



## 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	6	Date for next internal review of this strategy	Feb 2017

2. Current attainment		
Pupils eligible for PP	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>0% achieving Expected or above in KS2 RWM</b>	1	11
<b>100% achieving Expected or above in KS2 Reading</b>	1	11
<b>0% achieving Expected or above in KS2 Writing</b>	1	11
<b>100% achieving Expected or above in KS2 Maths</b>	1	11
<b>0% achieving Expected or above in KS1 RWM</b>	2	13
<b>100% achieving Expected or above in KS1 Reading</b>	2	13
<b>0% achieving Expected or above in KS1 Writing</b>	2	13
<b>50% achieving Expected or above in KS1 Maths</b>	2	13

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Memory retention and application of skills wider than a single context	
<b>B.</b>	Anxiety interferes with focus and motivation to access to try new learning	
<b>C.</b>	To use knowledge and skills to support reasoning	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance to be 96% or above	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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>B.</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
<b>C.</b>	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
<b>D.</b>	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
<b>Total budgeted cost</b>					£5000

<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 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
<b>Total budgeted cost</b>					£6000
<b>Total budgeted cost</b>					£11,000