



Pupil premium strategy statement: Ampney Crucis C/E Primary School

1. Summary information					
School	Ampney Crucis C/ E Primary School				
Academic Year	2016/17	Total PP budget	£5,280	Date of most recent PP Review	February 2017
Total number of pupils	94	Number of pupils eligible for PP	4	Date for next PP Strategy Review	July 2017

Rationale

We believe that teaching and learning opportunities meet the needs of all of pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. We recognise that not all Pupil Premium pupils are socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will therefore allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as socially disadvantaged, this will not however exclude any of those who qualify for the Pupil Premium. All our work through the Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and non-Pupil Premium.

Provision

- The range of provision the school may consider making for this group could include:
- Providing small group work with an experienced teacher/specialist staff or support
- Additional teaching and learning
- Enrichment opportunities e.g. after school clubs, educational visits, music/sports tuition
- Acquisition of staff, resources or services to provide the above

Reporting

It will be the responsibility of the Headteacher, to produce regular reports for the Governing Body

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
- An outline of the provision that was made since the last meeting and the impact thereof

The Governors of the school will ensure that there is an annual statement on how the Pupil Premium funding has been used published on the school website. The use of Pupil Premium Funding will be carried out within any statutory requirements published by the Department for Education.

2. Current attainment

Both statutory assessments and our internal assessments show PP children making good progress. We have decided not to publish data on the attainment and progress of PP children in statutory assessments as with so few PP children in each year group, individuals would be identifiable. It would also be inappropriate to base our self-evaluation on such small cohorts, given the inevitable variability. Instead, we focus on individual PP children

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	PP pupils do not always make better than expected progress in maths from their starting points
B.	Weaknesses in learning behaviours e.g. lack of concentration and independence.
C.	Social and emotional problems affecting wellbeing and progress.

External barriers

C	Absenteeism
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4. Outcomes		Success criteria
A.	Improve and accelerate maths skills for pupils eligible for PP	All pupil premium children make at expected progress in maths.
B.	Improved learning behaviours	Improvement in learning behaviours are evident through observations, learning walks, pupil progress meetings and tracking, termly structured conversations with parents and pupils.
C.	Pupils who are sociably robust	Improvements in the overcoming barriers for specific pupils including reduction in friendship/ social issues.
D.	Improved attendance	Attendance for all Pupil premium pupils is 97%.

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?
Improved learning behaviours	Daily focus on schools' values. Developing pupils engagement in class and taking responsibility for own learning Self and peer assessment, Learning. Computing lessons in small year groups. Structured conversations with parents.	Pupil progress meetings have highlighted some pupils for whom poor learning behaviours are preventing progress - pupils lack independence, resilience and are easily distracted. Recognition by all staff of pupils who action the school's values and pupils' names displayed on the value tree. Focus from Reception to Year 6 on developing age appropriate strategies to enable pupils to take more responsibility for their own learning and self/ peer assessment. Computing lessons in small year groups to reinforce independence and resilience. Structured conversations with parents to embed strong home/ school partnerships for the benefit of the pupil.	Lesson observations, regular drop in visits by Head to observe learning behaviour and learning. Conversations with pupils and Learning walks. Pupils progress meetings and tracking.	Head and SENDco	End of term/ year progress

Total budgeted Cost £3,485

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?
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Pupils will be secure in key skills in maths.	Small group work with experienced TAs. Continue to provide TA support in the classes with a focus on PP needs.	Pupils who have been identified as not on track to meet their end of year target in maths. This will reinforce basic skills.	Pupil progress meetings three times a year to track each pupil's progress in maths. Ongoing monitoring by Subject leader, Head, SENDco and Governors.	Mathsco and SENDco	Head, Mathsco, SENDCO and Governors
Pupils will make expected level in end of Key Stage SATs	Booster club for Years 5/6 pupils with experienced teacher.	Pupils who have been identified as having gaps in their understanding and	Pupil progress meetings three times a year to track each pupil's progress. Monitoring by Subject leaders, Head, SENDco and Governors.	Gavin Pugh	Mathsco, Litco, Head and Governors
Total budgeted cost					£700
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?
Pupils who are sociably robust	PSHCE lessons. Opportunities to develop good self-esteem - after school clubs, swimming lessons and educational visits. Counselling for specific pupils.	Build on the PSHCE lessons already developed in school. We intend to use extra-curricular activities to develop pupils' self-esteem, confidence, social skills and friendships. For pupils with more specific needs we will employ a counsellor for weekly one to one sessions	Feedback from class teachers, instructors and TAs. Tracking pupil progress	Head	Termly

Improved attendance	Liaison with parents by class teachers and Head to promote better attendance. Structured conversations with class teacher.	Whole school attendance is 97%.A few pupils have attendance issues and this will be an area of focus in Structured Conversations with parents.	Monitor attendance.	Head and Administrator	Monthly
Total budgeted cost					£1000

6. Review of expenditure				
Previous Academic Year		2014/15		
i. Quality of teaching for all				
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
Good progress by PP pupils	Smaller KS2 class sizes. AFA coach to monitor the impact of AFA strategies on pupil progress.	PP children made at least as good progress as Non-PP children with similar starting points. (See tracking file) Support from home more focused due to termly structured conversations.	PP pupils have benefited from smaller class sizes in KS2 and their progress has been as least good, therefore we intend to continue with this next year. Structured conversations are embedded across the year groups. Termly meetings with AFA coach.	£4,000

ii. Targeted support				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this approach?	How will you ensure it is implemented well?	Cost
Pupils will be secure in key skills in maths and English.	Small group work with experienced TAs twice a week. Continue to provide TA support in the classes with a focus on PP needs.	Pupils who have been identified as not on track to meet their end of year target in reading, writing and/or maths. This will reinforce the basic skills to enable them to make progress.	Pupil progress meetings three times a year to track each child's progress in maths. Ongoing monitoring by Subject leaders, Head, SENDco and Governors.	£500
Pupils will make expected level in end of Key Stage SATs	Booster club for Years 5/6 pupils with experienced teacher.	Pupils who have been identified as having gaps in their understanding and	Pupil progress meetings three times a year to track each pupil's progress. Monitoring by Subject leaders, Head, SENDco and Governors.	£1,000
iii. Other approaches				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this approach?	How will you ensure it is implemented well?	Cost

Social, emotional and behavioural development promoted through the curriculum and through school life.	Nurture groups lead by experienced TA. After school clubs Swimming lessons	Pupils will not make progress and achieve well if they have emotional issues. By addressing these issues we hope that the pupils will be happier and more resilient and be able to focus more on learning.	Through informal discussions with the TA, instructors, parents and pupil. Through tracking progress at pupil progress meetings.	£1,000

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.