

Pupil premium strategy statement:

1. Summary information					
School	Sywell CEVA Primary School				
Academic Year	2016/17	Total PP budget	£14,940	Date of most recent PP Review	n/a
Total number of pupils	99	Number of pupils eligible for Pupil Premium	10	Date for next internal review of this strategy	April 2018

2. Current attainment		
Attainment for: 2016-2017 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	70%	77%
% achieving expected standard or above in writing	70%	82%
% achieving expected standard or above in maths	70%	80%
% making expected progress in reading	90%	90%
% making expected progress in writing	90%	86%
% making expected progress in maths	90%	86%
% making accelerated progress in reading	60%	41%
% making accelerated progress in writing	40%	34%
% making accelerated progress in maths	40%	52%

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

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 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. Attachment awareness baselines to be completed and bespoke actions plans written for each child eligible.	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 and planned support and intervention 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. Attachment Awareness plans in place	Russell Lunn	April 2018
Children make expected or better attainment in key subjects	Pupil progress meetings termly will inform how the children are achieving. Bespoke intervention is in place for children and this is reviewed frequently. Immediate intervention books in place within the classroom – to be accessed by pupils and staff	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. Immediate intervention allows for children's misconceptions/areas of difficulty to be dealt with as soon as possible.	Dates are set for the year. Specific times are timetabled for intervention as well as a change to the timings in the school day to ensure that immediate intervention is given.	Jo Shortland	April 2018

PP children's reading and mathematics improves in line with non-pp children	Gaps in learning will be addressed in pupil progress meetings and through the immediate intervention books.	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 2018
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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 wrap-around care. Meetings with parents will occur to monitor punctuality	Children will benefit from wrap-around care. This will also aid parents in ensuring that they can attend work/training promptly. Regular meetings will highlight the importance of punctuality	Meetings scheduled and registers taken for extra-curricular activities	Russell Lunn	April 2018
Children make expected or better attainment in mathematics	Develop Mathematics teaching across the school. Booster groups in place for specific pupils.	Children benefit from bespoke learning in addition to first quality teaching in curriculum time	Interventions planned and carried out by teaching staff and TAs	Russell Lunn Jo Shortland	April 2018

PP children's reading improves in line with non-pp children	Development of the library area and borrowing system. Improve the range of books available to children	The children who do not like reading will be more inspired in class with book more appropriate to their interest	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 Develop the number of books available to children.	Sonia Byrne	April 2018
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