

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School: New Mills					
Academic Year 2016-17		Total PP budget	£44000	Date of most recent PP Review	May
Total number of pupils	184	Number of pupils eligible for PP	33	Date for next internal review of this strategy	Jan 18

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected or above in RWM	50	
% making progress at least in line with national (Zero score) in reading	100	
% making progress at least in line with national (Zero score) in writing	100	
% making progress at least in line with national (Zero score) in maths	50	

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.	Progress in oral language skills/phonics is slower for PP than other pupils	
B.	Self-esteem and confidence can slow progress	
C.	Progress with mastery of basic maths skills is slower for some PP pupils compared with other pupils.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance and punctuality of PP pupils is the same as for all pupils	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improve oral language skills for pupils eligible for PP	PP pupils meet expectations.
B.	All PP pupils make the same phonics/writing progress as all pupils	Good progress for all pupils
C.	All PP pupils make the same progress in maths as all pupils.	Good maths progress for all.
D.	Increased attendance for parents of PP pupils at parent info evenings/structured conversations	Greater parent participation

5. Planned expenditure					
Academic year	2016-2017				
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?
Improve oral language skills	Staff delivery of Talk Boost programme	Staff are experienced in using this programme with positive results	Regular review of programme with staff / DH. Monitoring progress	Deputy Head	January 2017 May 2017
Increase rates of progress: phonics/writing	Additional TA groups lead by Additional TA	All TA staff are trained and experienced in delivery of the phonics programme.	Regular review of programme, monitoring of pupil progress	Deputy Head	January 2017 May 2017
Increase rates of progress; basic maths	TA timetabled to support class maths	TA and staff experienced in working together to support target groups	Regular review of pupil progress through testing/moderation of work.	Maths coordinator	January 2017 May 2017
Total budgeted cost					i +ii +£44000
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?
Improve oral language skills	Talk Boost in maths delivered by TA	Some pupils need targeted support. The programme has been successful in NMP	Timetabled delivery of the programme. Monitoring progress	Deputy Head Class teacher	January 2017 May 2017
Increase rates of progress: phonics/writing	Read/Write Inc programme groups	All staff experienced in delivery of the programme with excellent results	Timetabled delivery of the programme. Monitoring progress	Deputy Head Class teachers	January 2017 May 2017
Increase rates of progress; basic maths	Additional classroom support by TAs	Staff and TAs work closely, know the target groups. Past successes.	Timetabled delivery of the programme. Monitoring progress	Maths coordinator	January 2017 May 2017
1:1 for target PP pupils	IMPACT	PP pupils sometimes lack confidence and require 1:support in specific areas	Monitoring by class teachers	HT	May 2017
Total budgeted cost					i +ii =£44000
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?

Increased attendance at parent meetings	Structured conversations (AfA)	We have AfA Quality Mark; a main focus is Structured conversations with parents	Monitoring with AfA consultant and cluster schools	Head teacher	January 2017 May 2017
Improve self-esteem and confidence	Forest Schools Outdoor education	Additional opportunities for target pupils	Monitoring by SMT	HT	May 2017
Total budgeted cost					£44000

6. Review of expenditure				
Previous Academic Year		2015-2016		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve phonics/writing progress	Update training in R/W.Inc for all staff	Progress in phonics and writing is good across the school. Y6 Sats reading results were especially good.	Staff must continue to receive the training updates to keep in line with DfE curriculum changes	TA cost £44000
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve Y6 writing results	Add TA time for experiential writing	Improved pupil confidence and enjoyment of writing (esp experimental writing) .Y6 achieved expected level	Experiential writing works. It is fully embedded in all year groups and is being used across the curriculum too.	TA cost £44000
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
More visits/trips for target pupils	Trips: café/library shops/Forest	Pupils responded really well and enjoyed the extra visits. Their self-esteem was raised.	Raising self-esteem through Forest schools activities is very successful	£0

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

An additional action during 2015-16.

During the year we were given the opportunity of working with the NM Sustainability group. We set up the edible garden with their support.

PP pupils and others across school helped grow, harvest and eat the products. The outcomes were all positive.

ETHUSE funding for disadvantaged pupils to support engagement of pupils and parents in scientific discovery (bid made May 32017)

