



Pupil premium strategy statement

Horsley C of E Primary School 2017/18

1. Summary information					
School	Horsley C of E Primary School				
Academic Year	2017/18	Total PP budget	£13,620	Date of most recent PP Review	July 2017
Total number of pupils	85	Number of pupils eligible for PP	6	Date for next internal review of this strategy	July 2018

2. Current attainment: Current Attainment information cannot be published because it relates to just a few pupils and would therefore be identifiable. This information is held confidentially in school.		
Attainment for: 2016-2017	Pupils eligible for PP (your school)	Pupils not eligible for PP
% achieving expected standard or above in reading, writing and maths		
% achieving expected standard or above in reading		
% achieving expected standard or above in writing		
% achieving expected standard or above in maths		

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 issues affecting attitude towards learning and inclusion
B.	Typically low attainment/gaps in learning on transfer to school for mobile children from other schools
C.	Behaviours for independent learning and social inclusion

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Families/children requiring additional support from other agencies.	
E.		
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children are encouraged to develop their self-esteem and to talk about their feelings in a controlled way and acknowledge problems can be solved.	Children retain more friendships Children have a positive attitude towards school and have a 'can do' attitude Children respond positively to pastoral/positive play support shown in their behaviours towards others
B.	Children make expected or better progress and talk with enthusiasm about their academic future.	Children talk about their future with enthusiasm Children talk about their personal targets with excitement Children set/attempt challenging targets Children speak ambitiously about their future aspirations
C.	PP children's reading and writing progresses towards being in line with non-pp children	PP children make improved progress in reading so that their writing is influenced by this PP children can achieve well in rainbow grammar activities Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in line with non-PP children.

5. Planned expenditure					
Academic year		2017/18			
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 encouraged to develop their self-esteem and are able to talk about their feelings in a controlled way and acknowledge that problems can be solved.	PHSE lessons are timetabled for all. Nurture team come into school to work alongside school staff to run 2 nurture sessions per week.	Circle time encourages children to be open and honest about their emotions and feelings Nurture groups have proven impact in school, supporting children in a controlled environment – success rates and approval from parents has supported this process	TA's are trained to deliver Nurture sessions and pastoral support Drop ins to lessons will show the class ethos and behaviour for learning throughout school is consistently of a high standard. Parents are invited to discuss the method of support in order to be aware of the impact of nurture.	A C S D	January 2018 April 2018
Children make expected or better attainment and talk with enthusiasm about their academic future and aspirations/ambitions	Pupil progress meetings for vulnerable pupils will inform how the children are achieving. Assemblies and lessons will share with the children the purposeful learning and how it can lead to a desired career.	Children who are not on track to meet their end of year target will gain support from intervention (subject support, group support, 1:1 support). Celebration Assemblies are an opportunity to showcase careers and inspirational people allowing the children to see that it is also achievable for them too. These assemblies also enable children's small steps in attitude and achievement to be celebrated.	TAs are employed to carry out intervention. Our themed assemblies will be timetabled to talk about inspirational people. Parents invited to talk about their careers and develop ambition Children focus upon people they find inspirational and discuss qualities and values they possess	J W P L	February 2018

PP children's reading improves in line with non-pp children	Children will receive extra daily reading with a teacher or TA. Additional phonics sessions will be delivered to identified groups. 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. Reading champions will be celebrated to promote reading. Older children will model reading to younger ones.	When children read daily their reading improves. Any areas of difficulty can be address (phonics/SPAG) 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. Celebration assemblies will celebrate reading.	Pupil progress meetings will review intervention given (daily readers) 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 about the Author they are celebrating and learning about.	DB	February 2018
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Total Cost: £8000 including staffing and resources

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 that problems can be solved.	PP children will attend Nurture sessions in our Rainbow Room to develop the learning behaviours and also develop their ability to express themselves.	Children learn strategies to cope with and express their feelings appropriately. They find solutions to problems or friendship issues and then they can then become more engaged in school work.	Vulnerable child records will show the children who need support in this area. Staff highly trained and can use nurture strategies to improve behaviours. Timetabling of Rainbow Room with new resources and high levels of staffing.	AC, SD and LM	November 2017, April 2018.

