

Pupil premium strategy statement: **Reviewed July 2017**

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		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Attainment for: 2015-2016 (5 pupils) Attainment for: 2016-17 (5 pupils)		
% achieving expected standard or above in reading, writing and maths	20% (2016) 40% (2017)	53% (2016) 61.1% (2017)
% achieving expected standard or above in reading	20% (2016) 40% (2017)	66% (2016) 71.5% (2017)
% achieving expected standard or above in writing	60% (2016) 40% (2017)	74% (2016) 73.3% (2017)
% achieving expected standard or above in maths	40% (2016) 40% (2017)	70% (2016) 74.8% (2017)

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.	Social and emotional coping strategies – resilience in problem solving
B.	Difficulty in setting personal targets
C.	Less developed higher order reading skills
External barriers (<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 because of school transport.

F.	Support needed with home structures e.g. homework timetable
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4. Desired outcomes	
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	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Children understand that friends may have different opinions to themselves Children have less fall-outs and can articulate points of view Children need less support in class time to resolve friendship issues following on from playtimes Children develop greater resilience / problem solving skills Children have developed resilience
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
C.	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.
D.	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 starting school at a different entry point are quickly assessed (and previous school records accessed) so that progress is sustained Accurate assessments are used to set targets – reading, writing, maths Progress against 'baseline' is measured Children work within age related expectations Children develop good growth mindset skills
E.	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 and identify any potential barriers e.g. lunchtime clubs available to all including bus children, spare sports kit kept in school, signposting to funding streams
F.	Pupils are settled 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? Impact
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 – in place Class ethos is agreed on and classroom rules/agreements are developed – in place Classroom ethos developed which allows all children feel safe to talk about their feelings – in place</p> <p>Pastoral staff meeting held weekly to ensure teaching staff are aware of children – learning mentor log Learning mentor time made available for those children who need it – learning mentor records TA support in lessons – in place</p> <p>EP referral where necessary – package purchased</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 Drop ins to lessons will show the class ethos 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 – January 2017</p> <p>AFA training</p>	<p>HT</p> <p>Class teachers</p> <p>Learning Mentor</p>	<p>July 2017 PSHCE lessons in place in all classes. Reflection areas are used as a way of deepening thinking skills. Staff report that children are interacting well with each other and there have been less playtime incidents.</p> <p>Learning mentor records show the number of children who have had support this year and the impact of interventions. There have been no exclusions this academic year.</p> <p>Pupil conversations show better articulation of action and impact. This had been seen by the LA advisor June 17 £1000 EP £3000 LM</p>

<p>Children make expected or better attainment and talk with enthusiasm about their academic future.</p>	<p>Pupil progress meetings half termly will inform how the children are achieving.</p> <p>Children are aware of their targets and next steps (books)</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 (pupil conversations)</p>	<p>Children who are not on track to meet their end of year target will gain support from intervention. Intervention support plans embedded in school. Planning highlights children and activities to ensure progress.</p>	<p>Pupil conversations will demonstrate how children articulate targets/progress and ambition</p> <p>AFA tracking</p> <p>In school tracking shows that this had a much greater impact in reading maths than maths this year though progress over all has improved on previous years. Arithmetic / basic skills in maths have been greatly enhanced but further work needs to be done on problem solving as well as spelling, and higher level reading/writing skills.</p> <p>Gap between PP and non-PP pupils still evident</p>	<p>HT</p> <p>Class teachers</p>	<p>July 2017 Pupil conversations held in June 2017 showed that pupils were confident when talking about their learning and challenge areas – LA advisor report</p> <p>Positive feedback from pupils about enrichment work – practical maths and Inspiration maths week.</p> <p>Reading 82.4% Ex+ Writing 84.2% Ex+ Maths 76.5% Ex+ GPS 82.4% Ex+ RWM 70.6% Ex+</p> <p>PP RWM 40%Ex+</p> <p>£1000 tracking</p>
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<p>PP children's reading improves in line with non-pp children</p>	<p>Identified children will receive extra 1:1 reading – active literacy / rapid read Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Moving from phonics into accurate spelling needs to be a focus for future work Y2-6 Books will be celebrated and enjoyed in school – celebration assembly focus Reading display in hall reinforces home reading. The introduction of 'real' books rather than scheme book at KS2 has been welcomed – pupil conversations</p>	<p>When children read daily their reading improves. Any areas of difficulty can be addressed (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.</p>	<p>Pupil progress meetings will review interventions given and progress made. Classroom environments will reflect the focus on reading – areas, displays The children will be able to talk to me about books they are reading. Enjoyment in books and reading has been noted this year and this is a strength. Analysis of this year's achievements show that understanding the meaning of words / vocabulary needs to be a focus in 2017/18 along with spelling.</p>		<p>July 2017</p> <p>Progress scores of the cohort in Reading were +2.86 (average) and +0.83 (average) in writing. Question level analysis shows that pupil were less confident with understanding the meaning of words and vocabulary skills. This needs to be a focus through 2017/18</p> <p>The gap between PP and non-PP children was greater in reading (-1.67) than in writing (-0.86) and maths (-0.43).</p>
<p>Improved outcomes for all pupils in receipt of PP in Maths and English</p>	<p>Provision of high quality teaching and consistently high standards through effective monitoring and best practice. Effective deployment of staff.</p> <p>Strategies to accelerate the progress of targeted groups i.e.: pre-teach / growth mind-set work – intervention timetables in place in all classes</p> <p>Staff training on improving marking and feedback.</p>	<p>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.</p>	<p>Use of staff meetings & inset days to deliver training. Thorough monitoring through work scrutiny, pupil interview & tracking data.</p>	<p>HT</p>	<p>July 2017</p> <p>Pupil progress in books was evident through school monitoring by the LA and governors. This was a strength in numeracy and literacy books and now needs to be a focus of the wider curriculum.</p> <p>£17850 TA hours £4000 staff development inc AFA</p>
Total budgeted cost					£26850
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?
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 Learning mentor records	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. Learning mentor records	JD	July 2017 Leaning mentor records show interventions and impact during sessions. Through 2017/18 linking with class teacher and impact in the classroom will be a focus
PP children's reading improves in line with non-pp children – gap lessened	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 have better access to reading resources within the classroom and will access these as part of the guided reading work. Boys will begin to enjoy reading as a past time and not just when asked.	GG	July 2017 Impact on all but group specific needs to be further focus Male 109.4 Female 107.0 PP 99.4 KS2 guided reading books review Autumn 2017
Total budgeted cost					£1000
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?

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	July 2017 Impact of growth mindset work evidenced by LA monitoring visit
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 f Grants sought / given for residentials Travel / swimming subsidy Free access to clubs Clubs timetables so school travel / transport is not an issues i.e. lunchtime rather than after school	Monitor attendance at clubs Gold sport mark award	HT	July 2017 Trips/enrichment – outdoor learning
Total budgeted cost				£2000	

6. Additional detail

Other spends linked with Pupil Premium - ICT programmes - £500;

Pupil premium information can be found on our website www.husthwaite.n-yorks.sch.uk