

Pupil premium strategy statement (primary)

1. Summary information					
School	Great Witchingham Primary Academy				
Academic Year	17/18	Total PP budget	£18,480	Date of most recent PP Review	Sept 17
Total number of pupils	82	Number of pupils eligible for PP	13	Date for next internal review of this strategy	March 18

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	54%	60%
% making progress in reading	77%	71%
% making progress in writing	69%	79%
% making progress in maths	54%	75%

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.	Low attainment on entry. Pupils need to be able to access the curriculum and make accelerated progress through the school.
B.	Delayed Speech and Language. Pupils need to develop language skills. Poor speech and language prevents the acquisition of reading skills.
C.	Lack of family stability. Children need support to deal with social and emotional issues before they are ready to learn.
D.	Children acting as young carers. Children often tired and worried about what happens at home when they are not there.
E.	Low income & poor housing conditions. Children are not able to complete work at home, have no access to the internet and have limited opportunities for extra curricular activities.
F.	Family mental health. Children often worried and tired through inconsistent boundaries and care at home. Sometimes manifests as poor behaviour.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
G.	Attendance rates for children with PP were 92% (2016/17). This reduces their school hours and causes them to fall behind.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All children enter Yr R ready to learn and socially integrate.	Pupils eligible for PP make at least as good progress as non-PP children to diminish the gap and achieve age related expectations.

B.	Improve children's language skills to enable them to access the curriculum.	Children will access appropriate support and make rapid progress to meet age related expectations.
C.	Children feel secure in school.	Children have the strategies to recognise and deal with emotional issues appropriately.
D.	Children are supported by professionals to understand their worries.	Children understand their home circumstances and feel confident to learn while they are in school
E.	Children are able to complete home learning and have the same opportunities as their peers.	Children do not feel disadvantaged by home circumstances.
F.	Children are able to access learning and make good progress. They are able to take part in extra curricula activities if they wish to.	Children are making at least as good progress as their peers and family are supported by outside agencies where necessary. Children are able to access extra curricula activities.
G.	Increased attendance rates for PP pupils.	Reduce number persistent absences. Overall attendance improves to be in line with non-PP children.

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. 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?
B. Improve children's language skills to enable them to access the curriculum.	All Yr R children assessed by teachers on entry. TAs and Teachers trained to deliver intervention	Previous intervention of this kind has ensured good progress. It has been shown that children with poor speech and language struggle to develop reading and writing skills.	Dedicated time to deliver intervention. Regular reviews. EYFS taught separately 80%	CD	Termly Pupil Progress interviews.
C.Children feel secure in school.	PaTHs program consistently taught and applied. JONK / growth mindset training for staff .	PATHS program has evidence to show improved confidence and improved relationships between adults and children in school. Growth mindset has been shown to increase children's resilience to dealing with challenging situations.	Quality Training for all staff. Consistent approach and involvement of whole Federation community.	MM	Termly.
Total budgeted cost					£8,500
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?
F.Children are able to access learning and make good progress.	ECaR Sounds Discovery Rapid Reading Lexia 1 st Class at number	Interventions used over time have proven to be effective in diminishing the gap between PP children and their peers.	Additional TA to deliver intervention. Quality training for TAs.	RN	Termly at pupil progress interviews.
D. Children are supported by professionals to understand their worries.	Outside agencies used to support individuals using solution focussed approach.	Trusted professional service with complex needs experience including: Engage Service Pets as Therapy	Regular feedback from professional and child/carer.	RN/SD	Every 6 weeks.

E. Children are able to complete home learning and have the same opportunities as their peers.	TA runs before school 'club' to enable children to complete home learning and access web based programs to support class work. Places on trips and for clubs are funded.	This has been an effective method used in one of the other schools in the Federation.	Senior leaders in the school will monitor the sessions regularly.	SD	Reviewed termly.
Total budgeted cost					£10,000
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?
A.All children enter Yr R ready to learn and socially integrate.	Increased contact with onsite pre-school and other pre-school settings. CD to work with staff to facilitate smooth transition by ensuring preparation for school is appropriate. Home visits made where necessary.	It has been recognised that if children are well prepared for school, they settle quickly and make good progress.	Through performance management review and the use of appropriate training where necessary. Time will be given to EYFS teacher to liaise with pre-school settings.	CD	Termly
G.Increased attendance rates for PP pupils.	Attendance awards. Letters to families if attendance drops. Referral to attendance officer as necessary.	Attendance has improved since using this approach.	Weekly attendance check.	RN	½ termly
Total budgeted cost					£1000

Review of 2016/17 PPG is detailed in Pupil Premium Report 2016 -17 and can be found on the website www.trinityfederation.co.uk or on request from the school office.