

Pupil Premium Strategy Statement: Weaverthorpe CE (VC) Primary School.

Number of pupils and pupil premium grant (PPG) received for the academic year 2016/17	
Total number of pupils on roll	47
Total number eligible for PPG	7
Amount received for the academic year 2016/17	£10010
What are our key strategies to close the attainment and progress gaps for Pupil Premium Pupils at Weaverthorpe	
<ul style="list-style-type: none"> • Quality First Teaching. • A rich, exciting and engaging curriculum offer for all. • Developing Resilience. 	

2015-2016 Attainment and Progress Levels

<u>Attainment PP Children (1child = 13%)</u>				<u>Attainment Non PP Children (1child=4%)</u>			
	-expected	=expected	+expected		-expected	=expected	+expected
Reading	50%	25%	25%		14%	21%	64%
Writing	63%	26%	13%		21%	36%	43%
Maths	63%	38%	0%		43%	36%	21%
<u>Progress PP Children (1child = 13%)</u>				<u>Progress Non PP Children (1child=4%)</u>			
	-expected	=expected	+expected		-expected	=expected	+expected
Reading	0%	25%	75%		11%	21%	68%
Writing	13%	13%	75%		4%	39%	57%
Maths	0%	50%	50%		4%	43%	54%

Nature of Support 2016/17
<p>Teaching and Learning Weaverthorpe's main expenditure will be on improving classroom practice through sustained professional development and training. Good practice in supporting the achievement of Pupil Premium children centres on Quality First Teaching and Weaverthorpe has a commitment to providing high quality teaching and learning in all classes.</p> <p>Curriculum We will continue to develop our curriculum to reflect the needs and aspirations of our school and the assessment linked to the curriculum to ensure that we are closing the gap for disadvantaged children.</p> <p>Enrichment As well as continuing to provide free membership of extra-curricular clubs, we will provide additional activities to improve and develop language and social skills to equip children with the skills that they need to be successful in life.</p> <p>PSHCE (Personal Social Health and Citizenship Education) We believe that learning starts with a child's state of mind or mental health and in order for children to reach their full potential they need to have academic resilience. We seek to develop an understanding of resilience across the whole school community and to establish systems to build 'resilience approaches' that support disadvantaged pupils over time through a whole school approach.</p>

Outcome	Action	Success Criteria
Improved classroom practice and provision of Quality First Teaching.	Staff awareness: <ul style="list-style-type: none"> • planning intervention groups • differentiation • challenge • observations of learning • monitoring • effective feedback 	<ul style="list-style-type: none"> • Pupil Premium children make expected or better than expected progress. • The gap between disadvantaged and non-disadvantaged children decreases. • Feedback provided to all children on all work and evidence of feedback being responded to support to improve children's reflections and understanding of metacognition.
Effective organisation of staff to ensure impact of Quality First Teaching.	<ul style="list-style-type: none"> • Appropriate training to meet needs of individuals. • Small class sizes to enable teachers to teach intervention groups. • Organisation of TAs to enable teaching of intervention groups. • Use of resources e.g. computing to increase skills and knowledge of staff. • Staff development meetings held every fortnight. 	<ul style="list-style-type: none"> • Consistent approach in intervention groups and classroom practice. • Pupil Premium children make expected or better than expected progress due to interventions. • IT used effectively to support children's learning.
Assessment linked to the curriculum ensures that we are closing the gap for disadvantaged children.	<ul style="list-style-type: none"> • Assessment calendar in line with curriculum and maths mastery resources/planning • New tracking system established and embedded. • Clear assessment criteria linked to 2014 curriculum. 	The gap between disadvantaged and non-disadvantaged children decreases.
Improved language skills and greater participation in school events.	<ul style="list-style-type: none"> • Lunch time and after school clubs, which help improve speaking and listening and social skills, available for all. • Additional speaking and listening sessions for targeted EYFS. 	<ul style="list-style-type: none"> • Wider vocabulary use in spoken and written work. • Greater confidence and participation in class discussions. • Increase in social skills demonstrated in group work and participation in whole

