

Pupil premium strategy statement

1. Summary information					
School	Fringford C.E. Primary				
Academic Year	2016/17	Total PP budget	£7920	Date of most recent PP Review	n/a
Total number of pupils	93	Number of pupils eligible for PP	6	Date for next internal review of this strategy	Sept. 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Age-Related Expectations (ARE) in reading, writing and maths	60%	
% making progress in reading	100%	
% making progress in writing	100%	
% making progress in maths	100%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	On-entry assessments in Foundation Stage show that PP pupils are less likely to demonstrate 'school readiness'. They are below ARE in Communication and Language, Literacy and Mathematics. This is likely to have a detrimental effect upon overall progress in subsequent years.
B.	High ability PP pupils who are making good progress in core subjects are experiencing social/emotional difficulties. This may have an impact on future attainment, particularly after transition to secondary school.
C.	Behaviour issues for some pupils eligible for PP are requiring significant interventions. This may have a detrimental effect upon attainment in the future, both of the individual pupils and of the cohort in general.
External barriers (<i>issues which also require action outside school</i>)	
D.	Attendance rates for pupils eligible for PP are below the target for all children of 96%. This reduces their school hours and will have a significant impact upon progress and attainment. It will also lessen the effectiveness of interventions for behaviour and mental health issues due to the lack of consistency and continuity.
E.	Some parents of PP children feel less able to support their children with home-school activities. This impacts upon the engagement of PP pupils in school and results in some regression over holiday periods. This then has a detrimental effect upon overall attainment.
F.	Some families of PP pupils find it harder to access amenities in the wider community. This makes it less likely that they will use support services not located in the village and impacts upon the pupils' opportunities to engage with diverse cultural experiences. Subsequently, this limits the effectiveness of interventions for behaviour/emotional difficulties and has a detrimental effect upon overall attainment.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Ensure that PP pupils achieve the early learning outcomes at the end of Foundation Stage.	Pupils eligible for PP in Class 1 will make more than expected progress in Communication & Language, Literacy and Mathematics so that all pupils eligible for PP achieve GLD (Good level of development)
B.	High ability PP pupils in KS2 will show an upward trajectory in terms of progress. They will demonstrate positive attitudes to learning, have high self-esteem and be sufficiently resilient to manage conflicts appropriately and confidently.	Pupils eligible for PP identified as high ability will make as much progress as 'other' pupils identified as high ability, across Key Stages, in maths, reading, writing and science. Pupil progress will be tracked with teacher assessments and standardised tests and where there is a downward trajectory, action will be taken early. Teachers will have high expectations of PP pupils and will have the skills and support to ensure that progress is sustained. PP pupils will use their school mentors to discuss issues relating to behaviour/emotional well-being. Tracking of behaviour will show evidence of progress in terms of emotion, conduct and learning.
C.	Behavioural issues of PP pupils will be minimised.	Fewer behaviour incidents will require adult interventions.
D.	Increased attendance rates for pupils eligible for PP.	The number of persistent absentees among PP pupils will be reduced. Overall PP attendance will improve to 96% in line with 'other' pupils.
E.	Progress will be maintained over holiday periods. Continuity of learning will be maintained and transition will be more successful.	Assessment data will show sustained progress between terms and between year groups.
F.	Families will access support services and facilities in the wider community.	Attendance at intervention groups will be maintained and PP pupils will have the same opportunities as 'other' children.

5. Planned expenditure

Academic year

2016/17

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?
A. Improved Communication and Language/Literacy /Mathematical skills in EYFS	Restructure class 1 so that it is no longer a mixed stage class, resulting in improved adult-child ratios, thus improving the interactions within the learning environment. Employ an additional, appropriately qualified, teaching assistant to improve adult-child ratios. Allocate non-contact time to EYFS teacher to enable regular visits to pre-school/home visits in the Summer term.	The positive impact upon learning via high quality adult-child interactions is well established. The benefit of enabling appropriately qualified and experienced practitioners to spend time developing language skills with young children in small groups or 1-1 is also proven. The link between good language development and later literacy/maths skills is widely acknowledged. The OFSTED report 'Are you Ready? Good practice in school readiness' (2014) acknowledges the significance of early identification and intervention. Continuity of approaches between pre-school and school results in better transition and improved outcomes. (Transition toolkit – Oxfordshire Early Years advisory teachers)	Organise Level 3 training for teaching assistants around quality interactions; sustained, shared thinking; growth mindset Trained Teaching assistant to run Talk Boost groups to supplement routinely planned activities Peer observations to focus upon quality of interactions in terms of challenging play and open ended questioning Head teacher observations to focus upon engagement and progression of PP pupils Reasonable time to be allocated in Summer term to enable class teacher to make visits to pre-school/homes and to liaise with EYFS/Pre-School link governor for feedback	VBS/FP	Sept 2017

