



## Seamer & Irton CP School

### Pupil Premium Statement

At Seamer and Irton CP School the Pupil Premium funding is used to provide and train staff to deliver proven intervention programmes in maths and English. These intervention programmes target pupils who have fallen behind in maths or reading, identify their barriers to learning and help to narrow the gap between themselves and their peers.

We also use the funding to subsidise visits and educational opportunities to make them affordable for all children and enrich their educational experience. This might include the provision of music lessons or I.T. equipment, for example. Every child eligible for Pupil Premium Funding will receive some form of intervention to support their learning outcomes regardless of their level of ability.

There are currently 39 pupils in receipt of pupil premium grant (9.5% of school roll).

There are a wide variety of barriers and the school is successful in identifying them. The school's Inclusion Officer (Mrs. Welch) and SENCO (Mr. Caffrey) have responsibility for coordinating the provision for disadvantaged pupils.

Headline figures from the 2016 data	% of pupils achieving the expected standard		Gap
	Pupils in receipt of pupil premium grant	Pupils not in receipt of pupil premium grant	
Year 1	50	84.6	34.6
KS1 Reading, writing and maths	33.3	44.6	11.3
KS2 Reading, writing and maths	40	50	10

The gap between our pupils in receipt of pupil premium grant and those not in receipt of the grant is smaller than the gap nationally.



1. Summary information					
School	Seamer & Irton CP School				
Academic Year	2016/17	Total PP budget	£47 183	Date of most recent PP Review	1.12.16
Total number of pupils	412	Number of pupils eligible for PP	39	Date for next internal review of this strategy	1.12.17

2. Current attainment (2016 KS2 assessment data)		
	<i>Pupils eligible for PP (Seamer &amp; Irton CP School)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard or better in reading, writing and maths	40%	53%
Progress in reading	-2.3	-0.1
Progress in writing	0.9	-0.1
Progress in maths	-4.5	-0.1

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
A.	Low levels of attainment in reading, writing and number on entry to school. Baseline data shows that these areas have been low over the last 3 years.
B.	Speech, language and communication in early years and into KS1. This slows progress in reading, writing and maths in KS1.
C.	Low outcomes and progress in maths. Success in intervention programmes is not being sustained beyond the intervention.
D.	Relatively large groups of disadvantaged pupils in Y2 and Y3.
<b>External barriers</b>	
E.	Parental engagement and ability / willingness to access web-based support programmes e.g. mathletics and Spellodrome.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve outcomes for pupils in reading, writing and number by the end of EYFS. See SDP target "EYFS Pupil Progress".	The % of pupils achieving a GLD increases from 2016 (64.4%) The % of pupils achieving exp. and exc. increases from 2016 levels (59%/7%) in writing. The average points score in maths rises above 2.00 for the cohort by the end of the academic year.
B.	Improve communication and language outcomes for targeted pupils so that they can thrive in all areas.	All pupils in EYFS screened and Language Links programme completed for targeted pupils. The vast majority of pupils move to "green". Talk Boost training completed and additional pupils accessing.

<b>C.</b>	Improve outcomes in maths by focussing on the sustainability of intervention programmes and pupil resilience to problem solving situations.	Disadvantaged pupils accessing maths interventions make at least expected progress (3 CM points) in maths over the year.
<b>D.</b>	All pupils use web-based support programmes to improve outcomes in maths and writing.	Disadvantaged pupils are accessing mathletics / spellodrome at least twice a week.
<b>E.</b>	Improve outcomes in reading, writing and maths for groups in Y2 and Y3. See Y3 pupil progress action plan.	Target groups / individuals make better than expected progress.

5. Planned expenditure					
Academic year	2016/17				
The three headings below demonstrate how we 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?
A. Improve outcomes for pupils in reading, writing and number by the end of EYFS. See SDP target "EYFS Pupil Progress".	Link planning more closely to ELGs and Classroom Monitor. Ensure planning takes account of the next steps that might arise during an activity to allow differentiation. Plan to provide opportunities for progression and extended challenge through TF groups.	By focussing on the ELGs and providing clear next steps we expect pupil progress to be more rapid. By ensuring higher levels of challenge we expect pupil outcomes to be higher.	This target is part of the School Development Plan and will be addressed through performance management and governor monitoring.	SK	July 2017
Improve KS2 outcomes in reading, writing and maths.	Y5 and Y6 booster groups and 1:1 tuition.	This approach has been used over several years and has had a marked impact on pupil outcomes at the end of KS2.	KS2 assessment data	JW	July 2017
Improve the effectiveness of teaching in the school.	Lesson Study approach to assess the impact of teaching on case study pupils.	Lesson Study is an internationally recognised approach to staff development and follows on from our peer observation approach last year.	Teams report impact of research lessons to staff group.	SK/JW	July 2017
<b>Total budgeted cost</b>					£16 089.14
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?
B. Improve communication and language outcomes for targeted pupils so that they can thrive in all areas.	Train staff in "Language Links" programme and screen all pupils in EYFS.	This is a proven intervention that has been used successfully by other local schools.	Tracking of targeted pupils.	JW	July 2017
	Train additional staff in Talk Boost.	Talk Boost is already used successfully in the school in Y2/3 with clear impact on pupils.	Intervention outcomes reports to HT	JW	

