

TADDINGTON AND PRIESTCLIFFE PRIMARY SCHOOL

Headteacher: Mrs K O'Connor BA (QTS), MEd

Tel: (01298) 85278



Pupil Premium Strategy Statement

Last updated: 10.1.18

Presented to Governors: 29.1.18

Information highlighted will be removed for publication on the website. The statement "Some information on this public version has been removed where it could identify individual children" will be added.

1. Summary Information					
School	<i>Taddington and Priestcliffe CE (A) Primary School</i>				
Academic Year	<i>2017/2018</i>	Total PP Budget	<i>£9,080</i>	Date of last Strategy Review	<i>(Governors) – Nov 2017</i>
Total Number of Pupils	<i>59</i>	Number of Pupils eligible for PP	<i>6</i>	Date for next Strategy Review	<i>Interim: 1.3.18 End of Year: 19.7.18</i>

2. Current Attainment (2016-2017)					
	KS1		KS2		
	Pupils eligible for PP	Pupils not eligible for PP	Pupils eligible for PP	Pupils not eligible for PP	
% children at or above the expected level: Reading					
KS2 progress Reading					
% children at or above the expected level: Writing					
KS2 progress Writing					
% children at or above the expected level: Maths					
KS2 progress Maths					
% children at or above the expected level: GAPS					

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3. Barriers to Future Attainment	
In School Barriers (issues to be addressed by the school)	
A	Maths: some PP children have less well developed concepts of number, computation and place value when applying maths skills to word problems. Some PP children also struggle to understand and solve word problems.
B	Writing: spelling and grammar are less well developed in some of our junior PP children – mobile (mostly due to moving schools and differing strategies which have been taught without time to embed).
C	Anxiety: there is a lack of educational resilience and increased anxiety for some of our PP children (Post LAC and mobile).
External Barriers (issues which also require action outside school)	
D	Enrichment Activities – some PP children do not experience enrichment activities outside school.
E	

4. Outcomes		
	Desired outcomes	Success Criteria
A	<p>School further develops strategies for developing maths teaching using MRT and small group work to focus on the needs of individuals.</p> <p>School staff develop strategies for using a range of resources (including ICT) to further enhance the provision for all pupils.</p>	<p>Attainment in maths is at least in line at KS1 and KS2 with the national expectations.</p> <p>Progress in maths for all pupils shows all children making appropriate or better progress.</p> <p>Evidence in children's books shows a competency in word problems, place value and computation</p>
B	School continues to focus on the spelling and grammar work of PP children and embed assessment strategies for writing which monitor how children apply these skills in their daily writing tasks	<p>Children's progress and attainment in GAPS matches national expectations.</p> <p>Grammar and spelling elements for the writing framework are secure across the school.</p>
C	School nurture provision continues to develop to include nurture opportunities outside the 2 hours a week of nurture	Boxall profiles of vulnerable children show improvements in targeted areas.

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	time.	
D	School has an agreed set of activities (50 things to do before I leave primary school) which all children will be given the opportunity to do.	All children will have their own 'school passport' of activities and topic planning will enable children to achieve these. PP children will receive additional support to achieve/ carry out their activities where appropriate.
E		

5. Planned Expenditure					
Academic Year 2017-2018					
Improve emotional and social support for children					
Desired Outcome	Action/ Approach	Rationale	Monitoring	Lead Staff	Review date
School nurture provision continues to develop to include nurture opportunities outside the 2 hours a week of nurture time.	<p>Continue to develop the 'nurture group' provision for identified children.</p> <p>Develop strategies of 'nurture' provision for children outside of the 2 hour nurture session.</p> <p>Ensure that nurture provision is readily available for all staff.</p>	<p>Children who understand their emotional health and feel confident are empowered to work hard and seek assistance – creating engaging and independent learners.</p> <p>Children who learn to manage anxiety thrive and flourish.</p>	<p>Headteacher to liaise with school Teaching Assistant and to observe sessions and monitor impact on academic outcomes. (Teaching and learning weeks)</p> <p>Teaching assistant to have teaching and learning plan which includes the nurture group</p>	KO LR	Interim review: end February 2018 and full review July 2018

