

## Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Saxton CE Primary School				
Academic Year	2016/17	£5860		Date of most recent PP Review	n/a
Total number of pupils	81	4		Date for next internal review of this strategy	Mar 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Level 4b or above in reading, writing & maths (or equivalent)		
% making at least 2 levels of progress in reading (or equivalent)	100%	92%
% making at least 2 levels of progress in writing (or equivalent)	100%	95%
% making at least 2 levels of progress in maths (or equivalent)	100%	91%

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.	One of the pupil's (50%) has special needs which effect their learning.
B.	All children eligible for PP are working below age related expectations

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	All pupils were not able to attend residential trip due to financial reasons.	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	To give all pupils extra access to residential to improve team building, self-confidence and wellbeing.	All children eligible for Pupil Premium to be given the opportunity to attend annual residential.
<b>B.</b>	Through support and specific interventions. Children eligible for pupil premium funding to have strategies, resources and staff that they can access to help increase self-esteem.	A member of the staff team to continue to attend regular Star alliance 'Closing the Gap' meetings and training. Any pupils who require access to these resources or who are flagged up during routine analysis, will then have the opportunity to work with the member of staff.
<b>C.</b>	Children identified as working below their age related expectations to make higher rates of progress by the end of the year.	Pupils eligible for PP identified as working below age related expectations to make as much or more progress as 'other' pupils in their class. The identified pupils to receive specific interventions to address the gaps and help close the gap. These interventions include specific writing, reading and maths interventions (which also include one to one). Robust teacher assessments to be carried out termly to measure progress made.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		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					
<b>i. Quality of teaching for all</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?</b>
A. Attend annual residential trip	Pupil Premium to cover the costs	Pupils were not attending due to financial situation. They would have missed on the great opportunity to share with their peers.	N/A	Senco	July 2017
B. Improved access to online activities at home.	To give pupils opportunity to use a school tablet at home.	Pupils have limited access to online activities at home. Having opportunities to use educational programs at school and home should help improve attainment and self esteem.	Monitor the usage of the online resources available. Measuring progress and self esteem.	Senco	March 2017

C. Pupils with high social and emotional needs to have access to specific interventions.	Staff to attend 'closing the gap' network meetings and have training on specific interventions.	Regular questionnaires are carried out on specific year groups and children eligible for PP. These results will help highlight any social and emotional needs.	Has there been a direct impact on the children's attainment? At the end of any intervention carried out the questionnaire is repeated and the results analysed.	SENCo/ MB	March 2017
D. Improved progress for pupils working below age related expectations in KS2.	Offering extra tuition. And intervention in school time training on relevant interventions.	Scrutinising data has highlighted certain individuals who are eligible for PP and working below the age related expectations.	Giving pupils opportunities for extra tuition outside of school. Allowing pupils to access interventions targeted at their highlighted needs. Measuring and monitoring data closely and regularly	Head teacher	March 2017
<b>Total budgeted cost</b>					1,728.00
<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>
A. Improved access to online resources	Offer a school tablet to be used at home	Pupils have limited access to online activities at home. Having opportunities to use educational programs at school and home should help improve attainment and self	Monitor the usage of the online resources available. Measuring progress and self esteem.	Senco	March 2017

B. Pupils with high social and emotional needs to have access to specific interventions.	Staff to attend 'closing the gap' network meetings and have training on specific interventions.	By attending the meetings and receiving the new resources to deliver interventions for a variety of social and emotional needs. The nominated member of staff will be able to provide specific support for the highlighted pupils.	Has there been a direct impact on the children's attainment? At the end of any intervention carried out the questionnaire is repeated and the results analysed.	To be confirmed	March 2017
C. Improved progress for pupils working below age related expectations in KS2.	Offering extra tuition. And training on relevant interventions..	Scrutinising data has highlighted certain individuals who are eligible for PP and working below the age related expectations.	Giving pupils opportunities for extra tuition outside of school. Allowing pupils to access interventions targeted at their highlighted needs. Measuring and monitoring data closely and regularly.	Head teacher	March 2017
<b>Total budgeted cost</b>					1728.00

6. Review of expenditure				
Previous Academic Year				
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

<ul style="list-style-type: none"> <li>To improve standards in Maths</li> </ul>	To give all PP pupils access to either Mathletics or Maths Whizz	All PP pupils made equal or better progress in Maths than that of their peers.	Both products have been a success and the school has continued to fund them for every child in KS2.	
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**ii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Create a new Intervention room to give pupils a quiet space to receive extra support	Converted a small cloakroom into an intervention room (The Orchard)	Impact has been used the room is used daily for PP pupils and all other pupils in the school.	The Orchard has been a huge success and continues to be used daily..	£759

