

Carlton in Snaith CPS - Pupil premium strategy statement

1. Summary Information					
School	Carlton in Snaith CPS				
Academic Year Plan	2017/2018	Total PP Budget	£49,720	Date of most recent PP Review	April 2018
Academic Year Review	2017/2018				
Total number of pupils	159	Number of pupils eligible for PP	36 across school (4 Pupil Premium)	Date of next internal review	June 2018

2. Current attainment				
	Overall KS2 Y6 info 2016 -2017	KS2 Y6 2016- 2017 Overall National	Y6 2016-2017 Pupils not eligible for PP Carlton in Snaith CPS	Y6 2016 – 2017 Pupils eligible for PP Carlton in Snaith CPS
% achieving expected standards or above in reading, writing and maths	65% <i>Attainment</i>	61%	74%	0%
% attainment in reading	68% <i>Attainment</i>	71%	n/a	n/a
% attainment in writing	81% <i>Attainment</i>	76%	n/a	n/a
% attainment in maths	77% <i>Attainment</i>	75%	n/a	n/a
Attendance of children in receipt of pupil premium	95.4%	96.8%	n/a	95.4%
% making progress in reading	-1.3	0.0	n/a	-6.3
% making progress in writing	-0.5	0.0	n/a	-5.9
% making progress in maths	-0.2	0.0	n/a	-4.6
3. Barriers to future attainment (for pupils eligible for PP, including high ability)				
In-school barriers (issues to be addressed in school)				
A.	Quality First teaching of English and Maths			
B	Issues relating to general level of emotional and personal / social maturity or self-esteem and negative self-image Attitudes to learning including development of Academic Resilience, aspirations and growth mind-set			

External barriers (issues which require action outside of school)		
C.	Participation in school trips and improved home learning	
D.	Attendance for key target group	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Essential learning in the basic skills in English and maths reduces access to the curriculum and inhibits progress generally. Ensuring that the ethos of achievement for all is promoted will be beneficial for all pupils. Providing targeted support and intervention such as streamed phonics groups, will improve achievement and diminish the difference between vulnerable pupils and the broader cohort. Individualised teaching will also help to ensure that higher attaining PP children make good progress: TA support for phonics, reading and number Focus on T&L Policy, monitoring, delivery	Phonics scores to increase Reading at KS1 progress and attainment to increase. KS2 attainment for reading, writing and maths improved
B.	Children frequently experience social and emotional issues that affect learning. These can be brought from home, spill over from incidents on the playground, or arise as ongoing worries. These issues reduce the capacity for sustained concentration and present as a barrier to effective learning. By supporting the development of positive self-image and self-esteem, children are in a calmer emotional state more conducive to learning.	A greater percentage of children remain 'on Green' for Behaviour Children have a reduced occurrence of amber and red sanctions. Case studies show improvement of engagement through targeted support Children participate successfully in a variety of small groups (e.g. Forest Schools)
C.	Pupils do not always access the full breadth of the taught and wider curriculum. Providing financial support to access trips, visits and other activities increases achievement in a range of curriculum areas and provides essential social opportunities.	PP Targeted children attend all wider curriculum experiences
D.	Targeted Attend pupils attend more regularly. Non-attendance is a huge barrier to attainment, progress and social emotional well-being. Work to involve liaising with key families, working in conjunction with other agencies e.g. MEA team, and all school staff to improve this situation.	Target children demonstrate improved attendance.

5. Planned expenditure					
Academic year	2017 – 2018				
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?
Quality First teaching of English and Maths	<ol style="list-style-type: none"> 1. Streamed phonics groups for EYFS & KS1 2. Staff training, Pupil meetings, Pupil Progress discussions, observation 3. Teaching Assistant Support in Class/MITA Project 4. T&L pedagogy and Agreed Certainties 5. Curriculum developments e.g. Mastery Approach 6. Reducing class size 	<ul style="list-style-type: none"> • Feedback to pupils is shown by EEF/Sutton Trust as having +8 months benefit to pupil progress – additional adults for interventions allows this this to happen more frequently and regularly. • Phonics teaching is shown by EEF/Sutton Trust as having +4 months benefit to pupil progress • Reducing Class size shown by EEF/Sutton Trust as having +3 months benefit to pupil progress • Effective use of TA is shown by EEF +1 	<ul style="list-style-type: none"> • Timetables and monitored • Effectively timetabled, • Regular discussion 	HT SLT & Key Subject leads	Termly - final in July 2018

		<p>month benefit to pupils</p> <ul style="list-style-type: none"> Local NYCC Advisers, Extremal consultants and Alliance schools have provided feedback that a greater consistency of understanding and application of 'Agreed Certainties' would improve outcomes for all pupils. Including vulnerable. 			
Total budgeted cost					£42,200
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?
<p>Issues relating to general level of emotional and personal / social maturity or self-esteem and negative self-image Attitudes to learning including development of Academic Resilience, aspirations and growth mind-set</p>	<ul style="list-style-type: none"> Forest School and outdoor learning sessions Resources for vulnerable children Funding to enable participation in extra-curricular activities, visits etc Multi agency working Teaching Assistant Support for specific children (and sometimes specific times) 	<ul style="list-style-type: none"> Feedback from Pupil Premium Spending review visit from Marc Rowland Improved skills and expertise of the teaching team, with lasting impact. Sutton Trust research indicates that Meta-cognition and Self-regulation has +8 , +5 for Outdoor Learning months impact for low cost. 	<p>Staff prepared/appointed/planned Timetables Resources bought and prepared Risk assessments and Policy</p>	<p>MH & SS (Forest school and Outdoor Learning) SENDCo and HT</p>	<p>Termly - final in July 2018</p>

	<ul style="list-style-type: none"> • Additional Teaching Assistant Support to support individual pupil • Teaching Assistant for to One to One pupil support (emotional additional pastoral and organisational support, including 'Emotional Coaching') • 1:1 interventions for reading, maths and writing (inc assembly time), Intervention activities e.g. Rapid Writing and First class at Number 				
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Total budgeted cost					£7000
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 Attendance for key target group	<ul style="list-style-type: none"> • Development of Pupil Provision mapping, additional planning and preparation time for vulnerable pupils, Observation of pupils, in class support. • Additional Lunch time support for Vulnerable pupils 	The children need to attend school regularly and consistently in order to achievement and make god progress.	Weekly meetings Follow up action carried timely fashion Shared weekly in newsletter and in assembly	JW/HT	Termly and finally in July 2018

	<ul style="list-style-type: none"> Attendance Rewards First day response for absentees 				
Total budgeted cost					£520

6. Review of expenditure				
Previous academic year	2017- 2018			
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
ii. Targeted Support				
iii. Other approaches				