

# Pupil Premium Strategy Statement

1. Summary information					
School	Trottscliffe CEP School				
Academic Year	2016/17	Total PP budget	£8500	Date of most recent PP Review	Dec 2016
Total number of pupils	61	Number of pupils eligible for PP	8	Date for next internal review of this strategy	April 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	50%	%
% making progress in reading	75%	%
% making progress in writing	62.5%	%
% making progress in maths	82.5%	%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Lack of opportunities for extended writing is impacting particularly on high attaining PP pupils progress in writing
<b>B.</b>	Low attendance for PP pupils has impacted on progress and attainment
<b>C.</b>	Behaviour issues for a small group of Y3 pupils is having a detrimental impact on their academic progress and that of their peers
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Lack of experiences, aspiration and family support for some pupil premium children Low attendance by 10% of pupil premium children

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Meet social and emotional needs of our PP pupils via in-school counselling and support both children and families via in school therapeutic play, talk time, mentoring, low level behaviour identification and intervention, socially speaking, lunch time support and time out area with someone to talk to resolve issues quickly.	Children will be able to engage in learning, measured by their progress.
<b>B.</b>	Use Target Tracker to closely identify gaps in learning for PP children and give targeted intervention, in particular in comprehension, higher level writing skills, spelling and	Children will maintain or improve from their starting points with less misconceptions dealt with quickly and with targeted

	handwriting. Ensure PP children are orientated before the lesson and debriefed after to ensure any misconceptions are corrected as close to the learning point as possible. Experiment with curriculum time to ensure time is given to address any misconceptions from previous learning or for challenge and mastery.	interventions and support to diminish the difference.
<b>C.</b>	Improve resilience in an identified PP group by identifying exactly what are their resilience barriers and growth mind-set.	Children will have a growth mind-set and thus improved resilience to help them grow as learners
<b>D.</b>	Keep close links with PP families. Aspirational opportunities embedded in the curriculum.	Families and children will feel supported and listened to and begin to have shared aspirations.

5. Planned expenditure					
Academic year					
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.					
<b>i. Quality of teaching for all</b>					
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?
Improvement in writing	Talk for Writing approach	The approach is having a good impact evidenced by before and after work in the children's books	Monitoring, CPD	BC	September 2017
Increasing resilience	Growth Mindsets	Improved mind set and resilience for learning, enabling children to be more receptive to learning and challenge	Continue with whole school approach	LH	January 2018
<b>Total budgeted cost</b>					
<b>ii. Targeted support</b>					
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?
Improved progress in Maths/Phonics/ Writing/Reading	Small group targeted booster groups	pinpoint areas more accurately for targeted intervention	Review termly to ensure learning has become embedded	KW, BC, LH	Termly
Improved self-esteem	Play therapy	Opportunities for self-expression may help to reduce barriers to learning and increase emotional engagement	Review regularly impact of support on focus and engagement	TD	Termly
<b>Total budgeted cost</b>					£4500
<b>iii. Other approaches</b>					
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?

Clubs	Encourage and fund more pupil premium children to attend	Football for teamwork and self-esteem.	Observation, pupil voice	LH	Termly
Children to feel safe and secure and able to resolve their issues	Therapeutic play counselling, time out, listening ear, socially speaking, time to talk	Sutton Trust amongst other evidence suggests that pupils wellbeing is fundamental to their learning behaviours	Improved engagement and motivation for learning as a result of mentoring and 1:1 discussions. Progress of targeted pupils	TD	Termly
Starting the school day in an alerted or calmed state ready for learning.	Sensory Circuits	Pupil, staff and parent feedback reported % difference in children's behaviour and readiness for learning.	Observation Pupil Voice Parent Voice Class Teacher	KW	September 2017
<b>Total budgeted cost</b>					