

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

2. Current attainment	
<p><i>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.</i></p>	
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.	Weaknesses in learning behaviours e.g. lack of concentration and independence.
B.	Social and emotional problems affecting wellbeing and progress.
External barriers	
C	Absenteeism

4. Outcomes		Success criteria
A.	Improved learning behaviours	Improvements in the learning behaviours demonstrated by targeted pupil premium pupils are evident through tracking of pupil progress and conversations with pupils.
B.	Pupils who are sociably robust	Improvements in the overcoming barriers for specific pupils including reduction in friendship/ social issues.
C.	Improved attendance	Attendance/punctuality issues diminished.

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	Collective worship focus on schools' values. Reward and recognition of those pupils who action the values. Smaller KS2 class sizes. Computing lessons in small year groups. Focus on pupils engagement in class and responsibility for own learning–Mathletics Self and peer assessment, learning What to do if they are stuck on a task. Structured conversations with parents.	Pupil progress meetings have highlighted some pupils for whom poor learning behaviours are preventing progress - pupils lack independence or are easily distracted.	Lesson observations and drop in visits to class to observe learning behaviour.	Head and SENDco	Pupil progress meetings Work scrutiny 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?

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					£1,200
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.	Build on the PSHCE lessons already developed in school. We want to use extra-curricular activities to develop pupils' self-esteem, confidence, social skills and friendships.	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 three times per year.	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					£500

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.

Counselling provided for pupils

An iPad has been purchased to facilitate learning in class

One computer has been purchased to support learning in class

