

Pupil Premium Strategy Statement September 2016

1. Summary Information St Michael's Federation – Lydbury North C of E (A) Primary School

Academic Year	2016/17	Total Pupil Premium Budget	£11,880	Date of most recent pupil premium review	September 2016
Total number of pupils	26	Number of pupils eligible for Pupil Premium	7	Date for next internal review of this strategy	July 2017
		Number of SEND pupils	5	Number of non-SEND pupils	2

2. Current attainment

	Pupils eligible for Pupil Premium	Pupils not eligible for Pupil Premium
% achieving expected standard or above in reading, writing and mathematics	14.2%	
% achieving expected standard or above in reading	14.2%	
% achieving expected standard or above in writing	28.5%	
% achieving expected standard or above in mathematics	42.6%	

3. Barriers to Future Attainment (not detailed in this document to protect confidentiality)

4. Desired Outcomes

4. Desired Outcomes	Success Criteria
<p>A. For all 7 children to make good or better progress from their baseline in September 2016 in reading, writing and mathematics</p>	<p>Children making good or better progress from the September baseline Half termly school tracking and book scrutiny HT and staff to evaluate impact of individual intervention plans Feedback from multi agencies</p>
<p>B. For those children receiving additional social and emotional support a measurable impact on their levels of self-esteem and confidence.</p>	<p>Feedback from children Feedback from Parent Support Advisor Feedback from Learning Mentor Feedback from parents and carers Feedback from teaching and teaching assistants HT monitor focussing on learning behaviours</p>
<p>C For all 7 children to be reading regularly at home alongside additional daily support in school</p>	<p>SEND parent meetings Work with TA/CT and parents Parent workshops Additional books available for use at home to enrich language skills</p>

D to ensure that all families are given sensitive support from everyone in school and that school is very effective in liaising with external agencies					Outcomes of EHAF reviews Feedback from parents and carers Feedback from multi agencies
5.Planned expenditure Academic Year – 2016/17					
i. Quality of teaching for all					
Desired outcome	Chosen action	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 children to make good or better progress from their September baseline	Ensuring quality first teaching for all children with meticulously planned lessons that take account of each individual child's attainment and next steps. The teaching, learning and assessment cycle embedded to ensure quality of provision.	Central to our Federation ethos where every child is seen as a unique child. Our small classes allow for personalised learning. See school tracking	HT and Senior teachers will ensure that this is implemented through constant monitoring of teaching, learning and assessment. Ongoing professional dialogues and peer mentoring. Programme of CPD.	Headteacher and Lead Teachers	November 2016 March 2017 May 2017
ii. Targeted Support					
Desired outcome	Chosen actions	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 targeted support for children on the SEND register to enable specialist provision and accelerated learning.	The detail of these plans sit behind this document and will be shared with outside agencies, staff and parents - not detailed here due to issues of confidentiality	Each child's needs have been identified and next steps planned for. These will be reviewed on a half termly basis to ensure progression.	Support from SENCO and multi agencies will ensure quality of this support Chair of Governors/SEND link governor will monitor impacts each term	Headteacher SENCO	This will be reviewed half termly

Focus on phonic, reading and spelling support at home to encourage greater levels of home engagement to boost competence levels and enrich the language of the home environment	Reading challenge Parent workshops CT/TA paired working sessions with parents and carers Setting up lending library for additional books and audio book materials	Analysis of parental involvement with reading amongst pupil premium children Analysis of Year 6 SAT expectations and level of language experience required to achieve expected levels	Regular monitoring Feedback from parent workshop and measuring impact of these Feedback from the children and parents and carers	Headteacher – reading Phonics and spelling – Lead teacher Onny Grammar in KS2 – Lead teacher Lydbury	November 2016 Feb 2017 March 2017 May 2017 July 2017
				Total budget cost	£11,880 Supplemented by school budget for additional learning support
iii. Other approaches					
Desired outcome	Chosen actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Enable all children to take part in all school workshops and trips	To support the funding of school trips and workshops of children who receive FSM	Ensure inclusion for all	All children able to attend school trips	FBM/PSA	December 2016 March 2017 July 2017
Enable all children in Year 4,5 and 6 to take part in the residential visit in May	To support the funding of children who receive FSM	Ensure inclusion for all	All children being able to attend the residential in May	FBM/PSA	May 2017

Support with school uniform	To allow each child on FSM to receive 2 free sweatshirts each school year To provide a PE kit (shorts, t shirt, top and jog bottoms)	Ensure that children have all of the correct school uniform and PE kit for taking part in all activities at school	All children having correct uniform to wear	HT/PSA	July 2017
				Total budget cost	Supported by school Fund In response to need