budget allocated for uniform	Children are not made to feel different because their uniform is old or dirty	Observations by staff and HT	Admin Staff	September
Provide milk at lunchtime	Budget allocated for milk	Encourages a healthier diet	Observations by staff and HT	MDSAs	
Total budgeted cost					£500

6. Review of expenditure				
Previous Academic Year		2016/17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
Raise quality of thinking skills/questioning/reflecti on	Introduce philosophy for children	Training was not as inspiring as expected. One class has used P4C materials but no evidence of other classes using them. Substantive HT will move this on when in post.	Needs commitment from HT. Interim HT in post and did not know how long she would be at the school. Subsequently did not drive it forward.	£3000
ii. Targeted support				
Desired outcome	Chosen action/approach	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
Accelerate progress for all pupils, especially HA and SEN	Success Maker	Measurable impact on pupils throughout the school	A successful intervention which is having a positive impact on both SEN and HA pupils	£800+ TA time
iii. Other approaches				
Desired outcome	Chosen action/approach	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
Enhance self esteem and encourage confidence	Personal budget for after school clubs, music tuition school uniform, trips etc.	Pupils able to access extra curricular activities and as a result, take part in competitions etc	Seems to encourage pupils to expand their horizons and participate more in activities outside school	£350