

# Federation of Follifoot & Spofforth CE (VC) Primary Schools

## Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Follifoot C.E. Primary School				
<b>Academic Year</b>	16/17	<b>Total PP budget for 2016 - 2017</b>	£2640	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	59	<b>Number of pupils eligible for PP</b>	2	<b>Date for next internal review of this strategy</b>	July 2017

2. Current attainment		
<i>Measure</i>	<i>Pupils eligible for PP (2 pupils)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving the expected standard or above in reading, writing &amp; maths</b>	2/2 - 100%	71%
<b>% making at least expected progress in reading</b>	2/2 - 100%	71%
<b>% making at least expected progress in writing</b>	2/2 - 100%	93%
<b>% making at least expected progress in maths</b>	2/2 - 100%	78.5%

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Reactive changes to support arrangements in school could affect support available for pupils eligible for PP.
<b>B.</b>	Attitudes to learning – adoption and application of growth mindset principles (pupil's resilience especially to challenge)
<b>C.</b>	Mixed age classes, some containing 3 year groups, some cross Key Stage
<b>D.</b>	'Standard' amount of time available for effective liaison with parents regarding pupils learning.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	No significant external barriers identified at present with current eligible pupils.

<b>d. Desired outcomes</b> <i>(Desired outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	All eligible pupils will access all elements of the national curriculum and remain in line with age related expectations continuing to make at least expected progress.	Full access achieved Pupils attain at age related level or above making at least expected progress.
<b>B.</b>	Needs of all eligible pupils will be closely assessed in order to identify where support might realistically enable pupils to achieve work at greater depth in particular curriculum areas.	Clear and accurate understanding of pupils needs.
<b>C.</b>	Learning attitudes specifically towards challenge will improve for identified pupils.	Pupils more confident and resilient.
<b>D.</b>	School will improve its methods of keeping parents informed about children's learning thus improving the opportunities to develop learning beyond school. Parents will feel better supported, and more empowered to support learning at home.	Parents better informed and equipped to support

<b>E. Planned expenditure</b>					
<b>Academic year</b>		<b>2016/2017</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 choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increase the engagement and involvement of parents and cares of eligible pupils	Learning conversations for eligible families. Use of parental engagement App	LC pilot project and resulting progress data. Feedback from parents states main barrier to helping at home is knowing how and when.	Staff trained and part of pilot project. Staff trained in use of new App. Progress data scrutinsied every term.	PG and relevant class teachers	Every term via data.
<b>Total budgeted cost</b>					£750
<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>
All staff will be able to promote Meta cognition and growth mindset principles and develop these attitudes in learners.	CPD training for all staff throughout the year on growth mindset.	Research evidence (Sutton Trust) showing high impact of Meta cognition and self-regulation +8 months progress	Records of CPD including handouts. Monitoring and evaluation via learning walks and pupil interviews	PG – Tony Swaintson	Termly via data. Spring and summer term learning walks and pupil interviews
<b>Total budgeted cost</b>					£1000

<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>
All eligible pupils are fully included in all aspects of school life and have equal access to wide range of curricular and extracurricular provision as non eligible pupils.	Contributions are made to trips including residential ,visitors, workshops and extra curricular opportunities that pupils might not otherwise access	Eligible pupil's may not access additional or costly opportunities that others may do routinely.  This use allows all children to develop skills, pursue interests broadening their interests and receiving the same opportunity as others. These opportunities develop abroad range of vital skills including self confidence, determination and independence.	Recorded discussions via consultation with parents (learning conversations) and specific discussions with the HT.	HT and staff via learning conversations	Termly.
<b>Total budgeted cost</b>					£900
<b>Total</b>					£2650

<b>f. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2015/2016 – Allocation 2 pupils - £2640</b>		
<b>i. Quality of teaching for all</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>
Increase the engagement and involvement of parents and carers of eligible pupils	Learning conversations for eligible families.	Positive feedback from parents re the additional time provided by learning conversations. Evidence of homework and wider home learning tasks completed effectively. Attainment and progress data of both pupils positive and mostly above cohort.	Overall positive feedback and positive impact. Would continue this approach.	£750
High quality feedback personalises learning including next steps and increases progress rates.	Additional weekly TA hours to provide smaller groups for targeted activities e.g. phonics/spelling & increase frequency of verbal feedback in lessons.	Attainment and progress data of both pupils positive and mostly above cohort. Clear improved confidence especially for one pupil and effective transition between classes.	Can be impacted on by changes to school demographic e.g. arrival of high needs pupils.	£1000
The academic outcomes of eligible pupils compare favorably with the same group nationally and non-eligible pupils within the school.	Tracking package that allows for quick and simple comparisons to be made throughout the year at assessment points.	Data package effective in enabling efficient tracking and comparison.		£400

**ii. Targeted support**

<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>
Pupils are fully included in all curricular and extracurricular activities	Subsidy of trips, visits and extra curricular activities	Yes pupils fully included	This is an important use of the funding.	£400
<b>Total</b>				£2550

