

Federation of Follifoot & Spofforth CE (VC) Primary Schools

Pupil Premium Strategy Statement

1. Summary information					
School	Follifoot C.E. Primary School				
Academic Year	2017-2018	Total PP budget for 2017 - 2018	£3960	Date of most recent PP Review	Sep 2017
Total number of pupils	62	Number of pupils eligible for PP	3	Date for next internal review of this strategy	Sep 2018

2. Current attainment		
Measure	Pupils eligible for PP (3 pupils)	Pupils not eligible for PP (national average)
% achieving the expected standard or above in reading, writing & maths	2/3 - 66%	71%
% making at least expected progress in reading	3/3 - 100%	71%
% making at least expected progress in writing	2/3 - 66%	93%
% making at least expected progress in maths	3/3 - 100%	78.5%
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Reactive changes to support arrangements in school could affect support available for pupils eligible for PP.	
B.	Attitudes to learning – adoption and application of growth mindset principles (pupil's resilience especially to challenge)	
C.	Mixed age classes, some containing 3 year groups, some cross Key Stage	
D.	'Standard' amount of time available for effective liaison with parents regarding pupils learning.	
E.	Independent learning skills including levels of confidence with working independently.	
External barriers (issues which also require action outside school, such as low attendance rates)		
F.	Access to wider enrichment opportunities such as sport, music, visits beyond immediate locality.	
G.	Capacity to continue learning independently beyond school.	

d. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	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.	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.
C.	Learning attitudes specifically towards challenge and independent learning skills will improve for identified pupils. Children will have mechanisms for developing and continuing their learning beyond school.	Pupils more confident, resilient and independent.
D.	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

E. Planned expenditure					
Academic year		2017/2018			
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					
i. 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?
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 scrutinised every term.	PG and relevant class teachers	Every term via data.
Total budgeted cost					£1000
ii. 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?
Staff will have an improved understanding of how to develop more independent learning skills in writing and maths. Staff will be able to compare writing more widely and accurately beyond their own school – gaining greater insight into helping pupils improve their writing	Mastery Maths TRG project. Training in the use of manipulatives and Bar modelling in maths. Talk 4 Writing Training and developing independent writers in KS2 training. Use of comparative judgements to assess writing. Purchase of resource to personalize approaches and provide targeted teaching	Evidence from White Rose on impact of manipulatives of helping children access more complex concepts. Evidence from own professional judgement that independence is a key skills for lifelong learning. Reading research from Daisy Christodoulou around use of comparative judgements. Evidence from network meetings re impact of 'Power of...' series and No Nonsense Maths.	High quality training delivering by leading practitioners and nationally recognised trainers. Staff meeting time to review and discuss implementation of strategies Monitoring and evaluation time to review impact. Lead practitioner in partnership to oversee implementation of comparative judgements.	PG CJ lead TBC Maths and English lead.	Termly via data. Spring and summer term learning walks and pupil interviews
Total budgeted cost					£2200

iii. 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?
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.
				Total budgeted cost	£760
				Total	£3960

f. Review of expenditure				
Previous Academic Year		2016/2017 – Allocation 2 pupils - £2640		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increase the engagement and involvement of parents and cares 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. Pupil attitudes to feedback very positive. Evidence of impact I books and via pupil discussions.	Can be impacted on by changes to school demographic e.g. arrival of high needs pupils.	£750
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. Data of PP children favorable to rest of cohort and PP nationally.	Effective tracking is crucial and the addition of the 'watch list' has helped focus staff on where to target resource. Greater understanding of the need to have a 'disproportionate' approach to watch list pupils ensuring g greater proportion of teacher time. Focus on more 'in the moment' and 'same day' feedback and 'intervention'.	£400
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.	Staff more actively promoting this as is even ident from learning walks and also taking to pupils to understand their attitudes to learning and mistakes	Perhaps longer between some of training sessions to allow more time to digest and apply. A cross federation approach with a common language would be beneficial. Need to explore more direct teaching of metacognition skills which has been done via initial training on RefelctED and signing up to ReflectED trial with EEF, York University and Rosendale Primary School.	£750

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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
				Total £3050

