

# Guston C of E Primary School: Pupil Premium Strategy Statement

1. Summary information					
School	Guston Church of England Primary School				
Academic Year	2016/17	Total PP budget	PP: £17,160 SPP: £20,400	Date of most recent PP Review	July 2016
Total number of pupils	138	Number of pupils eligible for PP	PP: 13 SPP: 68	Date for next internal review of this strategy	July 2017

2. Current attainment – KS2 2016 (In year data is available)			
	Pupils eligible for PP (Guston) (n5)	Pupils eligible for Service PP (Guston) (n11)	Pupils not eligible for PP (national average)
% achieving expected standard in Reading, Writing & Maths	60.0	72.7	53.0
% achieving expected standard in Reading	60.0	72.7	52.4
% achieving expected standard in Writing	80.0	100	63.2
% achieving expected standard in Maths	80.0	90.9	56.7
% making expected progress in Reading	60.0	63.6	
% making expected progress in writing	60.0	72.7	
% making expected progress in Maths	80.0	90.9	

3. Barriers to future attainment (for pupils eligible for PP)	
In- school barriers	
A.	Emotional well-being
B.	Engagement in learning behaviours
C.	Reading fluency
D.	Insufficient adult: pupil ratios to support transition

<b>4.External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>E.</b>	Emotional well-being	
<b>F.</b>	Opportunities to read	
<b>G.</b>	Opportunities and support for homework	
<b>H.</b>	Poor attendance	
<b>I.</b>	Limited scope for clubs if LA transport used	
<b>Desired outcomes (Desired outcomes and how they will be measured)</b>	<b>Success criteria</b>	
<b>A.</b>	Better engagement in learning opportunities	Children able to speak about their learning and next steps
<b>B.</b>	Pupils can discuss concerns with an appropriate adult when necessary	Pupils to have strategies to help them manage their emotions
<b>C.</b>	Pupils have the opportunity to have support in homework	PP pupils attend homework club
<b>D.</b>	Good attendance	PP pupils have improving attendance
<b>E.</b>	PP pupils have opportunities to read	Pupils will enjoy reading and read widely over time.
<b>F.</b>	Low pupil: adult ratios to ensure seamless transition	Pupils will settle in quickly when new to the school

<b>2. Planned expenditure</b>					
<b>Academic year</b>		<b>2016/17</b>			
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					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Better engagement in learning opportunities	QFT with tailored feedback	QFT and appropriate targeted teaching demonstrates positive progress in previous years. SLT will monitor provision.		DD/KSL	Termly in line with PPMings
Low staff to pupils ratios	Additional staffing to ensure smaller classes	Smaller classes allow staff to understand their children and ensure that personalised learning occurs. Monitoring by SLT		SLT	Ongoing
<b>Total budgeted cost</b>					<b>£ 20,000</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupils can discuss concerns with an appropriate adult	IM/FLO out of class available for support	An opportunity for pupils to talk has allowed them to manage their anxiety and gain strategies to enable them to refocus on their learning. IM oversees provision		TT	Termly in line with PPMings
Pupils have the opportunity to have support in h'work	Homework Club	Parents and pupils voiced their need to have opportunities to complete homework at school and with support		CL	Reviewed termly to ensure uptake is sufficient
PP pupils have opportunities to read	Reading Clubs established	A variety of reading clubs have been running to meet the needs of both AA and reluctant readers. Progress reviewed at PPMings		Eng Leads	Progress reviewed at PPMings
<b>Total budgeted cost</b>					£15,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Good attendance	Termly review by SLT	Targeted letters and meetings have had an impact on the majority of cases and an improvement in attendance can be seen		DD/TT	Termly at SLT
<b>Total budgeted cost</b>					£2,000

<b>3. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2015/16</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Low staff to pupils ratios	Additional staffing to ensure smaller classes. This also allows the school to meet the need of its Service pupils and the Military Covenant			15,000
<b>ii. Targeted support</b>				

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Dev vocabulary	Nurture group	Yes. Impact apparent and contribution to class more significant contributions from pupils.		2,000
Develop ability to talk about learning	Conferencing	Yes. Progress evident from when conferencing began – resource heavy	Develop peer to peer conferencing so staff absence does not have an impact. Pupil led learning	2,000
Promote phonic understanding	Phonic 1:1 work	Yes, although staff absence had an impact on provision		1,000
Promote reading	1:1 reading sessions	Yes. This gave pupils who did not read at home the opportunity to read with an adult	Drop Everything And Read (DEAR) approach useful to target reluctant readers.	1,000
Extend and challenge maths	G&T maths group	Targeted group enjoyed the challenge. Progress of Y6 maths in top 5% of Country.		2,000
Develop better learning behaviours	Peer mentoring			
Extend and widen reading opportunities	G&T Book Club	AA pupils really enjoyed the club. Extended range of books read and discussions extensive		2,000
Develop practical understanding of maths	Eat my maths	Impact of practical maths apparent. Pupils saw the reason for maths. Progress good for pupils.		1,000
Dev. Better comprehension	1:1 Reading comprehension	Some pupils met expected levels but not all. Comprehension needs to remain a focus		1,000
Dev. Understanding Eng & Maths	1:3 Daily support	Targeted approach resulted in pupils at risk of not achieving ARE, managing to secure it.		3,000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Social and Emotional Welfare of pupils	FLO employed	Significant impact for SEMH of vulnerable pupils.	Role is developing. Need greater than resource	10,000

#### 4. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.