

Thankfulness Forgiveness Friendship Trust Endurance Hope

Pupil premium strategy statement: Quanton Church of England School



I. Summary information			
School	Quanton Church of England School		
Academic Year	2016 - 17	Total PP budget	£19,000
Total number of pupils	198	Number of pupils eligible for PP	11 (5.5%)

	Quanton Church of England % Pupils eligible for PP	Pupils eligible for PP % reaching expected standard	National average Other pupils not eligible for PP % reaching expected standard
Phonics end of Year 1	7%	50%	77% (2015)
Phonics end of Year 2	n/a	n/a	90% (2015)
Maths end of Key Stage One	10%	100%	73% (2016)
Reading end of Key Stage One	10%	100%	74% (2016)
Writing end of Key Stage One	10%	100%	65% (2016)
Maths end of Key Stage Two	3%	0%	70% (2016)
Reading end of Key Stage Two	3%	0%	66% (2016)
Writing end of Key Stage Two	3%	100%	74% (2016)
GPS end of Key Stage Two	3%	0%	72% (2016)

Barriers to future attainment (for pupils eligible for PP including high ability)	
A.	Need to improve Growth Mindset and a 'can do' attitude
B.	Need to overcome the social and emotional barriers to learning
C.	Need to improve outcomes in maths

Thankfulness Forgiveness Friendship Trust Endurance Hope

Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Improve positive attitudes towards learning	90% of pupil premium pupils in targeted year groups will achieve age related expectations or above in Reading, Writing and Maths
B.	Improve social emotional and behavioural barriers to learning	100% of the pupil premium pupils will achieve related expectations or above in Reading, Writing and Maths
C.	Improve outcomes in maths	80% or above of pupil premium pupils are achieving age related expectations in line with their peers

Planned expenditure					
Academic year		2016 - 17			
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?
A. Improve attitudes towards learning	Growth mindset is prevalent in all that we do, Outdoor learning opportunities across the curriculum	Research has shown that when a child is in control of their own learning it has significant impact on their motivation and achievement – a Growth Mindset approach gives pupils the opportunity to not only understand how they learn but to be in control of their learning	All classroom environments will promote the use of the Growth Mindset. Pupils will be given the opportunity to discuss their learning journey. Learning log homework will consolidate learning at home and engages parents in their child's learning.	All Staff involved	Termly
B. Improve social, emotional and behavioural barriers to learning for targeted Pupil premium pupils	Involvement of outside agencies (PRU) to support and advise staff on appropriate strategies. Team sports provided during social times for targeted pupils.	In order for children to be ready to learn they need to be emotionally ready and learn techniques to be in control of their emotional intelligence.	Value Stars peer nominations weekly – children nominating peers who demonstrate our Christian values. All children in each class will sign the Roles and responsibilities charter from the behaviour policy. Termly discussions by class teachers on the expectations of behaviour. All staff will ensure they model and enforce appropriate behaviour at all times.	Deputy Head	Termly

Thankfulness Forgiveness Friendship Trust Endurance Hope

C. Improved progress and attainment for pupil premium pupils in maths	CPD on mastery maths approaches for all staff Cross-age Peer Mentoring across year groups for maths	Peer tutoring is most effective when used to consolidate learning. This is effective with both lower and higher attaining pupils. (EEF 2015)	Ensure that the children who are given the mentoring responsibility are trained and aware of the expectations. All sessions are supervised and consist of consolidation of concepts learnt.	Maths lead	Termly
Total budgeted cost					£11500

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?
A. Improve attitudes towards learning	The use of Growth Mindset and the 'Learning Pit' as an analogy of the learning journey	When children are involved and in control of their learning and understand how they learn the	The promotion of a growth mind set will be evident in all classes, which will support children's learning attitudes.	All Staff	Termly
B. Improve social, emotional and behavioural barriers to learning for targeted Pupil premium pupils	'Circle of friends' intervention as advised by the Educational psychologist to support PRU involvement	The Circle of Friends intervention has been recommended by the Educational Psychology department as a programme that will support pupils with social and emotional difficulties	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult local school which has used the programme to identify any potential barriers to good implementation.	Class teachers of pupils involved	Termly

Thankfulness Forgiveness Friendship Trust Endurance Hope

C. Improved progress and attainment for pupil premium pupils in maths	Weekly peer mentoring sessions which run across the year groups	Children master understanding of concepts when they are able to teach it to other children. Peer tutoring is most effective when used to consolidate learning. This is effective with both lower and higher attaining pupils. (EEF 2015)	Impact overseen by maths co-ordinator. Teaching assistant (TA) CPD. Training required for pupils to become mentors. Sessions must be supervised and involve consolidation of concepts rather than new concepts taught	Maths Coordinator	Termly
Total budgeted cost					£4500
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?
Support given where additional funding is required from parents	Funding offered in the form of a 'voucher' in order engage all pupils	All children will be given opportunities to be involved in activities that they may not have had the opportunity to be involved in e.g. Gymnastics, Fencing & Archery, coding club	Some pupil premium pupils have no specific learning needs and other avenues need to be explored in order to best support them. Continue this approach next year	Headteacher	Termly
Total budgeted cost					£3000

Thankfulness Forgiveness Friendship Trust Endurance Hope

Review of expenditure				
Previous Academic Year		2015 - 16		
Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Children are supported in class to make progress in line with their peers	LSA support in classes to enable pupil premium pupils to access curriculum	50% of pupils achieved the expected standard in the Year one phonics check (1 out of 2 children – one child had significant learning needs) 100% of pupils in Key Stage one made progress	Phonics training led+ by Amanda King had a significant impact on LSAs confidence to run interventions. Support in class with all groups	£11000
Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost
One to one support with phonics	Early identification of need to ensure that pupils do not fall behind	Pupil premium pupils achieved desired outcome apart from one pupil with significant learning needs	Effective identification of the focus area of phonics determined by the class teacher based on their observations of the pupil. We will continue next year.	£3065
Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Support given where additional funding is required from parents	Funding offered in the form of a 'voucher' in order to engage all pupils	All children were given opportunities to be involved in activities that they may not have had the opportunity to be involved in e.g. Martial arts	Some pupil premium pupils have no specific learning needs and other avenues need to be explored in order to best support them.. Continue this approach next year	£4000