		school events.
<p>Increased resilience of staff, children and school community.</p> <p>To ensure that any PPG pupil who has needs in their learning is offered tuition to close the gaps.</p>	<p>All children encouraged to show greater resilience in their approach to learning, greater independence and willingness to take a risk with their learning.</p> <p>Some children who require more support will spend time with the class teacher or TA support; this person will work to develop children's understanding in key areas of the curriculum.</p>	<p>Pupil Premium children demonstrate greater resilience in their approach to learning, greater independence and willingness to take a risk with their learning.</p> <p>Child will report an increased confidence and self-belief; teachers will report increase in attainment and that the gaps are being closed; progress in some cases has been accelerated.</p>
<p>To support the learning of children receiving intervention by providing suitable resources.</p>	<p>The school will purchase appropriate resources.</p>	<p>Children are more focused during intervention – they are also more engaged due to the appropriate resources.</p>
<ul style="list-style-type: none"> To provide the child and the family with a confidential service to address any sensitive or pastoral needs. To improve home/school links with vulnerable families. To offer support and advice and to work with families to access external support. 	<p>All discussions are confidential unless there is a safeguarding concern.</p>	<p>Children will feel comfortable talking to a trusted adult about issues which are worrying them in school; standards will improve in the classroom (behaviour/academic) where relevant; parents will report confidence in the provision; children will be engaged in their learning and will have strategies for dealing with their issues.</p>
<p>To provide the children with opportunities to develop their musical ability.</p>	<p>To enable a TA to support the music sessions with KS2 to allow for a low pupil to adult ratio.</p>	<p>Children report that they enjoy music in school. The choir will perform at various school events through the year. Parents and children will report that the music teaching and learning is engaging and boosted their confidence</p>
<p>To enhance the provision of teaching assistants.</p>	<ul style="list-style-type: none"> Release time for staff for networks and training needs. Objectives match to SDP for all staff including TAs. 	<p>TAs adding further value to the children's educational experiences, improving their subject knowledge, methods of delivery and support for the class teacher.</p>

Review of expenditure

Number of pupils and pupil premium grant (PPG) received for the academic year 2015/16	
Total number of pupils on roll	49
Total number eligible for PPG	8
Amount received for the academic year 2016/17	£12322
What are our key strategies to close the attainment and progress gaps for Pupil Premium Pupils at Weavertorpe	
<ul style="list-style-type: none"> • Quality First Teaching. • Resources matching the needs of pupils. 	

Desired outcome	Chosen action/approach	Estimated impact	Lessons learned (and whether this approach is continued)
Improve attainment cross-curricular	Emphasis on writing across the curriculum.	Children's attainment improved in writing.	Continue with quality first teaching being a strategy.
Improved skills, knowledge and curriculum content for computing.	Developing the computing skills, knowledge and curriculum by training for staff.	Increase confidence by teachers and TAs in teaching and learning computing.	Continue with improving the curriculum and using planning resources.
To provide sporting after school clubs.	Coaches for football, netball and dance. Fees paid for PPG children.	Increase confidence, social skills and self-esteem of pupils.	Numbers dwindled and unable to keep providing due to costs.
Resources matching needs of individuals.	Resources purchased include chair cushions, pencils for grip, scissors to help with motor control, programme for literacy, programme for developing motor control.	All resources have had a positive impact.	Continue to meet needs of individual pupils through resources if available.
Support school trips.	To ensure all pupils have access to school visits to enrich their curriculum and remove potential cost barriers.	All children attended, enjoyed and had a positive impact on learning, social skills and self-confidence through trips.	Continue to support school trips.
Effective organisation of staff to ensure impact of Quality First Teaching.	<ul style="list-style-type: none"> • Appropriate training to meet needs of individuals. • Small class sizes 	<ul style="list-style-type: none"> • Consistent approach in intervention groups and classroom 	Continue approaches.

	<p>to enable teachers to teach intervention groups.</p> <ul style="list-style-type: none"> • Organisation of TAs to enable teaching of intervention groups. • Use of resources e.g. computing to increase skills and knowledge of staff. • Staff development meetings held every fortnight 	<p>practice.</p> <ul style="list-style-type: none"> • Pupil Premium children make expected or better than expected progress due to interventions. <p>IT used effectively to support children's learning.</p>	
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