



Streatley C of E Primary School Pupil premium strategy statement

1. Summary information					
School	Streatley C of E Primary				
Academic Year	2016/17	Total PP budget	£11000	Date of most recent PP Review	n/a
Total number of pupils	98	Number of pupils eligible for PP	7	Date for next internal review of this strategy	July 2017

2. Current attainment		
Pupils eligible for PP	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (% national /% school average)</i>
% achieving Expected or above in KS2 RWM	1 (0%)	11 (61.1/ 66.7)
% achieving Expected or above in KS2 Reading	1 (0%)	11 (71.5/ 91.7)
% achieving Expected or above in KS2 Writing	1 (100%)	11 (76.4/ 83)
% achieving Expected or above in KS2 Maths	0 (0%)	11(74.9/ 75)
% achieving Expected or above in KS1 RWM	2 (50%)	13(63.7/ 66.7)
% achieving Expected or above in KS1 Reading	2 (50%)	13 (75.5/ 80)
% achieving Expected or above in KS1 Writing	2 (50%)	13 (68.2/ 73.3)
% achieving Expected or above in KS1 Maths	2 (100%)	13 (75.1/73.3)

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.	Memory retention and application of skills wider than a single context	
B.	Anxiety interferes with focus and motivation to access to try new learning	
C.	To use knowledge and skills to support reasoning	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance to be 96% or above	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved memory retention and application skills beyond a single context.	Children access interventions to develop confidence, rehearsal and pre learning to help them keep up with their peers and achieve at least expected standard. Use Concrete, Pictorial and Abstract approach in maths Yr1/2 to build through the school. Teacher's confident in using the bar method to support children with visualisation of reasoning problems. +5 months EEF Toolkit
B.	Anxiety reduced and interferes less with children accessing new learning.	Children to access emotional literacy support to help them develop a positive mindset towards new opportunities/challenges. Children to be supported to become independent learners from the start of their learning session. Teacher to plan for GDS first and raise expectations insisting on no opt out responses. Yr5 and Yr6 access gap intervention Third Space Learning. Children to make progress +4 months EEF Toolkit
C.	Children can achieve at least expected standard through modelling and challenge. They are able to use knowledge and skills to support reasoning in maths.	Children to have dedicated time to explain, express and explore reasons through targeted teaching time. +8 months EEF Toolkit
D.	Children refused holiday during school time in line with West Berkshire Absence Policy Children completes missed learning with support Children accesses regular booster support	Child to achieve expected standard in reading and maths booster. Third Learning Space.

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?
A. Improved memory retention and application skills beyond a single context	<p>Staff training on high quality feedback.</p> <p>Staff training on using concrete, pictorial and abstract progression through lessons.</p> <p>Staff training through research and lesson study using Teach Like A Champion.</p>	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	<p>Course selected using evidence of effectiveness.</p> <p>Challenge: use INSET days to deliver training. Lessons from training embedded in school feedback policy.</p>	Head teacher	<p>Nov 2016</p> <p>Jan 2017</p> <p>Feb 2017</p>
C Children through modelling and challenge are able to use knowledge and skills to support reasoning	<p>Staff select key groups daily identified by marking to pre teach and address misconceptions through targeted teaching.</p> <p>Staff CPD on challenge for all.</p>	<p>EEF Toolkit suggests evaluations of an interventions using talking, thinking and doing make up to 5 months progress.</p> <p>Challenge for all training accessed via Oxford Brooks Teaching Alliance to ensure teachers plan for GDS first and raise achievement through expectations of all.</p>	<p>Coaching of staff by experienced leaders.</p> <p>Teachers undertake own CPD through Teach Like a Champion.</p> <p>Moderation and lesson observations demonstrate all children take part in reasoning.</p> <p>Book scrutinies and pupil voice used alongside teacher assessment.</p> <p>Monitor and evaluate pupil data termly to ensure gaps are not left unsupported.</p>	Headteacher	Termly
Total budgeted cost					£5000

