



Pupil premium strategy statement:

1. Summary information					
School	St Peter's Brafferton CE (VA) Primary School				
Academic Year	2017/18	Total PP budget	£9080	Date of most recent PP Review	September 2017
Total number of pupils	52	Number of pupils eligible for PP	7 (2 also have SEND; 1 also has an EHCP)	Date for next internal review of this strategy	September 2018

2. Current attainment		
Attainment for: 2016/17 (7 pupils) Whole school	<i>Pupils eligible for PP (your school)</i>	<i>End of KS2 Pupils not eligible for PP (your school/national Y6)</i>
% achieving expected standard or above in reading, writing and maths	1/7	No PP children in Y6 2017/ 71% St Peter's / 61% National
% achieving expected standard or above in reading	3/7	100% / 76% National
% achieving expected standard or above in writing	2/7	71% / 76% National
% achieving expected standard or above in maths	3/7	100% / 75% National

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Low attainment and progress, particularly in writing and maths, compared to non PP children
B.	Poor reading skills (phonics) for children who also have SEND
C.	Social and emotional needs and approach to challenge
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Attendance, particularly for one child

E.	Lack of routine (sleep, food, homework); impact on SEMH of children of split parental care and difficult relationships between parents	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children make expected or better attainment and talk with enthusiasm about their academic future	Children talk about their future with enthusiasm Children talk about academic targets with excitement Children set/attempt challenging targets and tasks Children speak ambitiously about their future at Secondary school and work.
B.	PP children's reading and writing improves in line with non-pp children	PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in spelling Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in writing in line with non-PP children.
C.	Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Children retain more friendships Children have less fall-outs Children need less support in class time to resolve friendship issues
D.	The attendance of PP child with an EHCP improves	PP child with EHCP builds up to accessing a full timetable Attendance for PP children is in line with national
E.	Attainment, progress and approach to challenge improve as children's SEMH improves	Support for families is in place to alleviate external influences on social emotional and mental health Attainment and progress in RwrM is 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?
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	PHSE lessons are regular Circle time etc. Class ethos is agreed on a classroom charter to ensure all children feel safe to talk about their feelings. Whole school focus on golden rules and our Christian Values.	Circle time allows a child to share anything on their mind and seek support or advice from children and adults in the room. It creates an emotionally safe ethos in the classroom and the children will always feel happy to share their thoughts/fears/worries. This will mean the teacher is aware of concerns early on before they become a catalyst for anger. There is growing evidence for the effectiveness of teaching growth mindset on levels of attainment.	HT and Gov monitoring with the children to see that they feel they can talk about their feelings in class Drop ins to lessons will show the class ethos Whole school SMSC / Growth mindset focus Part of Training day January 2018 on SMSC	Jude Williams	April 2018
Children make expected or better attainment and talk with enthusiasm about their academic future.	Pupil progress meetings half termly will inform children's progress and attainment. Assemblies and lessons will share with the children the purposeful learning and how it can lead to a desired career.	Children who are not on track to meet their end of year target will gain support from intervention (subject support, daily 'catch up' masterclass; 1:1 specialist support).	Dates are set for the year. LSAs are employed in the afternoons to carry out intervention. This will be the 3 rd year of working the programme. I will role model in my assemblies but also support staff in inviting people in to speak to the children. I will attend those assemblies in class to show the children how I hold aspirations in high regard. I will see lessons in the Monitoring programme and interview children about purposeful learning.	Jude Williams	April 2018

PP children's reading improves in line with non-pp children	Children will receive extra daily reading with a TA / volunteer as needed. Phonics will be addressed in pupil progress meetings and Read Write Inc intervention put into place if it is a barrier to progress in reading. be encouraged to read.	When children read daily their reading improves. Any areas of difficulty can be address (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. EEF research shows that a structured phonics approach is very effective in closing the gaps in children's knowledge and decoding skills. Phonics will be encouraged as a strategy for reading in the classroom when necessary. Books will be on display in the classrooms and work on the walls will show the children's interest in books.	Pupil progress meetings will review intervention given and progress made. Progress will be evident through the improved quality of children's work and half termly summative assessments.	Jude Williams	April 2018
The attendance of PP children improves	Curriculum review will ensure that topics will interest all children and especially PP children. They will include the Thrive approach where necessary Forest school, Art/dt work and exciting activities throughout the term.	When a child cares about the topics learned and their purpose this can be a hook to want them to come to school. WOW days and exciting activities throughout the term will be fun and the children will want to be part of them. Our PP children enjoy hands on activities and outdoor learning.	Topic webs will be shared with parents and be interesting. Wow days will be shared with the children and parents as something to look forward to. They will be in the diary on the website. Practical learning, DT and outdoor learning will be regular.	Jude Williams	April 2018

