

Pupil premium strategy statement:

1. Summary information					
School	Sywell CEVA Primary School				
Academic Year	2015/16	Total PP budget	£10,560	Date of most recent PP Review	n/a
Total number of pupils	99	Number of pupils eligible for PP	8	Date for next internal review of this strategy	April 2017

2. Current attainment		
Attainment for: 2015-2016 (7 pupils) Whole school	<i>Pupils eligible for PP (8)</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths	Not measured%	Not measured%
% achieving expected standard or above in reading	71%	91%
% achieving expected standard or above in writing	86%	86%
% achieving expected standard or above in maths	71%	87%
% making expected progress in reading	100%	100%
% making expected progress in writing	100%	98%
% making expected progress in maths	100%	97%
% making accelerated progress in reading	71%	73%
% making accelerated progress in writing	71%	73%
% making accelerated progress in maths	71%	76%

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.	Many of the children who are eligible for pupil premium have low self-esteem and resilience issues.
B.	Some children have specific learning needs, with some having problems related associated with dyslexia.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Some children who are eligible for pupil premium are persistently late.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved punctuality into school	Number of lates per term reduced to less than 5 per 12 weeks
B.	To narrow the gap between pupils eligible for pupil premium and those that do not across the school in reading and mathematics	The percentage of children reaching age related expectation will be in line with or exceed those that are not
C.	To provide support for pupils and parents/carers to enable homework to be completed to a good standard	Homework for pupil premium pupils will be carried out to a good standard, using appropriate resources. Tasks will be completed on time.
D.	Pupil premium pupils will display positive learning behaviours including independence and resilience	Pupil premium pupils will display positive attitudes to learning and they will be celebrated for their learning behaviour in class and in celebration worship.

5. 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?
Children show resilience when faced with challenges. They understand the importance of challenge and are able to use coping strategies when dealing with problems	Children use the '3 before me' strategy. Emotion coaching is used within the school to ensure that children are able to cope with their feelings and build resilience	Children are able to access their learning with more independence. They show more resilience when facing difficulties, allowing them to use a wider range of coping strategies. Emotion coaching allows the children to share their feelings more openly	Emotion coaching rolled out to staff. '3 before me' strategy in place within the classrooms and is used frequently as everyday practice	Russell Lunn	April 2017
Children make expected or better attainment in key subjects	Pupil progress meetings half termly will inform how the children are achieving. Bespoke intervention is in place for children and this is reviewed frequently	Children who are not on track to meet their end of year target will gain support from intervention (subject support, 1:1 specialist support). Tracking of the impact of support is monitored regularly	Dates are set for the year. Staff are employed in the afternoons and after school to carry out intervention.	Jo Shortland	April 2017

PP children's reading and mathematics improves in line with non-pp children	Children will receive extra daily reading with an LSA. Gaps in learning will be addressed in pupil progress meetings	When children read daily their reading improves. Any areas of difficulty can be address (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed Bespoke interventions ensure that gaps in learning are address quickly and consolidated over time	Pupil progress meetings will review intervention given and progress made	Russell Lunn	April 2017
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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?
The punctuality of PP children improves	Children will have subsidised access to extra-curricular clubs. Meetings with parents will occur to monitor punctuality	Children will benefit from extra-curricular activities and will be in school before registration. Regular meetings will highlight the importance of punctuality	Meetings scheduled and registers taken for extra-curricular activities	Russell Lunn	April 2017
Children make expected or better attainment in reading and mathematics	TAs to work extra hours to implement new strategies for children with problems associated with dyslexia/English TAs and teachers employed out of regular hours for 1:1 or small group intervention Beanstalk workers to give additional reading sessions to specific pupils	Children benefit from bespoke learning in addition to first quality teaching in curriculum time	Beanstalk readers timetabled and monitored Interventions planned and carried out by teaching staff and TAs	Russell Lunn Jo Shortland	April 2017

<p>PP children's reading improves in line with non-pp children</p>	<p>Development of the library area and borrowing system. Improve the range of books available to children</p>	<p>The children who do not like reading will be more inspired in class with book more appropriate to their interest</p>	<p>The books used in class will be of more interest Children will look to read more at 'free time' Children will begin to enjoy reading as a past time and not just when asked</p>	<p>Sonia Byrne</p>	<p>April 2017</p>
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