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	Provide in house training for staff on the rationale for the nurture group/ nurture provision. Develop tracking procedure for monitoring Boxall profiles and other assessment materials.	School has a commitment (Aims and Values) to meet the individual social, educational, physical and emotional needs of all children.	target. Headteacher/ maths co-ordinator to review attainment of PP and vulnerable children at the Feb and July data tracking points. Headteacher/ TA to report to governors.		
Total Cost:		2 hours of TA time per week		£1331	
Improve children's attainment and progress with particular focus on spelling and grammar					
Desired Outcome	Action/ Approach	Rationale	Monitoring	Lead Staff	Review date
School continues to focus on the spelling and grammar work of PP children and embed assessment strategies for writing which monitor how children apply these skills in their daily writing tasks	Analyses of children's assessment tasks to identify common themes across the school.	Details which show gaps will inform teaching.	Assessment scores across school will improve.	KO	Interim review: end February 2018 and full review July 2018
Total Cost:		£300 (cover cost)			
Improve children's attainment and progress with particular focus on maths					
Desired Outcome	Action/ Approach	Rationale	Monitoring	Lead Staff	Review date

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School further develops strategies for developing maths teaching using MRT and small group work to focus on the needs of individuals. School staff develop strategies for using a range of resources (including ICT) to further enhance the provision for all pupils.	Co-ordinator audit of maths books to review the strategies for problem solving. Develop a bank of resources for each year group for independent work for developing problem solving.	Children across school, but especially vulnerable children, have less effective strategies for solving problems and are too focused on computation and arithmetic.	Assessment scores Feb and July assessment points. Co-ordinator book scrutiny.	SB, KO	Interim review: end February 2018 and full review July 2018
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Total Cost: £ 250 (supply)

Increase the experiences of our most vulnerable children

Desired Outcome	Action/ Approach	Rationale	Monitoring	Lead Staff	Review date
School has an agreed set of activities (50 things to do before I leave primary school) which all children will be given the opportunity to do.	Staff and governors to collate a set of activities for the list. Produce a 'passport' for each child.	Children's understanding of the wider world and their engagement in it will enhance their school experience.	HT and governors (curriculum sub) to review list.	KO, SB, AW	Interim review: end February 2018 and full review July 2018

Total Cost: £0

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Increase the ICT provision within school to target individual needs for children					
Desired Outcome	Action/ Approach	Rationale	Monitoring	Lead Staff	Review date
School has ICT to support the learning of PP children at school and home.	Purchase 2 ipads (£560). Write home-school contract for using ipads at home. Subscribe to 'my maths' across the school for use in class and at home (£199).	Children with specific areas of learning which require intervention will benefit from additional resources to embed and consolidate their learning	Impact on assessment data – July 2018	KO	full review July 2018
Total Cost:					£759
Provide support for vulnerable children					
Desired Outcome	Action/ Approach	Rationale	Monitoring	Lead Staff	Review date
Families and children have ongoing access to EWO, MAT and Family Resource workers	Subscribe again to REHO	Family support from professions outside school will enable children to thrive and flourish.	Termly meetings with MAT team. Headteacher reports to governors. Annual safeguarding audit.	HT	July 2018
Total Cost:					£690
To continue to diminish the difference through targeted support for individuals and groups					
Desired Outcome	Action/ Approach	Rationale	Monitoring	Lead Staff	Review date
PP children have	121 and small group	Children working on	Teaching and	AW	Interim review: end

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opportunities to work 121 and in small groups on targeted support.	teaching time.	targeted interventions to bridge gaps and extend knowledge will make better progress.	Learning week observations. Data collection Feb and Jul.	KO	February 2018 and full review July 2018
Total Cost:					£2250
To continue to diminish the difference through targeted support for individuals and groups					
Desired Outcome	Action/ Approach	Rationale	Monitoring	Lead Staff	Review date
PP children have further opportunities to develop reading, writing and maths skills through TA sessions each week.	Lunch time reading sessions x3 per week In class TA support for year 2/3 children x 2 hours a week In class targeted TA support class 1 – x 2 hours a week	Children's reading improves with practise. Small group support and immediate feedback for targeted groups improves progress.	Teaching and Learning week observations. Data collection Feb and Jul.	KO LS	Interim review: end February 2018 and full review July 2018
Total Cost:					£2997

Total planned cost: £8577

Additional training costs: EPS – Making an Impact course £195 plus supply (£9022)