



Pupil premium strategy statement:

1. Summary information					
School	Appleton CE (A) Primary School				
Academic Year	2016/17	Total PP budget	£18,060	Date of most recent PP Review	n/a
Total number of pupils	184	Number of pupils eligible for PP	FSM £5280 3/4 pupils in school F6 £5,280 3/4 pupils in school LAC £5700 Service £1800 4/6 pupils in school 4 children on PP but not in receipt of payments	Date for next internal review of this strategy	Jan 2017

2. Current attainment					
Attainment for: September 2016 Years 1 to 6 attainment (144 pupils)	Pupils eligible for PP (your school) (13 pupils)				Pupils not eligible for PP
	FSM	F6	LAC	S	
% achieving expected standard or above in reading, writing and maths					
% achieving expected standard or above in reading	66%	66%	100%	100%	89%
% achieving expected standard or above in writing	0%	33%	100%	50%	51%
% achieving expected standard or above in maths	100%	66%	100%	100%	89%

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)*

A.	Poor writing skills
B.	Poor reading skills (phonics)
C.	Poor comprehension skills

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

D.	Attendance for particular pupils
E.	Support for families - mediation, HSLW, separations

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP children's writing skills improves in line with non – pp children.	PP children make better progress with writing and diminish the gap
B.	PP children's reading improves in line with non-pp children	PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in spelling Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in line with non-PP children.
C.	Improved comprehension skills	PP children have a better understanding of the text they are reading and achieve higher comprehension score.
D.	The attendance of F6 child improves	Reduce the number of persistent absentees among pupils eligible for PP Attendance for the children is in line with national at 96%, currently 84%
E.	Families in need of additional support are able to access this through school	Families feel supported by appropriate agencies.

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?
PP children's writing improves in line with non-pp children	Whole school improvement focus on writing. CPD on writing approaches and feedback in order to ensure children have a good understanding of their next steps.	Writing is a development area for the school, but PP children are consistently dropping behind school average, despite high level of intervention. Quality and inspiration writing opportunities to be given in order to encourage children to enjoy writing. A whole school creative approach in January to be implemented.	Writing improves across the school, but more importantly improves at a greater rate for PP children. Displays with high quality writing in classrooms.	H. Barker	March 2017
PP children's reading improves in line with non-pp children	Children will receive high frequency reading with a TA or teacher. Phonics will be addressed in lessons and through the use of tailored interventions such as Accelerate/read/write. Books will be celebrated and enjoyed in school. Round the World Whole School Reading Programme.	When children read daily their reading improves. Any areas of difficulty can be addressed (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Phonics will be encouraged as a strategy to reading in the classroom when necessary. Books will be on display in the classrooms and work on the walls will show the children's interest in books. If children celebrate making progress on a regular basis, it will encourage them to persevere with their reading.	Pupil progress meetings will review intervention given (daily readers) and progress made. Checks on reading records to ensure that children are being heard regularly. Progress on Round The World Reading Records	H. Barker / L. McClimont	December 2016

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?
To improve writing outcomes for children on PP to be in line with peers	1:1 support	With a few children there continues to be a significant gap in attainment. These children need a more individualised program of support in order to allow them to access the curriculum. The focus for this is with literacy skills.	Individual tracking sheets Half termly – with meeting with parents. Lesson observations / 1:1 observations to ensure quality 1st teaching	L. McClimont / H. Barker	December 2016
PP children's reading and comprehension improves in line with non-pp children	A reading team is set up to ensure PP children receive daily reading and quality 1:1 comprehension around the book in a positive way. The books on offer will interest non readers at an appropriate level.	When children read daily they gain in confidence. That 10-15 minutes of chatting about the book and linking the story to something they have experienced helps them to remember in long term memory what they have learned. This time makes them feel valued. This time makes them see that books are positive and enjoyed. The boys who do not like reading will be more inspired in class with book more appropriate to their interest. By developing greater accuracy with reading and the opportunity to talk about the text, comprehension skills will improve.	The books used in class will be of more interest to boys. Children who have daily reading – progress will be seen at pupil progress meetings. Children will look to read more at 'free time'. Boys will begin to enjoy reading as a past time and not just when asked. Improved comprehension skills.	L. McClimont / H. Barker	December 2016
To diminish the gap in reading before children reach the end of Year 1	FFT Program	The program focuses on children having difficulty with the initial stages of reading. This program is being made available to the children who would benefit the most and not necessarily PP children due to the low numbers of PP children in KS1.	Individual tracking sheets. Children reading for pleasure and at an appropriate level. Children better able to access the curriculum as a whole, due to increased reading ability and fluency.	H. Sayeed / L. McClimont	End of 10 week block per pupil

iii. Other approaches					
The attendance of PP children improves. Improvement in self – esteem of PP children	Forest School	Forest School is being made accessible to all the children in the school. Some children in receipt of Pupil Premium need greater support with self –esteem and confidence and we feel this is the best approach. By allowing the whole school to take part these children are not being individualised but allowed to work with staff in these key areas, especially when needing additional emotional support. Forest School offers opportunities for real life experiences which can offer inspirational ideas for writing.	Survey to children and parents Reduced anxiety.	S. Williams	Termly per class
To improve PP children engagement in a wider range of activities.	Payment for After School Activities	Some children do not have access to any other clubs out of school. By attending clubs this supports the parents with child care and increases the child's confidence and self-esteem, as well as allowing them to take part in activities that they enjoy.	Increased number of PP children accessing extra-curricular activities.		Termly to assess number of children attending clubs.
To enable children to attend all trips	Payment of School Trips	Children being enabled to attend school trips with peers, which increases their confidence and self –esteem.	Children engage in the opportunities that trips offer and can widen their knowledge of the world.		July 2017
All children are correctly dressed for school	Payment towards school uniform	To support families with the cost of uniform so that their children are appropriately dressed for school.	Children are appropriately dressed for school		July 2017
PP families are supported when necessary	Support through HSLW, mediation or other outside agencies.	At different times our PP families have needed additional support in order to maintain a supportive home environment. By offering additional funding towards supporting at home, allows the children to not have to take on the burden of home worries.	Fewer PP children needing Social Services or high level interventions.		
6. Review of expenditure					
Previous Academic					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost	

--	--	--	--	--

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

7. Additional detail

--