

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Otterton C of E Primary School				
Academic Year	2016-17	Total PP budget	£9,820	Date of most recent PP Review	N/A
Total number of pupils	75	Number of pupils eligible for PP	7	Date for next internal review of this	07/2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Level 4b or above in reading, writing & maths (or equivalent)	0%	tbc
% making at least 2 levels of progress in reading (or equivalent)	0%	92%
% making at least 2 levels of progress in writing (or equivalent)	100%	95%
% making at least 2 levels of progress in maths (or equivalent)	100%	91%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Our PP boys tend to perform better in Maths than in Reading and our PP girls tend to perform better in Reading than in Maths.
B.	Poor reading skills and limited reading experiences impact negatively on the children's writing.
C.	Poor play skills inhibit learning in group(play) activities.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parental support for reading at home and other homework tends to be lower for PP children.

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	PP children improve their attainment so that their attainment in Reading and Maths match.	
B.	PP children's writing improves, based on better language use gained from wider reading opportunities.	
C.	Children can extend their learning through play/open-ended activities with their peers.	
D.	Extra experiences of reading and maths activities in school compensates for little reading/homework at home.	

5. Planned expenditure					
Academic year	2016-2017				
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?
N/A	N/A	N/A	N/A	N/A	N/A
Total budgeted cost					N/A
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?
Targeted children's behaviour in social play situations	Half Hourly , twice weekly of play therapy	Based on in-school observations and advice from external agencies	Weekly (Tuesday and Thursday afternoons) through the SENCO	SENCO	April 2017 £1,000 extra SENCO time
Interventions improve lower attaining pupils' progress	LSA to have this role in each class	External data (e.g. EAL pre-populated judgement) is that the gap is narrowing, based on attainment data	Literacy Co-ordinator to monitor interventions and impact	Literacy Co-ordinator	July 2017 £8,820 towards LSA in each class
Total budgeted cost					£9,820
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?
N/A	N/A	N/A	N/A	N/A	N/A
Total budgeted cost					N/A

6. Review of expenditure				
Previous Academic Year		2015-2016		
i. Quality of teaching for all				
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
N/A	N/A	N/A	N/A	N/A
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
Rations ensure favourable staffing interventions improve lower attaining pupils' progress	LSA in each class to implement interventions of ratio1:12	In 66.7% of cases, the PP children are progressing at or above the rate of their cohort in Reading, Writing and Maths. This increases to 80% if you omit the pupils who are PP and SEND	This approach is effective in narrowing the gap and needs to be continued	£9,820
iii. Other approaches				
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
N/A	N/A	N/A	N/A	N/A

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

N/A