



Pupil Premium Strategy Statement 2016-2017

1. Summary information					
School	Gargrave CE Primary School				
Academic Year	2016/17	Total PP budget	£19,940	Date of most recent PP Review	April 2017
Total number of pupils	123	Number of pupils eligible for PP	13 @£1,320 per child 2 @ £1,620 per child 1 @£300 per child 16 in total 17 pupils at April 2017	Date for next internal review of this strategy	July 2017

2. Current % attainment and progress 2014-2016 of disadvantaged pupils		
	<i>KS2 (6 pupils)</i>	<i>KS1 (8 pupils)</i>
% achieving the expected standard or above in reading	83%	75%
% achieving expected standard or above in writing	83%	50%
% achieving expected standard or above in maths	66%	50%
% making at least the expected levels of progress in reading	83%	88%
% making at least the expected levels of progress in writing	83%	75%
% making at least the expected levels of progress in maths	66%	88%

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.	4 pupils (27%) within this group have arrived at other times than starting school, including multiple school moves.
B.	Improve attention and listening skills
C.	Improve behaviour for learning through school rules and growth mindset.
D.	Boost confidence and self esteem
External Barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Improve family engagement- parents to be involved in learning, and have the confidence to help their child.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To look into tracking data within school and use to clearly highlight to all staff who are pupil premium children are and whether they are making at least expected progress.	Pupils eligible for PP are tracked to meet age related expectations. Pupil results from other schools are looked into as starting points to make progress.
B.	School rules are adhered to- in particular good listening and good looking.	Interventions have clear success criteria for listening.
C.	Good behaviour for learning	Behaviour book shows reduction in negative incidents and increase in positive.
D.	Improved confidence of our PP children so that they know that they can achieve anything. Brainbuilder monitoring, spelling results, reading challenge	Confidence improved around school and children taking more of an active role in class, around school and in clubs set up by the school and external agencies.
E.	Increased confidence from parents how to help their child.	Children feel supported, either at school or at home.

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	Review date and impact
Improved confidence of our PP children so that they know that they can achieve anything	<p>Friendship Group</p> <p>Promote confidence through access to a variety of events and learning outside of the classroom to set high aspirations.</p> <p>£1400</p>	<p>Staff have been ELSA trained, so have the skills to deliver programme to increase self-esteem. We want to invest some of the PP in longer term change which will help all pupils. We want to try alternative strategies to boost confidence and therefore ultimately results in the classroom e.g. paying for sports, art work and other learning outside of the classroom sessions</p>	<p>Pupil Questionnaire Increased confidence seen in pupils Pupil achievements and aspirations are seen to rise Feedback from parents and staff</p>	Mrs Peel	<p>Dec 2016 Kanga sports accessed SELFA clubs in Skipton School council STEM and comic club with a focus on PPP-engaged and gave them a 'voice' Focus Y4,5,6 Spring 2017- 6 pupils 6 weeks Feb 2017</p> <p>KANGA sports used for KS1 PPP- and dance club. Parental feedback said that they would like non-sport activities, commence May 2017</p>

<p>Improved progress for all of our pupil premium pupils</p>	<p>Teaching assistant deployment</p> <p>CPD on looking at alternative provision and work for our PP pupils.</p> <p>£9620</p>	<p>We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of teaching assistants in practices to provide stretch and encouragement for these pupils</p>	<p>Work scrutiny Lesson observations (1:1 included) effective deployment of TA's across the school to support learning of all PP pupils</p>	<p>Mrs Peel</p>	<p>Dec 2016 TA training 1.12.16. writing, 3.1.1.7 TA maths training Leadership team been on maximising the use of TA's Nov 16 Review use TA's Jan 17. Spring 17- trial modification to homework to increase engagement. One class has dedicated PPP target time April 2017 Homework trial positive- look to roll across school Performance management used to reflect on TA deployment with a focus on PPP. Aim to share planning time with class teachers in summer 2017</p>
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Improved engagement with reading and this in turn impacting on writing.	Magazine Subscription £200 (4 classes say £50 each)	Older class already subscribe to First News- which they love. Other classes to have their own subscription enabled.	Lesson observations Talking to pupils about their reading habits.	Mrs Handley	Dec 2016 Ash class- animals and you Tagged into a reading racetrack challenge – much increased frequency of reading Feb 2017- are the magazines being used? Reading corner in classes improved engagement and includes books from the library Magazines very popular in all classes. Improvement in amount of reading
Total budgeted cost					£11220
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	Review date and impact

