

Pupil Premium Grant

Pupil Premium Plan 2017-2018 in response to the report from the Education Endowment Foundation and Sutton Trust, the following provision is planned.

Allocation £23 160 (comprising free school meal, looked after and service).

Barriers to learning include attention, self-esteem and more support needed for out of school support.

Pupil Premium Strategy Statement 2017-2018

1. Summary information					
School	Gargrave CE Primary School				
Academic Year	2017/18	Total PP budget	£23 160	Date of most recent PP Review	July 2018
Total number of pupils	123	Number of pupils eligible for PP	13 @£1,320 per child 3@ £1,620 per child 1@£300 per child 17 in total 20 pupils at July 2017	Date for next internal review of this strategy	See plan 2018-2019

2. Current % attainment and progress 2014-2017 of disadvantaged pupils		
	KS2 (7 pupils)	KS1 (13 pupils)
% achieving the expected standard or above in reading	86%	77%
% achieving expected standard or above in writing	86%	54%
% achieving expected standard or above in maths	57%	62%
% making at least the expected levels of progress in reading	86%	92%
% making at least the expected levels of progress in writing	86%	76%
% making at least the expected levels of progress in maths	57%	92%

3. Barriers to Future Attainment (for pupils eligible for PP including high ability)	
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.	Time for individual and group support
D.	Boost confidence and self esteem
External Barriers (issues which also require action outside school, such as low attendance rates)	
E.	Improve family engagement- parents to be involved in learning, and have the confidence to help their child.

4. Outcomes

	Desired outcomes and how they will be measured	Success criteria
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. Target Tracker is used by all staff to track progress.
B.	Improved listening and attention	Interventions have clear success criteria for listening used at before the end of interventions
C.	Gap in attainment is closed	Tracking shows that interventions have the impact on learners
D.	Improved confidence of our PP children so that they know that they can achieve anything.	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. Triangle Club supports homework and gaps in knowledge

5. Planned Expenditure

Academic year	2017/18
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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.</p> <p>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</p> <p>Increased confidence seen in pupils</p> <p>Pupil achievements and aspirations are seen to rise</p> <p>Feedback from parents and staff</p>	<p>Mrs Peel</p>	<p>May 2018</p> <p>Monitoring spring 18 reported pleased to attend climbing competition "great to be chosen".</p> <p>Pupils reported that they have improved at writing "my writing, there are targets in my book". They all said their handwriting was better.</p> <p>Maths was rated favourite subject by more pupils for the first time.</p>
Improved progress for all of our pupil premium pupils	<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</p> <p>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>Jan 18 - Friendship Group being received positively</p> <p>May 2018</p> <p>Monitoring shows books contain improved quality and quantity of work. Marking is clear and pupils respond in green consistently.</p>
Improved engagement with reading and this in turn impacting on writing.	<p>Magazine Subscription</p> <p>£200 (4 classes say £50 each)</p>	<p>Older class already subscribe to First News- which they love.</p> <p>Other classes to have their own subscription enabled.</p>	<p>Lesson observations</p> <p>Talking to pupils about their reading habits.</p>	<p>Miss Hesleden</p>	<p>Salford reading tests show net gain of greater than 3 months over time period.</p> <p>May 2018</p> <p>Frequency of reading higher for all cohorts, focus Y5 next</p>
Total budgeted cost					£14160

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
Pupils achieve age-related or greater	<p>1:1 English 1:1 Maths</p> <p>This has had a proven positive impact previously</p> <p>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.</p> <p>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</p> <p>Effective use of Mrs Woolsteine-Holme and Mrs Slaven- drop ins</p> <p>Pupil Questionnaire</p> <p>Children making at least expected progress</p>	<p>Mrs Wolstenholme</p> <p>Mrs Peel to lead</p>	<p>Booster group & most able - very popular</p> <p>16.1.18</p> <p>1:1 with Mrs Slaven work boosting confidence & understanding</p> <p>Success @ arithmetic to commence.</p> <p>May 2018- not run in favour of same day maths for focus pupils.</p> <p>May 2018- improved handwriting in year 6</p> <p>Inference reading groups and whole class guided reading is helping to give pupils confidence to apply their knowledge.</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	<p>SEN pupil+Pupil premium</p> <p>Use of P Scales to show smaller steps and progress as new expectations grid cannot</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</p> <p>1:1 support staff</p>	<p>Dynamo maths. Additional staffing and full time TA in class.</p> <p>Multi agency meetings to set & review individual targets.</p> <p>May 2018: pupils with</p>

tracking within school	show these smaller steps £500				high needs are making steady progress. EHC request submitted for two pupil premium pupils.
Homework Club- pupils complete homework,	Out of School Club Include in out of school club, staff have knowledge and time to give additional help £600	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	marked and feedback given to child and parent 1 weekly session at Triangle Club offered and taken up. May 2018- booster clubs for year 6 and breakfast for all
Parental engagement	Monthly meeting with parents of pupils with multiple pupils and those with lower attendance £0	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	May 2018 Parent involved in this project last year, pupils have sustained and diminished the difference.
Total budgeted cost					£9000
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.	Campaign in school wide on consistent uniform has improved behaviour.	Staff to share uniform concerns.	Mrs Peel	May 2018- signposting pupils to application forms- Gargrave Lands Charity May 2018- Uniform provided

	£150				
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	Forest School planned for Summer Term 2018
Pupils experience enrichment activities in the holidays reducing rural isolation	SELFA Cluster wide provision adds greater value than put in, 5% of pupil premium grant £1158	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	Ongoing. 8 Children attended multiple sessions (Autumn 2017) May 2018- aquasplash, climbing and badminton targeted. SELFA £5111 gain in activities from pupils attending.
Total budgeted cost					£1147
Total = (QTfA +TS+OA)					

This plan will be reviewed with chair of governors termly.