

Pupil premium strategy statement

1. Summary information					
School	The Federation of East Cowton and Kirkby Fleetham CE Primary schools (Separate reports for each school available on request)				
Academic Year	2017/18	Total PP budget allocation		£3960	
Total number of pupils	61	% of pupils eligible for PP	11.5%	Date for next internal review of this strategy	April 2018

2. Outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	Higher rates of progress in writing for pupils eligible for PP Increase percentage of pupils working at ARE in writing to be in line with national figure Number of pupils at ARE in RWM combined is in line with national figure.	Pupils eligible for PP make accelerated progress (measured by steps progress on Target tracker) aim for 7 steps each year to close the attainment gap.
B.	Pastoral support for pupils with SEMH needs	Pupil premium children will be confident, independent learners who enjoy and value school.
C.	Increased PP family engagement with learning	Parental feedback data shows they are supportive of the school Attendance at extra curriculum events / parents evenings Levels of after school activity involvement. Measured through pupil conferencing and progress measures on Target tracker and across the key stage for specific children Evidence of an increased confidence and fluency in reading, as well as a love of books and a desire to read at home. Smooth transitions between key stages

3. Planned expenditure					
Academic year	2017/18				
The information below demonstrates how our schools are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Review

Closing the Gaps in attainment in KS1 Phonics. All Y1 and 2 children eligible for PP pass the phonics test	Small group with targeted TA support. Support for developing speech and anunciation through one to one sessions	Results have been lower in phonics than in RWM,	Ks1 teachers to lead, supported by experienced TAs phonics for phases 2-5+. Teach in separate phonics groups	1 hr GTA pw	Half termly
Closing the gap in attainment in spelling in KS2	- Focussed daily read write inc sessions in small ability groups - phonics intervention group for vulnerable pupils Extend vocabulary – golden thread of language	Although spelling and Grammar results are showing an upward trend, there are still children at risk of not achieving the required standard at the end of KS2. KS2 Read write inc, used as a daily phonics/spelling session	Well trained staff support small groups of pupils and monitor progress closely for progress against the expected standards	RWI cost plus ATA 1 hr pw	Half termly
Improved progress in Writing	New approach to writing using high quality texts as basis. 'Back to basics' whole class intervention, Speed up handwriting program for target group to increase confidence, fluency and speed of handwriting. Handwriting interventions as part of target time	Internal writing progress data	Additional GTA hours to provide quality support. Staff well trained to deliver intervention, monitored at staff meeting work scrutinies and pupil progress meetings	Handwriting resources Quality first teachiing	Half termly
Improved progress in Maths	1:1 support for Dynamo maths intervention New times tables and basic skills tracking program	Internal maths progress data	Training from EMS for support staff Aessment by EMS to identify need.	Dynamo licence and TA support	Half termly
SEMH	Pastoral support on 1:1 basis at least once per week.	Children need additional support with social skills and a boost to self esteem Forest schools training	Staff training – compass Buzz, ensure time allocated Metacognition training	Staff training Forest schools	Half termly
Increased parental support and enagement in pupils learning	Encourage parents to attend parents evening, and EYFS parents to attend drop ins Homework club established at lunchtime Purchase of book bags etc	Attendance at clubs and participation in extra curricular activities has historically not been as high for PP children. Not all children complete homework or read 3x a week at home	PP are able to participate actively in extra curricular activities, clubs , trips and residentials	After sch clubs: Book bags	Termly
Enrichment activities not available at home	Additional adult support for trips and activities Enrichment activities such as swimming, trips, visits	Evidence that ch in receipt of PP have fewer enrichment activities provided outside of school.	Additional TA for residential	Budget for enrichment activities	Termly