

Pupil premium strategy statement (primary)

1. Summary information					
School	Byfield School				
Academic Year	2017/2018	Total PP budget	£15,680	Date of most recent PP Review	Nov 2017
Total number of pupils	81	Number of pupils eligible for PP	11	Date for next internal review of this strategy	May 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average for ks2 based on the 2016 interim assessment data)</i>
% working at age related at end of last academic year for reading, writing and maths	4/11 – 36%	53%
% working at age related at end of last academic year for reading	5/11 – 45%	66%
% working at age related at end of last academic year for Writing	4/11 – 36%	72%
% working at age related at end of last academic year for Maths	5/11 – 45%	70%
% making progress at national expectations or above in reading	7/8 – 87.5%	92%
% making progress at national expectations or above in writing	7/8 – 87.5%	95%
% making progress at national expectations or above in maths	7/8 – 87.5%	91%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Increase progress in writing, in order to also increase attainment in writing.
B.	Increase progress in reading, in order to also increase attainment in reading.
C.	Increase progress in maths, in order to also increase attainment in reading.
D.	Social and Emotional Resilience, which is linked to children's low levels of self-esteem.
External barriers	
D.	

4. Desired outcomes					
	<table border="1"> <thead> <tr> <th><i>Desired outcomes and how they will be measured</i></th> <th><i>Success criteria</i></th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>		
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A.	All Pupil Premium make at least 1 years progress in writing, those children who are below age related make accelerated progress in order to close the gap.	10/10 make at least a year's progress in writing. 4/10 make more than a year's progress in order to close the gap.
B.	All Pupil Premium make at least 1 years progress in reading, those children who are below age related make accelerated progress in order to close the gap.	10/10 make at least a year's progress in writing. 4/10 make more than a year's progress in order to close the gap.
C.	All Pupil Premium make at least 1 years progress in maths, those children who are below age related make accelerated progress in order to close the gap.	10/10 make at least a year's progress in writing. 4/10 make more than a year's progress in order to close the gap.
D.	Children with barriers to learning are identified on needs map, and interventions put into place. These children will have opportunities to celebrate their achievements, and be given opportunities to	9/10 children take part in extracurricular social, sport/music or dance and given chance to perform and compete.

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	Staff lead	When will you review implementation?
Improve Writing Progress	Use of online subscriptions for Grammar and Spelling. Introduce Talk for writing. SEN pupils have intervention with Dyslexia Teacher weekly working on spelling and reading,	English and Phonics Lead	Termly
Improve Progress in reading	Use of online subscriptions. Extra time in timetable to work on reading comprehension skills. Introduction of Read-Write-Inc Phonic scheme across the school. Have a range of good quality reading materials. SEN pupils have intervention with Dyslexia Teacher weekly working on spelling and reading,	English and Phonics Lead.	Termly
Improve progress in maths.	Use of online subscriptions. Extra time in timetable to mental calculation skills. Maths resources to support visual representation of number. Use of ipad resources and subscriptions to books mental arithmetic speed.	Maths Lead	Termly
Total budgeted cost			£4,680
ii. Targeted support			
Desired outcome	Chosen action/approach	Staff lead	When will you review implementation?
Improve attainment in phonics for named ks2 children.	Use scheme word wasp, with daily 1:1 sessions with HLTA, Use of Specialist Dyslexia Teacher 3 hours weekly,	SENCO	Termly
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Education Phycologist to advice on strategies to make accelerated progress for specific children with additional SEN needs.		SENCO	Termly
1:1 sessions with interventions or precision teaching.		SENCO	Termly

Total budgeted cost			£9,000
iii. Other approaches			
Desired outcome	Chosen action/approach	Staff lead	When will you review implementation?
Extra-curricular opportunities for children who are more able.	Subsidised Dance, Pottery, Basketball, Music sessions weekly.	Head	
Enable children to access learning experiences off school site	Subsidised school visits.	Head	
Children have access to extracurricular opportunities to boost self-esteem or give them opportunity to boost social skills	Subsidised Dance, Pottery, Basketball, Music sessions weekly.	Head	
Children are given emotional support and counselling to raise confidence, self-esteem and establish a positive self-image.	Therapy and Counselling provided on a needs basis.	Head	
Total budgeted cost			£2,000

6- Last Year's Pupil Premium Interventions (£15,680)

Phonics Scheme and Extra Reading interventions

1. Children accessing Read Write Inc phonics scheme made accelerated progress (more than a year and closed the gap.)
2. 6/11 children made accelerate progress in reading.

Use of Education Psychologist Services

1. Increased understanding of how child learns to plan interventions.
2. Class teacher development so better progress can be made by introducing focused interventions

FINANCIAL ASSISTANCE TO PARTICIPATE IN A RESIDENTIAL WEEK

3. A chance to enjoy outdoor education, new skills and fitness and stamina
4. Team building, camaraderie
5. Independence, for most this will be the first time away from home

HOTSHOTS BEFORE SCHOOL CLUB (Basket ball)

1. Working with new teaching staff, developing the ability to listen, learn and improve
2. Fitness
3. Working as part of a team

DANCE CLUB

1. Expression through movement, and helping with choreography
2. Learning to interpret moods and emotions through music,
3. Confidence to perform in public, whilst representing the school (Fete, Dance Concert at Derngate)

MUSIC

1. Learning to play an instrument, a skill that can be taken through school into adult life
2. Improves listening skills, and concentration
3. Confidence building

THEATRE

1. Interacting with the performance
2. Learning how to behave in public with the public, older children happily taking responsibility for younger member of our school community.
3. Discussing and sharing thoughts and observations with each other.