



Pupil premium strategy statement: Lanercost CE Primary

1. Summary information					
School	Lanercost C of E Primary School				
Academic Year	2017/18	Total PP budget	£1320	Date of most recent PP Review	n/a
Total number of pupils	65	Number of pupils eligible for PP	1	Date for next internal review of this strategy	April 2018

2. Current attainment		
	<i>Pupils eligible for PP (from Apr 17)</i>	<i>Pupils not eligible for PP (national average Y6 2017)</i>
% achieving in reading, writing and maths	100%	61%
% making progress in reading	100%	71%
% making progress in writing (spelling and/or P&G)	100%	77%
% making progress in maths	100%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>opportunity to extend learning with other children of a similar high ability</i>)		
A.	Due to small cohort size there is limited opportunity for the PP child to work with children of a similar GD ability	
External barriers (<i>issues which also require action outside school, opportunity to meet other GD children to work on projects with</i>)		
B.	Increase opportunity for PP child to meet up with other GD children from other schools	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved confidence when integrating with pupils of a similar ability from other local primary schools and an opportunity to be stretched academically in a bigger group (observation and pupil voice)	Pupil eligible for PP demonstrate improved confidence when working with pupils from other primary schools and for GD thinking and

		reasoning to be evidenced through the work that the child does. PP child gets standardised scores exceeding 110 for GD.
B.	PP child will be able to join other GD children at WH Secondary School for Maths and work at Yr. 7 level (attendance and attainment outcomes) Distance writing project between English Consultant and PP child using Face Time and email.	Attainment at Y6 for Maths and English, transition between secondary and primary. Opportunity to use technology to communicate with remote support

5. Planned expenditure

Academic year	2017/18
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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?
A. Improved confidence when integrating with pupils of a similar ability from other local primary schools and an opportunity to be stretched academically in a bigger group (observation and pupil voice)	Participation in GT Maths sessions at WHS (Secondary School) Participation in Skype and Microbit Project at WHS Outdoor and Adventurous Activities Residential with local primary school	The opportunity to link with other primary pupils within the secondary school has demonstrated to have a positive impact on academic achievement. In both of these projects, pupils are preparing and adapting to the secondary environment and to the teaching techniques used. Based on our previous experience, we have seen marked improvement in attitudes to learning and attainment for our most able Mathematicians.	Specific feedback from both the child and the secondary teachers Opportunities given to PP child to teach more complicated aspects of the KS2 curriculum to their own year group. Feedback from peers and from teachers Feedback from PP on residential experience	KS2 teachers and WHS Maths and Computing Department Headteacher	Apr 2018
Total budgeted cost					£ 560

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?
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<p>B. Raise attainment in reading comprehension, EGPS and writing. (Achievement in classroom assessments, mid-year and end-of-year assessments)</p> <p>Positive (0+) progress scores for targeted pupils (End-of-year Testbase tests)</p>	<p>Distance writing project – writing scanned and sent to English consultant for feedback on improvement</p> <p>Daily short burst comprehension skills and follow-up spelling revision.</p> <p>Learning from mistakes in comprehension with Teacher using peer and self assessment.</p>	<p>Building independence and encouraging collaborative behaviour in learning are effective ways to help pupils make the best progress (EEF toolkit). Teaching peer and self assessment skills is an important part of this process.</p>	<p>Use resources custom-made by teachers short sessions which follow a very structured format.</p> <p>Ensure sessions take place regularly and consistently and are given a high profile.</p> <p>Ensure regular opportunities for feedback between consultant and PP child</p>	<p>KS2 teachers</p> <p>English Consultant</p>	<p>Apr 2018</p>
Total budgeted cost					£760
iii. 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?
Total budgeted cost					£0

6. Review of expenditure				
Previous Academic Year				
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 attainment in spelling	Focused weekly spelling lesson and test, diagnostic testing, structured spelling scheme and differentiated homework.	Many children who were already strong spellers improved further but approach was not as successful for pupils who were weaker spellers. PP child made excellent progress.	The resources purchased moved on too quickly for the less able spellers and had too much associated consolidation to complete each week.	Teacher and TA time. Purchase cost of Read Write Inc materials.
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
Improve attainment in maths and reading comprehension	Small group or 1:1 sessions delivered by teacher or teaching assistant using planned programme.	High: Reading comprehension skills improved greatly through focused work. All pupils eligible for PP achieved end-of-year reading standard. Mental maths recall speeds and basics of four operations improved dramatically. All pupils eligible for PP made good to excellent progress.	New teacher quickly mastered the approach to the focused teaching of mental maths skills and higher level reading comprehension and hearing children read purposefully.	Teacher time. Training costs.
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
Opportunity to visit London and experience cultural and social experiences which contrast to Cumbria.	Residential experience	High: PP child developed confidence both socially and emotionally. Opportunity to visit Houses of Parliament to learn about voting and what happens in a General Election.	Great benefits both socially and emotionally and developing resilience. Positive and supportive relationships were developed with the two year groups.. Continue next year.	Cost of residential and planning for it.

7. Additional detail

Detailed evaluations of the progress of every pupil eligible for PP were carried out in school and this strategy plan is necessarily a summary of those discussions and records.