



GUSTON CHURCH OF ENGLAND PRIMARY SCHOOL

Pupil Premium Strategy Statement 2017-18

1. Summary Information					
School	Guston Church of England Primary School				
Academic Year	2017/18	Total PP budget	£13,000	Date of most recent PP Review	February '18
Total number of pupils	145	Number of pupils eligible for PP	10	Date for next internal review of this strategy	February '19

2. Current Attainment		
On track to meet expected level of attainment by end of year		
	Year 2 (2 pupils)	Year 6 (2 Pupils)
Reading	50%	100%
Writing	50%	100%
Maths	50%	100%

3. Barriers to Future Attainment (for pupils eligible for PP)	
A.	Attendance issues for some pupil premium children
B.	Specific learning needs for some pupil premium children
C.	Lack of support in Reading at home
D.	SEMH issues for some pupil premium children
E.	SEMH issues for wider family

4. Desired Outcomes		Success criteria
A.	Attendance of disadvantaged pupils is at least in line with National averages.	Disadvantaged pupils will not be further disadvantaged by poor attendance (below (95%))
B.	Disadvantaged pupils receive focused curriculum support for targeted areas of need to enable them to achieve the expected age related level.	All disadvantaged pupils are working at Age related expectations.
C.	Children are given access to books and opportunities in school to read regularly.	Children's confidence in reading develops and progress is evident.
D.	Pupils are supported in an age appropriate way to understanding their thoughts and feelings. They are given opportunities to share their worries and anxieties in a safe environment.	Children share their anxieties and worries and they use appropriate strategies to help them deal with their emotions.
E.	Parents are able to access support (both in and out of school) to enable them to understand themselves and the impact some of their behaviours/choices/decisions have on their children.	Parents are supported and receive the help they need. Impact of their own SEMH on their children is minimised.
F.		

5. Planned Expenditure					
Academic year 2017/18		£			
The three headings below demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
Quality of Teaching for All, Targeted Support and 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?

<p>A. Disadvantaged pupils will not be further disadvantaged by poor attendance (below 95%)</p>	<p>Termly review of attendance. Letters, meetings with targeted families. IM to work closely with families to identify barriers to attendance. Attendance has a direct links on attainment.</p>	<p>Impact of previous work carried out.</p>	<p>SLT focus every term</p>	<p>SLT</p>	<p>Termly</p>
<p>B. All disadvantaged pupils are working at age related expectations or are at least making progress towards it.</p>	<p>High quality first teaching to ensure daily diet of education is at least good.</p> <p>Pupils are identified and supported in specific areas of difficulty. See provision maps.</p>	<p>High quality intervention support planned, taught and reviewed. Evidenced by entry and exit data.</p>	<p>SLT monitoring at Pupil Progress Meetings</p> <p>Inclusion Manager monitoring of interventions.</p>	<p>Class teachers, SLT and IM.</p>	<p>Termly</p>
<p>C. Children's confidence in reading develops and progress is evident.</p>	<p>Additional 1-1 / small group sessions in reading for identified pupils.</p> <p>Class teachers provide guidance and advice through homework tasks, advice given through parents' evenings and reports.</p>	<p>Need for support identified by some pupils during PPMtings.</p>	<p>Monitoring impact at pupils progress meetings</p>	<p>SLT & CT</p>	<p>Ongoing & Termly</p>

<p>D. Children share their anxieties and worries and they use appropriate strategies to help them deal with their emotions.</p>	<p>Upskilling of staff regarding supporting pupils with SEMH issues. SEMH Champion on staff.</p> <p>Boxall profiling used across the school to identify needs and strategies to support.</p> <p>IM offer 1:1 sessions with specified pupils who have a significant level of need.</p> <p>IM accesses additional specialist support e.g. bereavement counselling, Early Help</p> <p>Whole school provision map identifies a range of strategies that the school uses.</p>	<p>SEMH needs were identified in the school plan and the school have built on successful strategies in previous years.</p>	<p>IM and SEMH Champion leading. Pupil voice</p>	<p>IM & SEMH</p>	<p>Termly</p>
<p>E. Parents are supported and receive the help they need. Impact of their own SEMH on their children is minimised.</p>	<p>IM role includes a FLO role which allows her to support families in the wider context. Advice is given and support is sign posted.</p>	<p>Research is clear that parental engagement is a vital part in supporting pupils needs in school.</p>	<p>IM/FLO is a member of SLT.</p>	<p>IM</p>	<p>Ongoing</p>
<p>Total budgeted cost</p>					<p>£13,000 put towards the costs of the above.</p>