<p>B. Improved progress and attainment for PP pupils</p>	<p>CPD on quality first teaching in terms of providing challenge/developing mastery/growth mindset/SEND</p>	<p>PP pupils, particularly those also identified with SEND, are sometimes making slow progress, particularly in writing and maths. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. The school has recently undergone a great deal of change, with numerous new staff and we wish to ensure that we develop a collective commitment to provide a broad and balanced curriculum to all pupils. We recognise the need to ensure that newly and recently qualified teachers develop their skills in meeting the needs of all pupils. We need to familiarise all teachers with the Oxfordshire criteria for identifying pupils with SEND, in order that pupils are identified correctly and early. Catch up literacy and numeracy intervention is an evidence based effective intervention. Improved English and maths skills will both improve self-esteem and have a positive impact upon achievement in the wider curriculum.</p>	<p>CPD to be attended Use INSET days to deliver training. Learning walks/Peer observation</p>	<p>VBS/FP</p>	<p>Sept 2017</p>
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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?
<p>A. Improved oral language skills for PP pupils in reception</p> <p>B. Improved progress for high attaining PP pupils</p>	<p>Effective interventions to be carried out by appropriately trained staff. Quality First Teaching to incorporate a wide range of differentiation strategies. Minimise regression over holiday periods</p>	<p>Some of the students need targeted support to catch up. Talk-Boost and Catch up Literacy and Numeracy are programmes that have been independently evaluated and shown to be effective in other schools. Emotional well-being has been shown to have a positive impact upon progress and achievement therefore training an Emotional Literacy Support Assistant will be beneficial to vulnerable pupils. Teacher observation notes that many vulnerable pupils regress over holiday periods due to lack of continuity, disengagement</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Ensure that interventions are monitored – that attendance is ensured and that progress is reviewed. Provide home-school packs to supplement and consolidate learning Provide local information about holiday clubs, activities in the community, website links</p>	FP/VBS	2017 - ongoing
<p>B. Improved motivation for high attaining pupils</p>	<p>Growth mindset to be developed across the whole school. 'Learning log' approach to homework to be implemented</p>	<p>There is abundant evidence that growth mindset approaches improve learning. Homework will be designed around 'low threshold, high ceiling' tasks that are motivating and easily accessed by all pupils.</p>	<p>Growth mindset training given to whole school to ensure collective approach is embedded</p> <p>Engage with parents to ensure that whole school community commits to the new approach.</p>	FP	2017 - ongoing

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?
D. Increased attendance rates	100% attendance to be celebrated and rewarded. Absence issues to be addressed on first day of notification.	Attainment cannot be improved for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. We need to build relationships with parents so that they see themselves as partners in learning.	Invest time in talking to parents of poor attenders. Ensure that school communication is accessible to all, including those with poor literacy skills. Use social media if it helps to engage families. Engage CAF team where necessary to provide additional support.	FP	2017
C. Problem behaviour addressed	Identify targeted behaviour intervention for identified students. Engage with parents and develop consistent approaches. Develop restorative approaches and focus on positive behaviours.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Team teach training for all staff. Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Provide Nurture Group in the form of a lunch club for identified pupils. Provide identified pupils with ELS mentor.	FP	2017
E. Continuity of learning will be maintained	Staff have considered how key skills are to be continued and what this means for teaching and learning.	Integrated provision is successful because forensic analysis of performance information helps teachers to pinpoint successful achievements or areas to be developed for individual children.	Key skills / learning behaviours taught through Growth Mindset training, ensuring progression from EY to Y6. Curriculum coverage and progression mapping ensures smooth transition from EY to KS1 and KS2. Specialist coaches develop key skills through carefully planned interventions/ whole class teaching.	FP	2017
F. Support services and facilities in the wider community will be accessed	Identify specific needs and link to facilities/resources available in the wider community	Supporting the emotional well-being of pupils and providing enrichment in the wider community ensures PP pupils receive same opportunities as other children.	School to continue to fund Education Psychologist and access locality hub / external agency support. School to fund access to extra-curricular activities. School to provide enrichment as part of wider curriculum.	FP	2017

