**Pupil premium strategy statement:**

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| 1. **Summary information** | | | | | | | | | | | | | | | | | | | | |
| **School** | | | | | Tydd St Mary Church of England Primary School | | | | | | | | | | | | | | | |
| **Academic Year** | | | | | 2017/18 | **Total PP budget** | | | £25, 080 | | | | **Date of most recent PP Review** | | | | | | | Feb 15 |
| **Total number of pupils** | | | | | 105 | **Number of pupils eligible for PP** | | | 14 | | | | **Date for next internal review of this strategy** | | | | | | | Jan 2018 |
| 1. **Current attainment** | | | | | | | | | | | | | | | | | | | | |
| **KS2 Attainment for: 2017-2018 (15 pupils)** | | | | | | | | | | *Pupils eligible for PP (1 pupil)* | | | | | *Pupils not eligible for PP* | | | | | |
| **% achieving expected standard or above in reading, writing and maths** | | | | | | | | | | 100% | | | | | 80% | | | | | |
| **% achieving expected standard or above in reading** | | | | | | | | | | 100% | | | | | 80% | | | | | |
| **% achieving expected standard or above in writing** | | | | | | | | | | 100% | | | | | 87% | | | | | |
| **% achieving expected standard or above in maths** | | | | | | | | | | 100% | | | | | 87% | | | | | |
|  | | | | | | | | | |  | | | | |  | | | | | |
| **KS1 Attainment for: 2017-2018 (15 pupils)** | | | | | | | | | | *Pupils eligible for PP (3 pupils)* | | | | | *Pupils not eligible for PP* | | | | | |
| **% achieving expected standard or above in reading, writing and maths** | | | | | | | | | | 100% | | | | | 80% | | | | | |
| **% achieving expected standard or above in reading** | | | | | | | | | | 100% | | | | | 805 | | | | | |
| **% achieving expected standard or above in writing** | | | | | | | | | | 100% | | | | | 80% | | | | | |
| **% achieving expected standard or above in maths** | | | | | | | | | | 100% | | | | | 80% | | | | | |
| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | | | | | | | | | | | | | | | | | |
| **In-school barriers** | | | | | | | | | | | | | | | | | | | | |
|  | | Spoken word- use of Standard English | | | | | | | | | | | | | | | | | | |
|  | | Reading- engagement | | | | | | | | | | | | | | | | | | |
|  | | % PP pupils with moderate learning difficulties/ significant needs | | | | | | | | | | | | | | | | | | |
| **External barriers** | | | | | | | | | | | | | | | | | | | | |
| **C.** | | Attendance of proportion of pupils in receipt of PP | | | | | | | | | | | | | | | | | | |
| 1. **Desired outcomes** | | | | | | | | | | | | | | | | | | | | |
|  | *Desired outcomes and how they will be measured* | | | | | | | | | | | *Success criteria* | | | | | | | | |
|  | EYFS Spoken word- increased vocabulary  KS1 children demonstrate a consistency in tense (irregular verbs) when speaking  KS2 children able to distinguish between Standard and non-Standard English | | | | | | | | | | | WellComm Assessments show difference between PP and non PP is decreased  Evidence in books of written work where consistent tense is maintained and use of past tense irregular verbs are grammatically sound. Reduction in frequency of misspelt past tense in books | | | | | | | | |
|  | Narrowing of gap in attainment of PP/SEND pupils in reading | | | | | | | | | | | Data evidences good progress  Significant needs are met | | | | | | | | |
|  | The attendance of PP children improves | | | | | | | | | | | Reduce the number of persistent absentees among pupils eligible for PP  Attendance for the children is in line with national at 96% | | | | | | | | |
| 1. **Planned expenditure** | | | | | | | | | | | | | | | | | | | | |
| **Academic year** | | | | **2018/19** | | | | | | | | | | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | | | | | | | | | | | | |
| **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?** | |
| % of children reaching EXP at end of EYFS in Spaeking and Listening increases  KS1 children demonstrate a consistency in tense (irregular verbs) when speaking  KS2 children able to distinguish between Standard and non-Standard English | | | | Spread the Word Project alongside use of WellComm resources  All adults to model use of Standard English and correct pupils and ask them to repeat back where errors are made.  Increase opportunities for public speaking within the curriculum  We will also produce an in house GPS progression document and introduce a weekly focused grammar lesson through research. | | | | Evidence from previous 3 academic years demonstrates a decrease in % of children meeting EXP in S&L in EYFS  Children have formed habits which need to be broken. By correcting and focusing on repetition the children will begin to self-correct and form new habits.  