

# Pupil Premium Strategy Statement: Ardleigh St. Mary's C of E Primary School 2017/2018

1. Summary information					
<b>School</b>	Ardleigh St. Mary's C of E (VC) Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP budget '17 – '18 finance</b>	£13,780	<b>Date of most recent PP Review</b>	July 2017
<b>Total number of pupils</b>	116	<b>Number of pupils eligible for PP</b>	10 (Sept '17)	<b>Date for next internal review of this strategy</b>	July 2018

2. Current attainment of Year Six in Summer 2017			
13 pupils in Year 6 last year. 1 child eligible for PP 7.7% of cohort (Child was receiving SEN support)	<i>Pupils eligible for Pupil Premium at Ardleigh St. Mary's</i>	<i>All pupils at Ardleigh St. Mary's (national average)</i>	<i>Pupils not eligible for PP</i>
<b>% achieving the expected standard in reading, writing and maths</b>	0%	77% (53%)	83%
<b>% achieving expected standard in reading</b>	0%	92% (66%)	100%
<b>% achieving expected standard in writing</b>	0%	92% (74%)	100%
<b>% achieving expected standard in maths</b>	0%	77% (70%)	83%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Poor language skills in the early stages can make it hard for children to write expressively and accurately as they progress through the school
<b>B.</b>	Maths outcomes lower than reading or writing
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>C.</b>	Attendance issues
<b>D.</b>	Turbulent home life, moving house, parents splitting up, family bereavement

## Pupil Premium Strategy Statement: Ardleigh St. Mary's C of E Primary School 2017/2018

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils eligible for PP in Key Stages 1 and 2 Improved links with Speech and Language support	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
<b>B.</b>	Improve maths outcomes with continued focus on practical maths and maths mastery	Improve maths outcomes
<b>C.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance in line with all other pupils
<b>D.</b>	Improve home school communication and range of support available	Respond to parental and child responses in terms of individual, bespoke support required.

5. Planned expenditure	
Academic year	2017/18

The two 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	Review Date
A. Oral language skills B. Maths outcomes	Staff training on high quality feedback. Staff training on developing maths mastery - not only for the high attaining pupils as a distinct group but across all groups	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation Lessons from training embedded in school feedback policy.	ST / DP / CS	July 2018
Accessing pupil for all levels of attainment	CPD on providing stretch for high attaining pupils.	We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation	DP	July 2018

## Pupil Premium Strategy Statement: Ardleigh St. Mary's C of E Primary School 2017/2018

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?
A. Oral language skills	1:1 and small group provision  Support from Speech and Language specialists	Some of the children need targeted support to catch up.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.  Consult local schools to identify any potential barriers to good implementation.	Class 3 and 4 teachers	July 2018
B. Maths outcomes					
Attendance	First day absence calls Attendance meetings Attendance rewards	Forming better, supportive links with parents of PP children	Regular review and intervention	Office staff Head	July 2018

Total Budgeted Costs	Employment of specialised SENCO	1 X 1 DAY PER WEEK	£8,000
	1:1 Support	Spring and Summer Term 2018	£1,300
	Booster Support	Spring Term 2018	£2,000
	TA Support	KS2 Classes	£5,000
Total Costs			<b>£16,300</b>

## Pupil Premium Strategy Statement: Ardleigh St. Mary's C of E Primary School 2017/2018

6. Review of expenditure 2017-2018				
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				