Children make expected or better attainment and talk with enthusiasm about their academic future.	Pupil progress meetings will focus on how the PP children feel about their future and areas of the curriculum they find strength. Assemblies will encourage children to be ambitious and consider their strengths and where they might use them. TA's are utilised effectively and receive inset to develop support systems.	Children are inspired by stories of people who have achieved something even if they once thought they wouldn't. They can begin to see that school teaches them skills which can easily be used in many careers – this will explicitly show them how what they are learning can lead to a job they will enjoy or a University course they will enjoy.	Feedback from staff/progress and TA will inform as to whether the children can see that their schooling is teaching them vital skills in order to achieve their desired career or future dreams. Assemblies will inform if the children are beginning to have visions of a productive happy future. Monitoring will show children can discuss how what they are learning in class can be used as a skill outside the classroom. Pupil review meetings will reflect upon progress.	PL and DB	April 2018
PP children's reading improves in line with non-pp children	Daily reading intervention is set up to ensure PP children receive daily reading and quality comprehension around the book in a positive way. The curriculum will allow for a wider range of banded reading books to stimulate reading across the age/ability range.	When children read daily they gain in confidence. Daily sessions of 5-10 minutes of chatting about the book, linking the story to something they have experienced will enable them to develop their comprehension skills and speaking and listening skills. This time makes them feel valued. This time makes them see that books are positive and enjoyed. Children who do not like reading will be more inspired in class with book more appropriate to their interest and ability.	The books used in class will be of a wider interest and range of genres. – super heroes, action etc. Children will look to read more at 'free time'. Progress will be monitored using the school's tracking system. Class reading will be trialed as a means of developing comprehension.	Class Teachers	April 2018
Total Cost: £4000					
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?

PP inclusion in after school and out of school events	Discussion of trips with appropriate children/parents. Inclusion in planning/preparation. Any pre-visit tasks carried out. Supervision on trips at appropriate level.	Not all vulnerable children experience success on trips due to anxiety/avoidance. Appropriate staff ratios increase likelihood of success.	EVC to oversee and ensure that children access successful experiences in school life.	PL	June 2018
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Total Cost: £1000

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Children are able to talk about their feelings in a controlled way and acknowledge that problems can be solved.	Use of Nurture sessions with a number of children to support inclusion.	Very effective strategy to develop confidence, engagement and enjoyment in school.	Need to run timetabled sessions each year-with some focus upon academic support.	£8000-training, release and resources
Children make expected or better attainment and talk with enthusiasm about their academic future and aspirations/ambitions.	Class sessions/pupils reviews where individuals share their ambitions.	Good feedback in review sessions/children voicing ambition.	Establish as part of class routine.	£1000 staff release.

PP children's reading improves in line with non-pp children.	Phonic emphasis in KS1. Use of banded books to measure progress of children through the year.	All KS1 children passed required level in phonics check by end of year 2. Majority made good progress from their starting points-need to continue focus.	Continue with strategy. Improve assessment of bands using PM materials.	£1200
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ii. Targeted support

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
Children are able to talk about their feelings in a controlled way and acknowledge that problems can be solved.	Individual support of individuals and group support through nurture.	All pupils fully included in quality first teaching. Annual reviews reflect this inclusion.	Continue as required for individuals and run timetabled nurture sessions within the academic calendar.	£3000
Targeted support for PP children in preparation for end of key stage.	Additional adult support for PP children. Additional resources. Access to after-school support. Support transition arrangements.	Children given access to end of Key Stage tests as appropriate-of those good progress was shown. Transition was successful for all.	Continue as needs.	£2800

7. Additional detail

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