C. Improve outcomes in maths by focussing on the sustainability of intervention programmes and pupil resilience to problem solving situations.	Review maths interventions and how impact is assessed. Train staff in problem solving approaches and cross-curricular opportunities for maths.	Short term impact of intervention programmes is well evidenced. However, pupils seem unable to sustain this impact or transfer the skills to unfamiliar or test situations. Pupils in KS2 did significantly worse in the reasoning questions in assessments than in the arithmetic questions.	High quality CPD for staff. Termly progress tracking. Intervention outcomes reports to HT Question level analysis. Book scrutiny to show weekly problem solving activities.	SS/JW	July 2017
E. Improve outcomes in reading, writing and maths for groups in Y2 and Y3. See Y3 pupil progress action plan.	Allocate trained staff to support learning in Y2 and Y3 using proven intervention methods, i.e. reading intervention, IDL cloud and general classroom support.	Allocated staff are HLTA and highly trained in phonics and reading intervention methods. They have a proven track record of improving pupil outcomes.	Termly progress tracking.	GH/LW	July 2017
Raise pupils' aspirations and motivation through an enriching curriculum, including off-site visits.	All visits and activities to remain free to PPG pupils, including residential visits and music lessons.	The school has used PP funding for this purpose over several years and strongly believes in the value of a broad and balanced curriculum that provides wider life skills.	SBM to ensure the pupils eligible for PP grant receive separate billing information and are aware of this offer.	LM	July 2017
<b>Total budgeted cost</b>					£48 568.20
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D. All pupils use web-based support programmes to improve outcomes in maths and writing.	Use IT suite and resource centre manager to run Homework Club. Promote rewards for pupils for achievement in Mathletics/Spellodrome. Provide laptops for PP pupils unable to access IT at home.	The school has bought into Mathletics/Spellodrome as a means of increasing pupil outcomes in maths and spelling and encouraging parental engagement. There is strong evidence that pupils are engaging well and levels of arithmetic have risen.	Identify individuals who are not accessing these programmes and explore the barriers.  Timetable Homework Club and staff resource.  Allocate laptops for home use.	SS/NF/RW	July 2017
Improve level of parental and pupil engagement.	Regular learning conversations with Inclusion Officer/SENCO. Pupil voice interviews for all PP pupils.	This follows the good practice outlined in the SEND code of practice but is equally applicable to all pupils.	Records of interviews kept and individual pupil passports adjusted accordingly	LW/TC	July 2017
<b>Total budgeted cost</b>					1 172.81

6. Review of expenditure				
Previous Academic Year 2015/16		Total PP budget: £56 867		
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
Improve KS2 outcomes in reading, writing and maths.	Y5 and Y6 booster groups and 1:1 tuition.	The gap in attainment between FSM6 pupils and non FSM6 pupils in reading, writing and maths in 2016 was 10%. Nationally the gap was 20%	We will definitely continue this approach but there may need to be a greater focus on the numbers of pupils attaining the higher scaled scores and greater depth.	£15 929.85
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
Raise attainment in phonics, reading and maths	Intervention programmes in SLCN, reading and maths. Talk Boost, Numberland, Phonics.	Phonics outcomes for Y1 and Y2 pupils exceeded national levels in 2016. Intervention reports show good short term impact on pupils.	We will continue and extend this approach but seek to find ways of extending the impact of interventions and building pupils' resilience.	£34 191.70
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
Raise outcomes for PP pupils, including progress and well-being.	Develop the role of the Inclusion Officer to include responsibility for PP pupils.	Inclusion Officer was absent from work during much of 2015/16. Pupil interviews were completed and important emotional support provided to individual pupils.	Inclusion Officer will continue to provide pastoral support for pupils as well as delivering interventions. Detailed tracking will be undertaken by SENCO.	£9 070.13

7. Additional detail
<p>Click these links to see the full gap data analysis on which this report is based.</p> <p>KS1 Gap Analysis</p> <p>KS1 - KS2 Gap Report</p> <p>KS2 Test gap Report</p>