<p>Pupils achieve age-related or greater</p>	<p>1:1 English 1:1 Maths This has had a proven positive impact previously Resources purchased to support this will be tried and tested and effective strategies e.g. 1st Class @Number, £6 500</p>	<p>Some of the students need targeted support to catch up or extend their learning. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p>	<p>Progress tracked through sessions- start and end reports Effective use of Mrs Woolsteine-Holme and Mrs Slaven- drop ins Pupil Questionnaire Children making at least expected progress</p>	<p>Mrs Wolsten holme Mrs Peel to lead</p>	<p>Dec 2016 One has made good progress and writing has really improved. Increase in output. Another pupil has made progress in class but applying to tests is still required 1;2 maths and booster group after school and in class Feb 2017 Booster groups are enabling pupils to realise their potential.</p>
<p>High needs pupils are tracked using P-Scales and evidenced using these rather than the national year group expectations grid. Targets set using FFT data and tracking within school</p>	<p>SEN pupil+Pupil premium Use of P Scales to show smaller steps and progress as new expectations grid cannot show these smaller steps £500</p>	<p>We want to provide extra support and evidence of the great progress that our high needs PP pupils are making.</p>	<p>Engagement with parents and pupils to show the amount of progress that is being made.</p>	<p>Mrs Peel 1:1 support staff</p>	<p>Dec 2016 2 SEN pupils are bring tracked on p scales- bought dynamo maths and personalised programme being implemented for 3 pupils. Continue this. First class @ number spring 2017 April 2017 dynamo maths having an impact- EMS used to support ideas for learning</p>

Homework Club- pupils complete homework,	<p>Out of School Club</p> <p>Include in out of school club, staff have knowledge and time to give additional help</p> <p>£600</p>	Some of these pupils do not complete homework, they feel different. Their progress is reduced.	Staff at out of school club to inform school of the actions. Class teachers to monitor the quantity and quality	Mrs Peel	<p>Dec 2016 Hearing readers supporting homework 6 pupils currently accessing. Continue and review in Feb 2017 April 2017- great quality of homework and parental engagement through planner Specific homework is set for individuals, marked and feedback given to child and parent</p>
Parental engagement	<p>Fortnightly meeting with two families to discuss current attainment and how they can support at home</p> <p>£0</p>	We feel that targeted support for two families who each have 2 pupils would have quick impact on the progress of the pupils.	Pupil progress meetings and reports to governors on this action.	Mrs Peel Plus Class Teachers	<p>Dec 2016 Staff have run this with 2 families and there has been an increase in engagement. Staff feel this has improved engagement but time commitment from staff- possibly increase Feb 2017 April 2017- parents prefer planner communication, continue to support extra homework given.</p>
Total budgeted cost					£7700
					£11220

Total So far (QTfA +TS)					£18820
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 look smart and feel included	Uniform Quick and easy impact to enable individuals to feel included. £150	Campaign in school wide on consistent uniform has improved behaviour.	Staff to share uniform concerns.	Mrs Peel	Dec 2016 Improvement in presentation of these pupils April 2017- continue to look well presented. Two jumpers bought for individuals.
Self-esteem	Nurture Group – through nature work and forest school activities £1000-Awards for All funding)	Sarah DeNurchello has led this successfully in other schools.	Termly monitoring Jan 17- for the following year	Sarah DeNurchello	March 2017 Awarded 2016- programme to begin in 2017 April 2017- 3 sessions completed- popular with all.
Pupils experience enrichment activities in the holidays reducing rural isolation	SELFA Cluster wide provision adds greater value than put in, £997	Reports over past few years. Lottery bids Targeted support	Joanne DeVille to signpost families to this service, Reports from SELFA on attendance and impact	Mrs DeVille	Dec 2016 Majority access this for activities and holiday club. Impact out ways the costs. Signpost to all pupils via the newsletter. April 2017- take-up is variable- ask new leader to present in assembly. School raised money for this through non-uniform day to promote the provision.

Total budgeted cost	£1147
Total = (QTfA +TS+OA)	££11220 + £7600+£1147= £19947