Organised events throughout the year which increase children’s participation in public speaking will encourage them to engage more readily in the use of Standard English  Results in KS2 where an in-house progression document has been used are consistently high and this good practice is now to be shared throughout the school with Y5/6 teacher taking the Lead | | | | | | Collaborative Partnership research project- Spread the Word (Action Plan available)  School Council/ House Captain meetings  Book scrutiny  Drop ins to lessons  Training will be offered to staff | | | V Parker  M. Spelman | | January 2018 | |
| Narrowing of gap in attainment of PP/SEND pupils in reading | | | | Pupil progress meetings half termly will inform how the children are achieving.  Reading engagement will be targeted through BookTrust, Reading Riots, Library time and 1:1 reading | | | | Children who are not on track to meet their end of year target will gain support from intervention (subject support, 1:1 specialist support).  Children currently do not read for pleasure in the majority of cases. | | | | | | Dates are set for the year.  LSAs are employed in the afternoons to carry out intervention.  Additional class based TA support a.m. | | | D. Howell | | March 2018 | |
| The attendance of PP children improves | | | | Rewards systems for 100% attendance for each of the 6 terms will include certificates and prizes. These will be presented in a Star of the Week Assembly Annual trophies will be awarded for 100%  Topics will interest all children and especially PP children.  They will include WOW days exciting activities throughout the term. | | | | Children thrive on positive praise and the reward system acts as an incentive  This can be a hook to make them want to come to school.  Exciting activities throughout the term will be fun and the children will want to be part of them. Mysterious Mondays will focus on projects that will engage and motivate pupil | | | | | | Governor monitoring  Topic webs will be shared and be interesting. Exciting days will be shared with the children and parents as something to look forward to. They will be in the diary on the website. Pupil interviews with PP will support planning of Mysterious Mondays. | | | S. Ely  Classteacher  D Howell | | Termly  January 2018 | |
| 1. **Targeted support** | | | | | | | | | | | | | | | | | | | | |
| **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?** | | |
| KS1 children demonstrate a consistency in tense (irregular verbs) when speaking  KS2 children able to distinguish between Standard and non-Standard English | | | Some PP children will receive further support- small groups/ 1:1. Use of Talking Time programme and specific SALT programmes, Clued Up for Grammar, Catch Up Literacy  In house progression document for KS1 produced | | | | EEF toolkit demonstrates impact of interventions chosen.  KS2 GPS scores are consistently high using in house progression document | | | | Intervention charts will show the children who need support in this area. | | | | | D.Howell | | September 2017 | | |
| Narrowing of gap in attainment of PP/SEND pupils in Reading | | | Increase TA hours so additional adult support can be offered to SEND pupils in class during morning and afternoon sessions.  Use of Specialist Teacher Service to assess and track progress | | | | Impact of TA on progress measures from in-house data and attainment of PP pupils/ SEN pupils historically who have accessed additional support. Lesson observation and Intervention observations.  EEF toolkit demonstrates impact of interventions chosen. | | | | SENCo tracking of data, Lesson Observations, Intervention Observations, Pupil Interviews and book scrutiny | | | | | D. Howell | | March 2018 | | |
| The attendance of PP children improves | | | EWO will be involved with families  The children will be invited to partake in planning the medium term curriculum and desired outcome – taking some ownership and interest.  Awards are given to children who have 100% attendance. | | | | When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident.  Children enjoy receiving awards and will often try harder when an award is being offered. | | | | Attendance will be monitored monthly  Any absence will be addressed immediately.  A chart of which children receive awards will be logged and tracked. | | | | | S. Ely | | Dec, March and July- Attendance Governor | | |