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?
A. Improved memory retention and application skills beyond a single context	<p>Staff training on Precision teaching, SNAP on 2 maths and structured reading approach.</p> <p>Staff training on SPRINT Years 1 upwards.</p> <p>Year 5 and 6: Third Space Maths learning 1:1 intervention and booster.</p> <p>ABC to read intervention for targeted children.</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>All training provided by LA SEN team.</p> <p>1-to-1 support to allow each child to grow in confidence, progress at an accelerated pace, and raise their attainment. +5 months impact</p>	<p>Courses selected using evidence of effectiveness.</p> <p>Challenge: use INSET days to deliver training. Lessons from training embedded in school feedback policy.</p> <p>SEN LA team to support monitoring and evaluation of interventions.</p> <p>Use Salford and Hodder screening tests and PUMA to monitor progress.</p>	Headteacher	Jan 2017
B. Anxiety reduced and interferes less with children accessing new learning	<p>CPD on supporting children with ADHD and ASD via local special school.</p> <p>Resources bought and made to support sensory and socialisation opportunities.</p>	<p>All training provided by LA SEN team.</p> <p>Experience of incidents of heightened anxiety less frequent when child is involved in target teaching.</p> <p>Children access after school clubs and lunchtime clubs to increase their opportunities to widen their general knowledge and social interactions.</p> <p>Experience of creating opportunities for children to play alongside and together through a shared interest.</p>	<p>Certificates: Five members of staff attending ASD training. Face to face monitoring and online modules. Gap task is researched based in school. Case studies provided and captured by SENCo.</p> <p>EP and LA team SEN member review termly SEN register and SEN alert cases progress with Head teacher.</p>	Headteacher	Jan 2017
Total budgeted cost					£6000
Total budgeted cost					£11,000

Evaluation of impact of PPG spending 2016-2017 July 2017

Action or Intervention	Cost High/Low/Mid	Impact High/Low/Mid	Impact	Comments	Continue 2017-2018
<p>Staff training through research and lesson study using 'Teach Like A Champion' and Challenge for All INSET with Teaching Alliance</p> <p>Staff training on using concrete, pictorial and abstract progression through lessons West Berkshire and Maths No Sense</p>	<p>Low (under £500)</p> <p>Mid (£1000 plus)</p>	<p>Mid (seen in books and pupil voice)</p> <p>Mid (Seen in planning for maths, reasoning in books and scaffolding in lesson structures)</p>	<p>By the end of FS, PP/Non PP gap was closed.</p> <p>By the end of KS1 PP made expected progress similar to non PP pupils from similar starting points.</p> <p>Yr3-6 PP made expected progress from starting point (SEN) and better in writing. 2 non PP children achieved 99 and 100 compared with 89 PP. All screened in Yr6.</p> <p>Improved memory retention and application skills beyond a single context for all.</p>	<p>Children PP and non PP both reported how learning was challenging, being in the pit was short term and no difference in response to feedback found.</p> <p>FS PP was 0% SEN KS1 PP was 50% SEN/PP KS2 PP was 100% SEN/PP</p>	<p>Continue to use planning for the rapid graspers first and extend to include all over time.</p> <p>Use EEF toolkit and case studies to influence practice or changes to approaches in maths and writing.</p>
<p>Staff to work with other schools to view lesson structure/ planning and moderation of all pupils termly.</p> <p>CPD targeted towards children at risk of underachievement PP or Non PP.</p>	Mid (£1000)	High – raised expectations for all pupils and ensured staff offered consistency	<p>Books of expected progress, accelerated progress, on track, at and greater depth within expected standard- writing moderation extremely supportive</p> <p>English network supported attainment gains in reading at expected and higher standard was above national for non PP KS2. KS2 child achieved SS 97. Equal in FS and 30% gap at KS1.</p> <p>Children through modelling and challenge are able to use knowledge and skills to support reasoning</p>	<p>Every 4th week staff look at children's books. Writing and maths.</p> <p>Governors support HT with looking at key groups of children or key phases at each curriculum and standards meeting.</p> <p>Local Authority supported us in January with Whole School Guided Reading evidence and writing in Foundation Stage.</p>	<p>Continue with Reading Network progress and roll out in Yr3/4.</p> <p>Book looks and key groups to continue to offer support and challenge for all children.</p> <p>Build on Guided Reading and cross phase moderation to support transition and TA deployment.</p>
<p>Interventions</p> <ul style="list-style-type: none"> Precision teaching 5x 20mins SNAP on 2 maths 5x 10mins Structured reading approach 2x 15mins Staff training on SPRINT Years 1 upwards. Year 5 and 6: Third Space Maths learning 1:1 intervention and booster. 1x 45mins ABC to read intervention for targeted children. 2x 30 mins LAL support time x4 30mins 	<p>£100 per child</p> <p>£100 per child</p> <p>£336</p> <p>Training requested</p> <p>£232 per child</p> <p>£117 per child</p> <p>£336 per child</p>	<p>High</p> <p>High</p> <p>High</p> <p>Autumn 2017 waiting list</p> <p>High</p> <p>High</p> <p>High</p>	<p>Children made double the gains or close too. Supported application for LAL unit application.</p> <p>Improved memory retention and application skills beyond a single context</p>	<p>Puma tests (maths), Hodder reading and Salford spelling used.</p> <p>Third Space Learning: pupil voice accredited their experience to supporting them with their confidence, test technique and application.</p>	<p>Continue to use accredited West Berkshire approved interventions.</p> <p>SPRINT on waiting list; autumn 2017 to complete</p> <p>Parental support positive 2017-2018 LAL refresher course: TA attend in September 2017</p>

