

Foston Primary School - Pupil premium strategy statement

1. Summary Information					
School	Foston Primary				
Academic Year Plan Academic Year Review	2018/2019 n/a	Total PP Budget	£1320	Date of most recent PP Review	October 18
Total number of pupils	36	Number of pupils eligible for PP	1	Date of next internal review	April 19

2. Current attainment				
	Overall KS2 Y6 info 2017 -2018	KS2 Y6 2017- 2018 Overall National	Y6 2017-2018 Pupils not eligible for PP	Y6 2017 – 2018 Pupils eligible for PP
% achieving expected standards or above in reading, writing and maths	SUPP	64%	n/a	n/a
% attainment in reading	SUPP	75%	n/a	n/a
% attainment in writing	SUPP	78%	n/a	n/a
% attainment in maths	SUPP	76%	n/a	n/a
Attendance of children in receipt of pupil premium	n/a	96.8%	n/a	n/a
% making progress in reading	SUPP	0.0	n/a	n/a
% making progress in writing	SUPP	0.0	n/a	n/a
% making progress in maths	SUPP	0.0	n/a	-n/a
3. Barriers to future attainment (for pupils eligible for PP, including high ability)				
In-school barriers (issues to be addressed in school)				
A.	Quality First teaching of English and Maths			
B	Attitudes to learning including development of Academic Resilience, aspirations and growth mind-set			

	External barriers (issues which require action outside of school)	
C.	Participation in school trips and improved home learning	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Essential learning in the basic skills in English and maths reduces access to the curriculum and inhibits progress generally. Ensuring that the ethos of achievement for all is promoted will be beneficial for all pupils. Providing targeted support and intervention such one to one support and thrive interventions, will improve achievement and diminish the difference between vulnerable pupils and the broader cohort. Individualised teaching will also help to ensure that higher attaining PP children make good progress: TA support for phonics, reading and number, ALK, thrive Focus on T&L Policy, monitoring, delivery	Phonics scores to increase KS1 progress and attainment to increase.
B.	Improved capacity of sustained concentration to support effective learning.	Case studies show improvement of engagement through targeted support Children in participate successfully in a variety of small groups (e.g. Forest Schools)
C.	Pupils do not always access the full breadth of the taught and wider curriculum. Providing financial support to access trips, visits and other activities increases achievement in a range of curriculum areas and provides essential social opportunities.	PP Targeted children attend all wider curriculum Experiences

5. Planned expenditure					
Academic year	2018 – 2019				
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?
Quality First teaching of English and Maths	1. Streamed phonics groups for EYFS & KS1 and 2 2. Staff training, Pupil meetings, Pupil Progress discussions, observation 3. Teaching Assistant Support in Class 4. T&L pedagogy 5. Curriculum developments e.g. Mastery Approach	Feedback to pupils is shown by EEF/Sutton Trust as having +8 months benefit to pupil progress – additional adults for interventions allows this to happen more frequently and regularly. Phonics teaching is shown by EEF/Sutton Trust as having +4 months benefit to pupil progress Effective use of TA is shown by EEF +1	Timetables and monitored Effectively timetabled, Regular discussion	HT SLT & Key Subject leads	Termly - final in July 2018

		month benefit to pupils			
				Total budgeted cost	£1,320
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>Attitudes to learning including development of Academic Resilience,</p> <p>aspirations and growth mind-set</p>	<p>1. Forest School and outdoor learning Sessions</p> <p>2. Resources for vulnerable children</p> <p>3. Funding to enable participation in extra-curricular activities, visits etc</p> <p>4 Teaching Assistant Support for specific Children to undertake thrive</p>	<p>Improved skills and expertise of the teaching team, with lasting impact.</p> <p>Thrive intervention has been proven to increase children's self confidence and mental health and well being</p> <p>Sutton Trust research indicates that Meta-cognition and Self-regulation has +8 , +5 for Outdoor Learning months impact for low cost.</p>	<p>Staff Timetables Resources bought and prepared</p>	<p>LC (Forest school and Outdoor Learning)</p> <p>SENDCo and HT</p>	<p>Termly - final in July 2018</p>

	1:1 interventions for reading, maths and writing (inc assembly time), Intervention activities e.g. Rapid Writing and First class at Number				
Total budgeted cost					£1320
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?

Total budgeted cost					

6. Review of expenditure				
Previous academic year	2017- 2018	0		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
ii. Targeted Support				
iii. Other approaches				