

## Pupil Premium Strategy Statement: Helpringham Primary School

1. Summary Information					
School	Helpringham Primary School				
Academic year	2017/18	Total PP budget	£47,520	Date of most recent pp review	January 2017
Total number of pupils	99	Total number of pupils eligible for PP	36	Date for next external review of this strategy	October 2017 (Completed)

2. Current Attainment – 2017 Data			
		Pupils eligible for PP	All Pupils (national)
Year 6	% achieving at or above in reading, writing and maths	67%	61%
	% achieving at or above in reading	100%	71%
	Progress in reading	-4.37	-
	% achieving at or above in writing	100%	76%
	Progress in writing	-0.61	-
	% achieving at or above in maths	67%	75%
Year 2 SATs	% achieving at or above in reading	62%	76%
	% achieving at or above in writing	37%	68%
	% achieving at or above in maths	50%	75%
	Passing the phonics screening check by the end of year 2	100%	93%
Year 1 Phonics	Passing the phonics screening check	33%	81%
EYFS	Achieving a good level of development	40%	71%
3. Barriers to future attainment ( for pupils eligible for PP including high ability)			
In-school barriers (issues to be addressed in school, such as poor oral language skills)			
A	For some pupils eligible for pupil premium, their emotional readiness for learning is a barrier to their progress. This is often due to personal and social trauma/poor home learning environment)		
B	Some pupils eligible for PP have attained less well than their peers in reading, writing and maths to date. In reading this is due to the children’s ability to comprehend sufficiently well, what it is they are reading in order to make inferences about the text and predict what will		

	happen next. In writing, the pupils are able to construct writing well but do not have sufficient grasp of the technical aspects in order for them to use grammatical terms accurately and use wider forms of punctuation. In mathematics pupils did not have a sufficient grasp of place value, the number system, and measures so this impedes their progress in understanding mathematical concepts.
External barriers ( issues which also require action outside school such as low attendance rates)	
C	Pupils with PP have involvement with external agencies to aid them in developing emotional readiness for learning as a result of personal and social trauma/poor home learning environment
D	Attendance

4. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A	Emotional issues of pupils addressed through improving attentiveness, resilience and engagement.	Pupils are more able to access learning and make progress in line with non PP pupils
B	Higher rates of progress in reading in both key stages (Especially KS1)	Pupils eligible for PP make as much progress as 'other' pupils in reading, writing and maths. This will be measured by teacher assessments and moderated across other schools.
C	Higher rates of progress in writing in both key stages (Especially KS1)	
D	Higher rates of progress in maths in both key stages (Especially KS1)	
E	Attendance – Overall PP children’s attendance was 94.1% between September 2017 and April 2018 where necessary, intervention will be given to support families.	PP children have a similar attendance rate as all other children.

5. Planned Expenditure	
Academic Year	2017/18
Improving classroom pedagogy, provide targeted support and support whole school strategies using PP	
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 well implemented	Staff Lead	Date of reviewing implementation	Cost
a. Pupils engaged in learning and making good progress	Staff training on high quality feedback/critique and marking Review of feedback and marking policy to assess the consistency and the effectiveness in supporting pupil progress	A range of evidence including EEF toolkit, identifies effective feedback and marking as an means of improving attainment and progress for pupils and an agreed approach and policy will ensure this is embedded into practice across the school	Staff training for effective feedback/critique and marking. This includes LSA's. Review of work to ensure consistency and positive impact of policy  Monitoring of pupil progress (individual and groups) at pupil progress meetings	GC	July 2018.	Staff training
b. New creative curriculum used to motivate and inspire pupils to learn and to be able to self –assess their progress	A whole school thematic approach to learning using 'Cornerstones Curriculum'	Cross-curricular teaching and learning gives children the opportunity to use and apply skills and knowledge learnt through discrete teaching. This enables a mastery approach to learning.	Staff training throughout the academic year 2016 with follow up CPD addressed through staff meetings and specific support for individuals.	GC	July 2018	Purchase of scheme  Staff training costs
c. Improved progress in reading	Use of guided reading to enhance reading stamina, improve comprehension including higher order reading skills of inference and deduction	All readers benefit from guided reading. Whole group instruction has its place in literacy programmes, but there are great benefits to students who are given the opportunity to have differentiated, teacher-led instruction in a small group setting. During small group	Staff training on Guided Reading  Purchase of additional guided reading texts	GC	July 2018	Purchase of extra resources for guided reading

		reading instruction, the teacher's goal is to assist pupils in developing an understanding of what they are reading, but also to encourage students to apply reading strategies they will need to become independent readers				
d. Improved progress in writing	To improve the technical skills in writing including grammar, punctuation, spelling and handwriting. To improve the quality of writing using high quality stimuli including the visual image	Engaging students in visual literacy instruction changes their learning experience by encouraging them to examine and think critically about the non-linguistic messages that they encounter in all aspects of their lives.	Staff training With English consultant  Nelson handwriting scheme (tbc)	GC	July 2018	Staff Training
e. Improved progress in mathematics	To improve calculation and problem solving skills through the introduction of a new calculation policy, a whole school focus on mental arithmetic, especially multiplication skills and applying these	Staff to enhance provision of problem solving and mental arithmetic skills in a range of cross curricular opportunities. Introduction and use of concrete, iconic and symbolic process in Math's.	Staff training With Math's consultant  Purchase of concrete resources  Working with external Maths Consultant to create new whole school curriculum (medium/long term planning).	GC / Math's Leader	July 2018	Staff training

	to multi-step problems. Pupils will have a range of manipulatives to aid their learning.					
<b>Total budgeted cost</b>						£47,000 (Staffing and Resources)