

Pupil premium strategy statement For Mareham Le Fen Church of England Primary School

1. Summary information					
Academic Year	2018/19	Total PP budget	£23,300	Date of most recent PP Review	n/a
Total number of pupils	91	Number of pupils eligible for PP	18	Date for next internal review of this strategy	March 2019

	Pupils eligible for PP (your school)	Pupils not eligible for PP (national Y6)
% achieving in reading, writing and maths		64%
% achieving in reading	Due to small cohort sizes and only two in receipt of pupil premium, pupils will be identified and therefore such data is not included.	75%
% achieving in writing		78%
% achieving in maths		76%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Attainment in reading for some pupils eligible for pupil premium is below age related expectations.	
B.	Attainment in writing for some pupils eligible for pupil premium is below age related expectations.	
C.	Attainment in maths for some pupils eligible for pupil premium is below age related expectations.	
D.	Social , emotional and lack of confidence challenges impact on pupils readiness to learn in school	
External barriers (issues which also require action outside school, such as low attendance rates)		
E.	Parents unsure how to support their child's learning	
3. Desired outcomes		
	Desired outcomes and how they will be measured	
A.	To close the gap between disadvantaged and others particularly in reading	-pupils will be age related at reading -pupils will have an enjoyment of reading -pupils will be able to carry out sustained reading -the gap will be closed

		-pupils make better progress in reading so that their writing is influenced by this.
B.	To close the gap between disadvantaged and others particularly in writing	<ul style="list-style-type: none"> -Applying grammar taught in class -spelling will improve -handwriting will be improved -Pupils will be able to write a longer piece -to improve oral skills
C.	To ensure that pupil premium pupils have the same outcomes as the others or are challenged further in maths	<ul style="list-style-type: none"> -able to manipulate numbers -pupils will be confident in maths -to be able to solve problems -pupils will be challenged
D.	To boost pupils confidence and self esteem	<ul style="list-style-type: none"> -pupils' will become more independent and confident -pupils will be able to ask questions and solve problems -pupils will be confident to make choices -pupils will have a positive 'can do' attitude
E.	Parents will be more confident in helping their child achieve at school	<ul style="list-style-type: none"> -parents attend learning sessions led by teachers -parents access website where information is available to help with maths, reading and writing. -parents have opportunities to talk to teachers

4. Planned expenditure						
Academic year	2018/19					
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?	Cost
To ensure that pupil premium pupils are supported and challenged within lessons in order to close the gap and accelerate progress.	<ul style="list-style-type: none"> -extra reading sessions -extra phonics sessions -Toe by toe comprehension -targeted interventions with a teaching assistant or teacher in maths, reading and writing -develop oral skills through talk time -through sorting misconceptions -resources bought to support and stretch learners -staff CPD 	<p>-Evidence shows that carefully planned intervention results in accelerated</p> <p>-staff knowledge and skills will continue to improve so outcomes for pupil premium pupils will improve</p> <p>-Personalised learning progress has resulted in at least good outcomes for the pupils who are working at below age related expectations</p>	<ul style="list-style-type: none"> -Monitoring by Governors and SLT -lesson observations -assessment and tracking systems used to ensure progress of pupil premium children is accurate -pupil voice share best practise -drop ins -review and evaluate regularly with staff 	AM	March 2019	£14,000
To build confidence, independence and self-esteem. To promote a culture of aspiration where pupils are aware of what achievements can lead to and develop an ethos of aiming high.	<ul style="list-style-type: none"> -PSHE -circle time -staff CPD -pastoral support - develop whole school culture on 'being brilliant' 	Pupils will become independent learners and more resilient. Pupils will be able to problem solve and communicate effectively and take more responsibility for their own learning. Be more confident in their own abilities.	<ul style="list-style-type: none"> -Monitor by SLT and Governors -lesson observations -track progress in reading of the pupils eligible for pupil premium -termly assessment -Pupil voice -Share best practise -drop ins 	AM	March 2019	£6,000

Parents will be more confident in helping their child achieve at school	-through the website -through parent evenings/subject meetings	Parents will be able to support their child's learning at home.	Review the content of the website. Working with staff to ensure parents get the right information	AM	Spring 2018	£1,000
Other Approaches						
Pupils will have a positive and healthy start to the beginning of the day. They will attend school regularly.	-subsidised breakfast club provision	Pupils will have the benefit of being in school every day and Will be ready to learn. government research has found that having a healthy breakfast is beneficial to learning	Regular attendance is monitored together with pupil's achievement for these pupils	AM	-regular attendance is monitored together with pupils achievement for these pupils	
Pupil premium pupils are able to access all opportunities alongside their peers.	Use of funding to subsidise Trips, Swimming costs	Equality of opportunity Inclusion Have the opportunity to access all aspects of the curriculum and have a choice to attend extra-curricular opportunities	Access and evaluate opportunities pupils have accessed.	AM	Spring Term	£2,300

5. Review of expenditure				
Previous Academic year		2017/18		
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	Cost
To diminish the difference in reading, writing	-targeted interventions with a teaching assistant	More children were age related in Maths and in line with non- pupil premium children.	Providing extra sessions of reading is having an impact at	£12,220

and maths outcomes between those eligible for pupil premium and those who are not.	-new books for a wider breadth and variety to inspire interest -Toe by Toe books to help phonics	Progress from own starting points was more significant in all areas.	KS1 More early intervention of phonics is needed. Continue with the whole class reading in KS2. Extra support with writing is needed and more mark making and writing to be developed in EYFS. This will be continued next year.	
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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	Cost
Pupils are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	- opportunities to talk to an assigned member of staff	Pupils are more confident and settled. They are able to talk to a member of staff if needed.	This will continue to be offered to pupils if it is needed.	£2000

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	Cost
To promote a culture of independence and an ethos of aiming high	-PSHE -circle time -staff CPD -TA intervention	Some children are more independent and are communicating more effectively.	We are continuing with this target and involving Pupil voice. Whole school will be working on the theme 'Being Brilliant'	£8,500

			More problem solving and taking more responsibility for own learning needs to be achieved.	