

Cassop Primary - Pupil premium strategy statement (End 2015-16)



1. Summary information					
Academic Year	15/16	Total PP budget	£45460	Date of most recent PP Review	31/12/16
Total number of pupils	131	Number of pupils eligible for PP	31	Date for next internal review of this strategy	31/3/17

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
GLD	75% (4 pupils)	72%
Year1 Phonics Test	50% (4 pupils)	83%
Year 2 Phonics Resit		
KS1 2016 achieving Exp standard or above in reading	67% (3 pupils)	77%
KS1 2016 achieving Exp standard or above in writing	67% (3 pupils)	68%
KS1 2016 achieving Exp standard or above in maths	67% (3 pupils)	75%
achieving Exp standard or above in reading, writing & maths combined	17% (6 pupils)	
KS1-KS2 Progress Score Reading	2.30	0.33
KS1-KS2 Progress Score Writing	-1.40	0.12
KS1-KS2 Progress Score Maths	4.04	0.24
3. Barriers to future attainment (for pupils eligible for PP)		

In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Speech and language skills below expected levels on entry requiring SALT intervention	
B.	Gross and fine motor skills below expected levels on entry requiring OT referrals	
C.	Complex needs requiring a multi agency approach, including SEMH (social, emotional, mental health)	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Low attendance levels, poor parental maths and literacy skills, low level of enrichment opportunities	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved pass rate % in Key Stage 1 phonics	50%+ pass rate (phonics test)
B.	Improved % of children reaching the expected standard in KS 1 reading, writing and maths	67%+ at ES (KS1)
C.	Improved social skills and learning behaviours	Reduction in behaviour incidents
D.	Higher aspirations resulting in better attendance	Attendance improvement for PP children (96%+ target)

5. Planned expenditure

Academic year	2016/17 (£39160)
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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?
Improved outcomes for reading and writing in Key Stage 1	EEF/FFT Literacy project for KS 1 Focussed intervention including Lexia, Nessy, Spellodrome	% of children at expected standard and greater depth is below national average	Engagement with EEF/ FFT project (including CPD) English lead to teach KS 1 Monitor English lessons Book scrutinies and data tracking half termly Half termly assessment monitoring Progress monitoring by GB	English lead (CS)/HT	Half termly progress checks combining data / books / lesson observations

Improved outcomes for maths across the school	Archimedes Maths / NE maths hub Wellfield Maths sessions Teaching alliance network support Focussed intervention and support including Mathletics, Rock star times tables, rising stars	% of children at expected standard and greater depth in KS1 is below national average Attainment predications for KS 2 (Y6) show a dip in % at expected standards and greater depth.	Engagement with NE maths hub (including CPD) Maths lead to teach Y5/6 Monitor Maths lessons including tracking progress and attainment data.	Maths lead (JJ) / VH	Half termly progress checks on data / books / lesson observations
Total budgeted cost					£6700
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?
Improve speech and language skills	SALT provision Educational visits to enhance the curriculum	Poor SAL skills for EY children to improve outcomes and progress	SALT staff from NHS trust Support in class for programmes from TAs Review by SENCO/SALT	VH JM CS SALT team	Ongoing- 7 sessions plus clinical throughout the year
Improved social skills and behaviour	BIT support Crisis response Access to GLC PSA support Music tuition Behaviour awards	Behaviour difficulties and social interaction difficulties experienced by children across the school with specific support for PP children To improve confidence and self esteem To ease transition to secondary school	Behaviour and intervention team reports progress to CT + SENCO plus evidence from Class Teachers Weekly music tuition Employ music specialist Music SLA through LA	VH BIT (AM) VH / DL	Half termly (annual SLA paid for) Comparison of behaviour / exclusion data Music performance termly

Improved motor skills	Movement team / OT provision After school / extended schools clubs and activities	Fine and gross motor skills on entry impacting on handwriting, concentration and cross lateral movement.	OT staff from NHS to devise or deliver programmes of support for targeted children. Reviewed by SENCO / OT Monitor uptake of different activities provided	VH JM OT team	Half termly as intervention programmes delivered
Total budgeted cost					26040
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?
Improved learning strategies resilience and independence	Durham resilience project + Gem Project developed in school	Increases opportunities for children to be able to improve resilience, manage emotions and increase independence	Monitor impact on SEMH/EWB, learning styles and approaches of children, pupil questionnaires	VH, JJ, DF	Termly
Improved attendance (96%+)	Attendance awards to promote good attendance PSA involvement to support families	Data from 2015/16	Weekly class attendance monitoring Half termly pupil monitoring Use of attendance improvement team	VH / HA	Weekly / half termly / termly / annually
Total budgeted cost					7134



Use of Pupil Premium 2015/16: £45460 IN TOTAL

The Pupil Premium is used by the school to enable pupils who attract the premium to be in receipt of additional varied support in order to raise the rates of progress. During 2015/16 Cassop Primary School plans to spend Pupil Premium for individual pupils, linked to the School Development Plan, on the following:-

Item	Cost	Detail
Intervention	£13940	Small group phonics work Small group Literacy intervention Small group Numeracy intervention Small group motor skills intervention
	£1500	Booster and 1:1 support
External agencies:- LACES		To support LAC – Getting Along / Choice & Consequences programme and to provide access to the inclusion unit to avoid exclusions for LAC, ensuring days are not lost
Behaviour support		To provide behaviour strategies and programmes
Crisis response		To support specific behaviour management issues for children at risk of permanent exclusion
Communities of Learning – Parent Support Advisor		To ensure children are ready for learning and issues outside school are minimised therefore improving both attendance and attainment
Music (Wider opps – Brass)		Y6 lessons to raise self esteem and promote confidence.
	£19340	To ease transition to secondary school
Specific resources	£3000	Rising Stars, CGP study guides, additional resources for specific learning difficulties identified on School Support Plans
Mathletics (ICT)		Increase engagement with Maths, narrow gaps, raise self awareness, enhance homework opportunities and home school links
Spellodrome (ICT)		

		Increase engagement with Spelling, personalise learning, encourage home/school learning opportunities
Educational trips / visits / visitors	£1000	Opportunities to bring learning to life and increase participation for all by enhancing the curriculum Acknowledging the poor transport links impacting on access for some families
Peer tutoring	No cost	To promote responsibility and provide the opportunity for 'over learning'
Homework including homework club	No cost	To provide the opportunity for enrichment and support from home.
Behaviour awards	£500	Certificates and stickers to promote and praise behaviour – to maximise class time for teaching
Attendance awards	£1000	To encourage, promote and reward 100% attendance
Extended schools / after school clubs	£1000	To ensure there are opportunities for all; to raise self esteem, confidence, resilience and commitment
Increased TA hours	£3280	1:1 support for the delivery of research based intervention programmes (eg Lexia)
CPD to enhance learning and engage hard to reach pupils	£1000	CPD focussing on Literacy and Numeracy
Allocation: £45460		Total Spend: £45560

A review of impact can be found at the start of this document

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

The priorities for 2016/17 linked to the SDP are:-

1. To enhance the quality of teaching, learning and assessment throughout school with particular focus on resilience
2. To enhance the quality of leadership and management throughout school with particular emphasis on equality and diversity
3. To improve standards of personal development, behaviour and welfare across the school with particular emphasis on attendance
4. To further improve the outcomes of all pupils throughout the school with a particular emphasis on progress of disadvantaged pupils
5. To improve to overall effectiveness of Early Years Provision particularly focusing on consistently high rates of progress and being well prepared for the next steps in their learning