



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

1. Summary information					
School	Ampney Crucis C/ E Primary School				
Academic Year	2017/18	Total PP budget	£6,900	Date of most recent PP Review	November 2017
Total number of pupils	94	Number of pupils eligible for PP	8 (2 pupils joined in term 6)	Date for next PP Strategy Review	February 2018

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	
<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>	
3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	PP pupils do not always make better than expected progress in maths from their starting points
B.	Social and emotional problems affecting wellbeing and progress.
External barriers	
C	Absenteeism

4. Outcomes		Success criteria
A.	Improve and embed maths skills of pupils eligible for PP	All pupil premium children make at expected progress in maths.
B.	Pupils who are sociably robust	Improvements in the overcoming barriers for specific pupils including reduction in friendship/ social issues.
C.	Improved attendance	Attendance for all Pupil Premiums is 97%.

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. 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?
Improve and embed maths skills of pupils eligible for PP	Two experienced TAs to attend Catch up Maths training in September 2017. They will work with pupils on a one to one basis and provide support in the class. So developing and embedding key skills.	Pupils who have been identified as not on track to meet their end of year target in maths. Each pupil will be assessed to identify the specific gaps in their learning and support will be planned to address these through one to one support. The application of these skills will be supported in small groups in class.	Pupil progress meetings three times a year to track each pupil’s progress in maths. Moderation of maths by all staff in terms 2 and 4. 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	Small groups for daily letters and Sounds lessons. Daily precision teaching for identified pupils in KS1 and 2. Booster club for Years 5/6 pupils with experienced teacher.	Pupils who have been identified as having gaps in their understanding and are not on track to meet their end of year targets.	Pupil progress meetings three times a year to track each pupil's progress. Monitoring by Subject leaders, Head, SENDco and Governors.	Mathsco, Litcos and SENDco	Mathsco, Litco, SENDco, Head and Governors
Pupils who are sociably robust	Experienced TA will undertake the ELSA training September 2017- March 2018 to enable us to support pupils' emotional and developmental needs. PSHCE lessons. Opportunities to develop good self-esteem - after school clubs, swimming lessons and educational visits.	Identified pupils will receive ELSA support. This will have a positive impact on their confidence and self-esteem and allow them to achieve in school. Build on the PSHCE lessons already developed in school to include an age appropriate focus on mental health. We will continue to use extra-curricular activities to develop pupils' self-esteem, confidence, social skills and friendships.	Feedback from class teachers, instructors and TAs. Pupil progress meeting and Tracking pupil progress.	Head	Termly
Total budgeted cost					£6,800
ii. 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?

Improved attendance	Liaison with parents by class teachers and Head to promote better attendance. Structured conversations with class teacher.	Whole school attendance is 97%. The pupils attendance will be an area of focus in Structured Conversations with parents.	Monitor attendance on a daily basis and quickly engage with the parents of those pupils who are off most frequently to ensure their child is back at school.	Head and Administrator	Monthly
Total budgeted cost					£100

September 2017