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?
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	ELSA (emotional literacy support assistant) trained to support children's emotional needs through targeted intervention.	Children open up and learn strategies to cope with unhappy and angry feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work.	Intervention records and feed forward planning from teachers will show the children who need support in this area.	Jude Williams	April 2018

<p>Children make expected or better attainment and talk with enthusiasm about their academic future.</p>	<p>Pupil progress meetings will focus on how the PP children are progressing towards their end of year targets Assemblies will encourage children to be ambitious and consider their strengths and where they might use them, and to teach resilience and emotional skills, especially in peer relationships. ATA employed to provide interventions 3 x afternoons per week.</p>	<p>Children make progress as a result of a highly structured intervention programme such as Read Write Inc.</p>	<p>Feedback from staff/progress and intervention records from ATA will inform as to whether the children are making accelerated progress. Pupil interviews as part of LA review and Governor monitoring will also provide evidence and will show children can discuss how what they are learning in class can be used as a skill outside the classroom.</p>	<p>Jude Williams</p>	<p>April 2017</p>
<p>PP children's reading improves in line with non-pp children</p>	<p>Ensure PP children receive daily reading and quality 1:1 comprehension around the book in a positive way using a range of strategies and staff in school. The curriculum will allow for more boy friendly books to be incorporated at whole school/class level. Literature Circles in Y5 and Y6, and quality guided reading sessions taught in the rest of school, will enhance this approach.</p>	<p>When children read daily they gain in confidence. That 10-15 minutes of chatting about the book and linking the story to something they have experienced helps them to remember in long term memory what they have learned. This time makes them feel valued. This time makes them see that books are positive and enjoyed. The boys who do not like reading will be more inspired in class with book more appropriate to their interest.</p>	<p>The books used in class will be of more interest to boys – super heroes, action etc. Children who have daily reading – progress will be seen at pupil progress meetings. Children will look to read more at 'free time'. Boys will begin to enjoy reading as a past time and not just when asked.</p>	<p>Jude Williams</p>	<p>April 2018</p>
<p>The attendance of PP with EHCP improves</p>	<p>A personalised multi-agency plan of support is in place for the child and their family, led by school so that his attendance improves steadily, attainment and progress is rapid and sustained.</p>	<p>When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. However, this is a very complex case and needs a careful and sensitive multi-agency approach.</p>	<p>Attendance will be monitored weekly. Any absence will be addressed immediately.</p>	<p>Jude Williams</p>	<p>January 2018</p>

6. Review of expenditure				
Previous Academic Year		2016-17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Literacy skills development	The funding was used to provide daily 1:1 support to address speech and language needs and to support the development of reading and writing skills. Some equipment has also been purchased to support the development of fine motor control.	5/7 children accessing PP made expected progress in reading; only 3/7 children made expected progress in writing and maths	Further targeted focus on progress, attainment and challenge particularly in writing and maths throughout school; 'keep up not catch up' approach used to make sure no child falls behind. (See SDP priorities for 2017-18.)	£3690 total
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost
SLCN and fine motor control support	The funding was used to provide daily 1:1 support to address speech and language needs and to support the development of reading and writing skills. Some equipment has also been purchased to support the development of fine motor control.	5/7 children accessing PP made expected progress in reading; only 3/7 children made expected progress in writing and maths	Targeted Read Write Inc intervention and maths 'masterclass' daily 'keep up not catch up' approach to be used. ELSA training for TA to support some children whose SEMH needs are a barrier to attainment and progress. (See SDP priorities for 2017-18.)	£3690 total