



1. Summary information					
School	Poulton St Chad's CE Primary School				
Academic Year	2017/18	Total PP budget	£49200	Date of most recent PP Review	September 2017
Total number of pupils	245	Number of pupils eligible for PP	36 (4 prev LAC@£1900) (32 Ever6@1320)	Date for next internal review of this strategy	September 2018

2. Current attainment (2016/17 KS2 results)		
	<i>7 Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national KS2 average)</i>
% reaching expected + in reading	43% (3 pupils)	77%
% reaching expected + in writing	43% (3 pupils)	81%
% reaching expected + in maths	43% (3 pupils)	80%

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.	Other additional needs of pupils
B.	Low reading/comprehension skills in PP children impacting achievement in all areas.
C.	Poor independent/resilience skills
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance of some PP children
E.	Lack of home support for reading/homework

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Additional needs to be identified and supported by intervention identified on IEPs	Progress of SMART targets to be met,
B.	Improve the outcomes these children in phonics (KS1), literacy and mathematics	For PP eligible children to meet age related expectations in Y1 Phonics, Reading and Maths, or to make accelerated progress towards age

		related expectations.
C.	Children to be confident independently and be able to take responsibility for some of their own learning (resources in school/changing books when needed etc)	Children able to be responsible for their own possessions and engagement with learning.
D.	Increased attendance rates for pupils eligible for PP.	Attendance to be in line with non PP eligible 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?
Additional needs to be identified and supported by IEP intervention	SENCo to assess needs along with class teacher and identify required resources and intervention strategies tailored to individual need.	Education Endowment Fund: Individualised instruction: A personally tailored approach - particularly in terms of the tasks and activities that pupils undertake and the pace at which they make progress through the curriculum - will be more effective.	Regular reviews of IEP targets and	S. Shrewsbury / Class teachers	At least termly
Children to develop a positive attitude to their learning, be confident independently and be able to take responsibility for some of their own learning (resources in school/changing books when needed etc)	Develop Growth Mindset principles in the classroom	Dweck, C.S. & Leggett, E.L. (1988). A Social-Cognitive Approach to Motivation and Personality	Appoint lead professional to develop whole school strategy and establish training for staff in the most effective practice for the pupils, as well as engage parents to support principles at home.	E.Hopwood / Class teachers	January 2018, July 2018
Total budgeted cost					£15,000

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 the outcomes these children in phonics (KS1), literacy and mathematics	<ul style="list-style-type: none"> Tracking and monitor data of PP children. Analyse barriers to learning and creating individual Case Studies on children that are at risk of falling behind Increased targeted support from Teaching Assistants for phonics, reading and mathematics Focused 'Narrowing the Gap' support – including Read Write Inc, Better Reading, Preteaching Additional teacher support in literacy and mathematics for Year 6 for children currently working below age related (at risk of falling below 100 on the scaled scores) Acquisition of specific resources to address identified needs 	Evaluation of the Making Good Progress Pilot (2010). DCSF Research Report RR184. PricewaterhouseCoopers (PwC) LLP See page 153 for summary of findings. John Dunford Consulting Ten point plan for spending the pupil premium successfully (2014)	Entry and exit data analysed for all intervention programmes	S.Shrewsbury H.Hunt (Intervention TA) Class teachers, with support of TAs	At least termly
Children to be confident in their approach to peers and learning.	<ul style="list-style-type: none"> Learning Mentor targeted support Professional support from counsellor/coach working with identified children on individual specific issues. 	Mental health and behaviour in schools, GOV.UK-240515 DfE (2015)	Pupil feedback (questionnaire/informal discussions) Monitoring by Learning Mentor indicates a reduction in specifically targeted pupils requiring intervention to enable them to access learning.	J.Potter H.Hunt Class teachers with support of TAs	On-going with final analyses after publication of National 2017 data, (Autumn 2017)
Total budgeted cost					£26700

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 rates for pupils eligible for PP.	Monitoring of PP children. Individual approach to be made to parents by letter/meetings. Individual targets to be shared with children.	The link between absence and attendance, GOV.UK (412638) – DfE (2015) EEF Toolkit - Pupil engagement & behaviour – states ‘A pupil cannot benefit from a lesson if they are not present in the classroom, engaged in the lesson, and behaving appropriately for learning.’	Tracking and monitoring of any pupils where attendance is a concern indicate improvements.	J.Potter J.Kenny Class teachers	On-going with final analyses after publication of National 2018 data, (Autumn 2018)
Enrichment opportunities to be available for all both to facilitate access across all curriculum areas and to promote identification and development of any talented pupils.	Purchase of resources/opportunities/tutors for PP eligible pupils as required	Pupils not to be victimised or their education prejudiced through their being from low-income families.	Pupils identified by class teachers/school bursar when educational opportunities restricted through lack of income.	J. Kenny Class teachers	On-going with final analyses after publication of National 2018 data, (Autumn 2018)
Total budgeted cost					£7500

6. Review of expenditure

Previous Academic Year

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

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

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

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document and policy can be found online at: www.poultonstchadsce.lancs.sch.uk