

## Pupil premium strategy statement:

1. Summary information					
School	Husthwaite CE Primary School				
Academic Year	2016/17	Total PP budget	£30360	Date of most recent PP Review	n/a
Total number of pupils	66	Number of pupils eligible for PP	23	Date for next internal review of this strategy	Feb 2017

2. Current attainment		
<b>Attainment for: 2015-2016 (5 pupils)</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	20	53%
% achieving expected standard or above in reading	20	66%
% achieving expected standard or above in writing	60	74%
% achieving expected standard or above in maths	40	70%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Social and emotional intelligence
B.	Low ambition
C.	Poor reading skills
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Pupil mobility – pupils entering the school having EYFS/KS1 assessments from elsewhere
E.	Lack of enrichment activities outside of school compared to non PP children due to financial constraints or lack of opportunities available to them.
F.	Lack of routine (sleep, food, homework,)

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Children retain more friendships Children have less fall-outs Children need less support in class time to resolve friendship issues Children develop greater resilience Children have developed resilience
<b>B.</b>	Children make expected or better attainment and talk with enthusiasm about their academic future.	Children talk about their future with enthusiasm Children talk about academic targets which they have had an input into Children set/attempt challenging targets Children speak ambitiously about their future at Secondary school and work. Children talk about the 'growth mind-set' culture
<b>C.</b>	PP children's reading improves in line with non-pp children	PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in spelling Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in line with non-PP children.
<b>D.</b>	Pupils who enter the school during KS2 make good progress from their starting points  Improved outcomes for all pupils in receipt of PP in Maths and English	Children settle quickly into school Accurate assessments are used to ensure that the children's starting points are known Progress against 'baseline' is measured Children work within age related expectations Children develop good growth mindset skills
<b>E.</b>	Funding places for PP children in extra-curricular clubs and activities and trips, providing necessary equipment such as PE kits.	Giving PP children the opportunity to access activities that help develop the 'whole child' and put them on an equal footing with non-PP children
<b>F.</b>	Pupils settle coming into school with the right equipment ready to learn	Children are clear about the timetable and equipment needed School can provide 'spares' so that children without equipment do not miss out School communicates regularly with parents so that families know what is happening in school Attendance is in line with peers.

## 5. Planned expenditure

Academic year

2016/17

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?
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	<p>PHSE lessons/reflection times are regular</p> <p>Class ethos is agreed on and classroom rules/agreements are developed.</p> <p>Classroom ethos developed which allows all children feel safe to talk about their feelings.</p> <p>Pastoral staff meeting held weekly to ensure teaching staff are aware of children</p> <p>Learning mentor time made available for those children who need it</p> <p>TA support in lessons</p> <p>EP referral where necessary</p>	<p>Reflection time allows a child to share anything on their mind and seek support or advice from children and adults in the room.</p> <p>This will mean the teacher is aware of concerns early on before they become a catalyst for anger.</p>	<p>I will speak with the children to see that they feel they can talk about their feelings in class</p> <p>Drop ins to lessons will show the class ethos</p> <p>Learning mentor records will show a log of activities and impact</p> <p>Use of staff meetings and inset days to deliver training e.g. trauma and attachment</p> <p>AFA training</p>	<p>HT</p> <p>Class teachers</p> <p>Learning Mentor</p>	<p>June 2017</p> <p>£3000 LM</p> <p>£1000 EP</p>
Children make expected or better attainment and talk with enthusiasm about their academic future.	<p>Pupil progress meetings half termly will inform how the children are achieving.</p> <p>Children are aware of their targets and next steps</p> <p>Children are able to articulate why they are working on the target they are and how it will help them in the future</p>	<p>Children who are not on track to meet their end of year target will gain support from intervention.</p>	<p>Pupil conversations will demonstrate how children articulate targets/progress and ambition</p> <p>AFA tracking</p>	<p>HT</p> <p>Class teachers</p>	<p>June 2017</p> <p>£1000 tracking</p>

PP children's reading improves in line with non-pp children	Identified children will receive extra 1:1 reading Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Books will be celebrated and enjoyed in school – celebration assembly focus	When children read daily their reading improves. Any areas of difficulty can be address (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Phonics will be encouraged as a strategy to reading in the classroom when necessary. Books will be on display in the classrooms and work on the walls will show the children's interest in books.	Pupil progress meetings will review intervention given and progress made. Drop ins will show books are celebrated and phonics is being used as a spelling strategy. The children will be able to talk to me about books they are reading.		June 2017  TA hours £500 reading materials
Improved outcomes for all pupils in receipt of PP in Maths and English	Provision of high quality teaching and consistently high standards through effective monitoring and best practice. Effective deployment of staff.  Strategies to accelerate the progress of targeted groups ie: pre-teach / growth mindset work  Staff training on improving marking and feedback.	Investing some PP in longer term change which will help all children. An effective way to improve attainment is using high quality feedback. This is a suitable approach which can be embedded throughout school.	Use of staff meetings & inset days to deliver training. Thorough monitoring through work scrutiny, pupil interview & tracking data.	HT	June 2017  £14000 TA hours £4000 staff development inc AFA
<b>Total budgeted cost</b>					£23500
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Some PP children will attend Learning Mentor sessions – focussed works	Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work.	Intervention notes will show the children who need support in this area.	JD	April 2017  LM hours
PP children's reading improves in line with non-pp children	Reading focus to ensure that target children receive extra reading sessions and quality comprehension work around the book in a positive way. The curriculum will allow for more boy friendly books to be incorporated at whole school/class level.	When children read daily they gain in confidence. That 10-15 minutes of chatting about the book and linking the story to something they have experienced helps them to remember in long term memory what they have learned. This time makes them feel valued. This time makes them see that books are positive and enjoyed. The boys who do not like reading will be more inspired in class with book more appropriate to their interest.	The books used in class will be of more interest to boys – super heroes, action etc. Children will look to read more at 'free time'. Boys will begin to enjoy reading as a past time and not just when asked.	GG	July 2017  TA hours £1000 materials
<b>Total budgeted cost</b>					£1000
<b>III. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improving esteem and confidence levels to achieve higher rates of progress.	Creating a growth mind set culture in children. For example, 'Is this my best work' rather than 'this will do'	Consultation with teachers and lesson monitoring show there is a developing culture of growth mindset resulting from the AFA project. This needs to be continued.	Principles of growth mindset embedded through assembly, quality marking & feedback. Staff training through staff meetings.	HT	April 2017  AFA work

An increase of opportunities outside school for children in receipt of PP which may be lacking due to financial constraints	School to use PP funding to provide places in after school clubs and school trips. School to provide certain equipment such as PE kits.  School to signpost other funding streams e.g. Beckwith Trust  Develop outdoor learning	Regular attendance at clubs & being properly equipped is an issue for some pupils eligible for PP.	Monitor attendance at clubs	HT	July 2017  Trips/enrichment – outdoor learning
<b>Total budgeted cost</b>				£2000	

## 6. Additional detail

Pupil premium information can be found on our website [www.husthwaite.n-yorks.sch.uk](http://www.husthwaite.n-yorks.sch.uk)