

Pupil Premium strategy statement (primary)



1. Summary information					
School	Surlingham Primary School				
Academic Year	2017-18	Total PP budget	£6600	Date of most recent PP Review	July 2017
Total number of pupils	55	Number of pupils eligible for PP	5 (9%)	Date for next internal review of this strategy	Jan 2018

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 in KS1 and KS2 2017	None – no children apply	
% making progress in reading	NA	
% making progress in writing	NA	
% making progress in maths	NA	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	PP children generally make less progress than non PP children in reading, writing and maths. *Data in small schools needs to be taken with caution.
B.	Teaching Assistants do not have time to liaise with teachers, to prepare for learning or feedback on children's progress and attainment, and therefore limit impact on learning.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	None identified.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children eligible for PP will make increased progress in reading, writing and maths due to focusing on their barriers to learning.	PP children will make increased progress to bring them in line with non-PP children. Children will speak positively about their learning and feel achievement.
B.	Teaching Assistants will support learning and scaffold children's thinking with prior knowledge of the teaching sequence and target support accordingly.	Pupils eligible for PP will make as much progress as 'other' pupils in maths, reading and writing. Measured by teacher assessments and pupil progress meetings, and termly tests.

5. Planned expenditure	
Academic year	2017-18

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	Review implementation?
Increased progress in reading, writing and maths. PP children will diminish the difference in their progress with non-PP children.	Implement a maths curriculum which promotes achievement for all	The Mathematics Mastery programme is a whole-school approach to teaching mathematics that aims to raise attainment for all pupils and specifically the attainment gap between pupils from low income families and their peers. The programme aims to deepen pupils' understanding of key mathematical concepts. Compared to traditional curricula, fewer topics are covered in more depth and greater emphasis is placed on problem solving and on encouraging mathematical thinking. On average, The EEF found pupils in schools adopting Mathematics Mastery made more progress than similar pupils in schools that did not adopt it.	TSA support for the maths leader in establishing a plan. Attendance at maths network meetings and conferences. Staff training on Numicon. Purchasing of resources and teaching books. Drop in sessions to monitor provision. Further staff meetings. Pupil perception.	JH/JB Cost - TBC	January 2018
Improved progress for all children in English and Maths.	Maximising the Impact of Teaching Assistant Project.	Evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups, which on average show moderate positive benefits. The headline figure of one additional month's progress lies between these figures.	TA meetings (in school) 2 weeks. TA CPD sessions via the MAT/OBPS cluster/school to address ways to provide strong intervention to remove barriers to learning. Pupil Progress meetings highlighting PP children will demonstrate impact.	JH/VB/ZM Cost - TBC	December 2017.
Improve attendance for all and specifically those who have poor prior attendance data.	Appointment of Attendance Officer	Evidence clearly shows that children have the best chances at school when their attendance is good. Gaps in learning caused by non-attendance or lateness have a detrimental effect on progress and also cause increased anxiety in many children, social issues and lack of confidence.	The AO will review the attendance data every few weeks, discuss patterns and approaches being taken to improve issues. Meet with parents where required and prepare papers (FPN, Fast Track)	JH and DG Cost £36 x 12 = £430	Spring 2018.
Total budgeted cost					£TBC
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	Review implementation?
All PP children will be able to take part in extra or enhanced curricular activities.	Financially supporting parents.	Research has shown a positive effect of extra-curricular experience on both education and career outcomes – giving children from richer families another edge. The school has chosen to make some extra-curricular activities more available to less advantaged children such as music tuition and after school Spanish club, Panto trip and other visits.	Ensure parents of PP children are informed of the school being able to financially contribute to extra-curricular activities. Encourage take-up of these where the school would deem it to be particularly beneficial.	JH/JW	Jan 2018 and July 2018 £284.80 to start of Nov (estimated cost for year = £1200)
Total budgeted cost					£1200
6. Review of expenditure					
Previous Academic Year					

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
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7. Additional detail

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