

Pupil premium strategy statement:

1. Summary information					
School	Didsbury CE Primary School				
Academic Year	2016/17	Total PP budget	41040	Date of most recent PP Review	November 2016
Total number of pupils	236	Number of pupils eligible for PP	30	Date for next internal review of this strategy	March 2017

2. Current attainment		
KS 2 Attainment at the end of 2015-16	Pupils eligible for PP (7 pupils)	Pupils not eligible for PP (national Y6)
% achieving expected standard or above in reading, writing and maths	57%	53%
% achieving expected standard or above in reading	71%	71%
% achieving expected standard or above in writing	71%	79%
% achieving expected standard or above in maths	71%	75%
% achieving expected standard or above in GPS	71%	72%
Average progress in reading (or equivalent)	3.03	0
Average progress in writing (or equivalent)	-2.60	0
Average progress in maths (or equivalent)	5.43	0

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.	Fine motor control issues for a number of our younger PP children
B.	Writing performance and poor oral language for PP children in Y5.
C.	Some emotional and behavioural issues with PP children in Y4
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

D.	Attendance rates monitored throughout the year particularly for an especially vulnerable family
E.	Lack of routine (sleep, food, homework,)

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher rates of progress across KS 1 and KS 2 for all pupils, particularly in writing	End of KS 2 measures will indicate both good progress and attainment for our PP children when compared with national non-PP children.
B.	Higher rates of progress across Year 1 for the number of children passing the Year 1 phonics screening programme and in KS 2 for GPS both of which will help children succeed with both reading and writing.	End of KS 2 measures will indicate both good progress and attainment for our PP children when compared with national non-PP children.
C.	Increase quality of literacy particularly amongst those pupils in UPKS 2	PP pupils will generally be working at, at least age related expectations in reading and writing regardless of year group.

5. Planned expenditure

Academic year	2016/17 £50,000+				
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? Planned cost
Development of whole school sense of number calculation policy and school aims including pupil self-assessment, use of visuals and resources in maths and creating effective	Key Stage Learning Teams	Foci for those who have been chosen in line with whole school development plan.	Learning Teams are led by Phase leaders (Senior Managers) who are in turn held to account by Senior Leaders	Head of school	January 2017 £5000

learning environments.					
Better oral language skills for children in KS2 on PP	Talk 4 writing, vocabulary pre-learning, drama work and word banks to support a wider range of vocabulary	Immersion in the subject matter and good oral rehearsal prior to writing leads to better quality written work and a wider range of vocabulary used.	Through tracking, self review, peer review (especially using learning ladders)	LG	Each term £2000
Improve the grammar skills of our children	Better resources, training for staff and a higher focus on grammar work in all subject areas rather than just as a discreet lesson within literacy.	To reach higher levels of writing it is essential that children are using grammatical device appropriately in a range of writing	Through monitoring of the quality of work across the curriculum, the teaching of the wider curriculum and book scrutiny	SB/LG/EL	Termly £2000

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?
Improved reading, writing and maths for PP children and others.	Focused 1:1 or small group sessions with both TA and CT throughout the year for all key areas of academic learning.	The differentiated and personalised approach cements the learning and leads to better outcomes	Monitor the quality of such interventions – tracking progress of the group	All CT's – monitored by HoS	Half termly £40,000
Improved self esteem and better social and emotional devpt. For key children	Friendship groups and social stories for specific key groups	Children feel happier and more at ease in school after taking part in these group and on occasions 1:1 sessions	Monitor the incidents involving these children and ask them how such sessions make them feel.	PL/ES	Half termly £10000
All PP children have access to the wider curriculum	Subsidise trips, visits, music tuition and EGKC	All our disadvantaged children are able to enjoy and benefit from such experiences – this then leads to a greater enjoyment and enthusiasm for all aspects of school life, although this is harder to measure.	Feedback from children and parents has been really positive for such experiences	HoS	Termly £500
Improved PP attendance	Monitoring by Admin and HT	Improved attendance leads to improved attainment	Monitoring half term HT	Admin/HT	Termly £1500

6. Review of expenditure for 2015-16 PP allocation was £41143

Previous Academic Year	
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i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
To improve writing throughout the school and especially for our PP children	EY2P training and development on learning ladders and talk for writing to improve staff expertise.	To improve the quality of Talk 4 Writing through the school – and ensure that all staff particularly at KS2 feel confident in using oral rehearsal, T4W and learning ladders.	This has been great for the creative aspect and use of a wider range of vocabulary in our written work through school but we need to focus on the grammatical aspects of writing more, particularly in the wider curriculum.	£4000

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
Improved reading, writing and maths for PP children and others.	Focused 1:1 or small group sessions with both TA and CT throughout the year for all key areas of academic learning.	The differentiated and personalised approach cements the learning and leads to better outcomes	Monitor the quality of such interventions – tracking progress of the group	£40,000
Improved self esteem and better social and emotional devpt. For key children	Friendship groups and social stories for specific key groups	Children feel happier and more at ease in school after taking part in these group and on occasions 1:1 sessions	Monitor the incidents involving these children and ask them how such sessions make them feel.	£10,000
All PP children have access to the wider curriculum	Subsidise trips, visits, music tuition and EGKC	All our disadvantaged children are able to enjoy and benefit from such experiences – this then leads to a greater enjoyment and enthusiasm for all aspects of school life, although this is harder to measure.	Feedback from children and parents has been really positive for such experiences	£500

7. Additional detail

All our PP children are tracked and monitored in all key academic areas very closely with regard to their performance against National averages. We test using standardised spelling and reading tests every 6 months and Abacus maths testing and a variety of other material is used to monitor performance in maths. We also use monitoring through pupil voice very regularly.