

# Ainderby Steeple CE Primary School

## Pupil Premium Strategy Statement

### 1. Summary information

<b>School</b>	AINDERBY STEEPLE CE PRIMARY SCHOOL				
<b>Academic Year</b>	2019/2020	<b>Total PP budget</b>	£9240		
<b>Total number of pupils</b>	71	<b>Number of pupils eligible for PP</b>	7	<b>Date for next internal review of this strategy</b>	July 20

### 2. Current attainment

The DfE's policy is to suppress (SUPP) publication of figures relating to a cohort of 5 pupils or fewer. This is intended to reduce the risk of individual pupils being identified from published data. Ainderby Steeple had 1 child in receipt of pupil premium funding in year 6 2020	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>% achieving expected standard or above in reading, writing and maths</b>	SUPP	SUPP
<b>% making at least 2 levels of progress in reading</b>	SUPP	SUPP
<b>% making at least 2 levels of progress in writing</b>	SUPP	SUPP
<b>% making at least 2 levels of progress in maths</b>	SUPP	SUPP

### 3. Barriers to future attainment (for pupils eligible for PP including high ability)

#### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	Low attainment on entry to Reception
<b>B.</b>	Weaker social skills, behaviour, social emotional mental health and poor resilience
<b>C.</b>	Low literacy and numeracy attainment for a small number of children in specific year groups
<b>D.</b>	Access to residential visits and clubs may be limited due to costs.

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

<b>E.</b>	Tasks set at school are sometimes not completed at home due to home circumstances
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<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children to make rapid progress during the Reception year, tracked through the school tracking systems	Pupils eligible for pupil premium meet age related expectations or better making rapid progress during their first year in school.
<b>B.</b>	Children to demonstrate resilience and appropriate behaviour towards others	Behaviour observed within class and in the playground to both children and adults is at least good. Children state they feel happy and supported at school. Staff, through relevant training, are able to assess and identify the right provision to support our children.
<b>C.</b>	Higher attainment across KS1 and KS2 for pupils eligible for PP	Pupils eligible for Pupil Premium to meet at least age related expectations through accelerated progress in reading, writing and maths. Use of target tracker to monitor attainment and progress shows good progress Book scrutiny evidence over time shows children clear about making improvements and editing work.
<b>D.</b>	All children are able to access residential visits and extracurricular activities	Children in receipt of pupil premium are able to access a variety of clubs including the residential visits planned in year 5 and 6 and feel fully inclusive. Children's self-esteem is raised through increased opportunities
<b>E.</b>	Increased participation in school activities both homework and extra-curricular	Children confident in their abilities and feel supported at school. Increase in participation at after school clubs. Parents feel confident to support their children at home and attend parent consultation evenings.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2019/2020</b>				
How our school is 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 choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead/cost</b>	<b>Review</b>

<b>A. Children to make rapid progress during the Reception year</b>	Additional adult support for afternoons	Reception and year 1 class have many challenges with two separate curriculums. Ensuring children have appropriate observations and directed learning whilst year 1 children are accessing the national curriculum must be carefully managed to ensure all children make good progress and meet age related expectations.	Lesson observations show effective use of support staff. Book scrutiny shows children making good progress during the year. All children eligible to pupil premium funding to meet age related expectations	Class teacher Support staff Headteacher 1 x TA pm only £6,000	March 20 July 2020
<b>B Children to demonstrate resilience and appropriate behaviour towards others</b>	Social interaction group for specific children including the use of Lego therapy with specific children.  Regular nurturing time with staff to help develop confidence and self-esteem	Some children are struggling with their social interaction with other children due to differing needs and need support in learning those basic core skills. This can also include children who are reluctant talkers. Some of our children have low self-esteem due to dealing with challenging home situations.	Support staff to deliver appropriate intervention to targeted children. Improvement seen through lesson observations. Staff to do the Compass Reach training to identify and access support in December . Staff training on metacognition January 2018	Support staff SENCo Approx. £400	March 2020 July 2020
<b>C Higher attainment across KS1 and KS2 for pupils eligible for PP</b>	TA to update training for 1st class@ number intervention programme (£400)  Implement programme with targeted children (£1000)  New termly PIRA and PUMA assessments purchased (approx. £750)  Read write inc. resources to develop spelling (£290)	Our children in receipt of PP generally make good progress but occasionally do not meet age related expectations in their learning. A particular focus is reading where children do not always have the support to read at home.	Monitor the amount of reading being done and improved PIRA assessment data and Target tracker data.  Longer term, results at KS1 and 2 show an increase in attainment.  New assessments show better correlation of data to help inform the school assessment tracking system.	Headteacher  £2,440	July 2020
<b>D All children able to access residential visits and extracurricular activities</b>	All children in receipt of PP are able to access any extracurricular activity or residential visit through allocation of funds to allow for this.	Some of our children in receipt of PP would benefit from wider experiences and time away with friends for team building exercises. Some benefit from developing independent skills. Some children would benefit from extracurricular activities to broaden their experiences and give respite from difficult home situations	Monitor the uptake of children in receipt of PP to see how many are attending residential/extracurricular activities.	Headteacher (£400)	July 2020
<b>E Increased participation in school activities both homework and extra-curricular</b>	Reading buddies set up 2x lunchtimes a week with teaching staff to oversee. Time to complete homework at school where needed	Some of our PP children do not read or do homework at home and therefore need more opportunities at school.	Ensure children are enthusiastic about coming to the reading club by having incentives such as early dinners. Children show greater progress in reading ability		July 2020
<b>Total budgeted cost</b>					£9,240