Action or Intervention	Cost High/Low/Mid	Impact High/Low/Mid	Impact	Comments	Continue 2017-2018
<p>CPD on supporting children with ADHD and ASD via local special school.</p> <p>Resources bought and made to support sensory and socialisation opportunities.</p> <p>Teaching assistant for support of key children's emotional regulation and learning.</p> <p>Enrichment educational trips and clubs</p>	<p>Low (under £500)</p> <p>Low (under £500)</p> <p>High (over £5000)</p> <p>High (£2000)</p>	<p>Low to Mid</p> <p>Mid to High</p> <p>High</p> <p>High</p>	<p>Anxiety reduced and interferes less with children accessing new learning</p> <p>Behaviour at lunchtime for key children improved and more settled in afternoon sessions</p> <p>Children can learn and remain in class. Children can access age appropriate curriculum with communication support.</p> <p>Children accessed after school clubs and lunchtime clubs to increase their opportunities to widen their general knowledge and social interactions.</p>	<p>Diagnosis June 2017- ASD teacher to build on pre work of Family ASD worker and signposting.</p> <p>Improved attainment at end of Key Stage in English and Maths</p> <p>Children able to attend clubs which previously were not accessible to them</p>	<p>September 2017 ASD teacher advisor to support classroom practice.</p> <p>Speech and Language discharge and offer support for families to improve inference.</p>
<p>Bespoke Family Support Worker Package</p>	<p>High (£2000)</p>	<p>Mid to High</p>	<p>Anxiety reduced and interferes less with children accessing new learning</p> <p>Improved achievement at end of year group in English and Maths</p> <p>Children accessed after school clubs, holiday clubs and lunchtime clubs to increase their opportunities to widen their general knowledge and social interactions.</p> <p>Children have support in the home and at school to offer strategies to support their wellbeing. Short term to long term impact.</p>	<p>Children settled in class and ready to learn</p> <p>Children able to attend clubs which previously were not accessible to them</p> <p>Children looking appropriate in school uniform</p> <p>Children enjoying reading</p>	<p>Continue adjusting and applying for bespoke packages via Emotional Health Academy.</p> <p>No local Hub due to location and doctors being in another county.</p>
<p>Emotional Health Academy worker</p>	<p>High (£2500)</p> <p>£20 per hr</p>	<p>High</p>	<p>Anxiety reduced and interferes less with children accessing new learning</p> <p>Children accessed after school clubs, holiday clubs and lunchtime clubs to increase their opportunities to widen their general knowledge and social interactions.</p> <p>Children can access 1-2hr emotional and social targeted support with a trained leader- children able to express their anxiety in a developing and controlled manner. Incidents impact less on their next lesson. Pupil feedback.</p> <p>Behaviour at lunchtime for key children improved and more settled in afternoon sessions</p>	<p>Children settled in class and ready to learn</p> <p>Children able to attend clubs which previously were not accessible to them</p>	<p>Continue accessing 2 hours per week with ability to top up when necessary or capacity allows.</p>