

| 1. Summary information        |                                  |   |          |   |          |
|-------------------------------|----------------------------------|---|----------|---|----------|
| <b>School</b>                 | Leyburn Community Primary School |   |          |   |          |
| <b>Academic Year</b>          | 2016-7                           | <b>Total PP budget</b>                  | 26,440   | <b>Date of most recent PP Review</b>                  | TBA      |
| <b>Total number of pupils</b> | 202                              | <b>Number of pupils eligible for PP</b> | 24 (12%) | <b>Date for next internal review of this strategy</b> | April 17 |

| 2. Current attainment  |  |   |  |
|--|--|---|--|
|  |  | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| <b>% reaching ARE or above in reading, writing &amp; maths (or equivalent)</b> |  | <b>63%</b>                                  | <i>tbc</i>   |
| <b>% making at least expected progress in reading (or equivalent)</b>          |  | <b>76%</b>                                  | 92%  |
| <b>% making at least expected progress in writing (or equivalent)</b>          |  | <b>57%</b>                                  | 95%  |
| <b>% making at least expected progress in maths (or equivalent)</b>            |  | <b>67%</b>                                  | 91%  |

| 3. Barriers to future attainment (for pupils eligible for PP)   |  |
|---|--|
| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )          |  |
| <b>A.</b>   | Opportunities for reading and writing during the teaching of reading in KS1 are not exploited fully.   |
| <b>B.</b>   | Engagement/motivation/learning behaviour issues for small groups of pupils (mostly eligible for PP) are having detrimental effect on their academic progress.              |
| <b>C.</b>   | Poor home learning environments/low parental engagement  |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |  |
| <b>D.</b>   | Attendance rates for pupils eligible for PP are 96% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average. |

| 4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> ) |  | Success criteria   |
|---|--|--|
| <b>A.</b>   | Improve the teaching of guided reading in KS1, including the resources used to ensure that children have all necessary skills to continue to make progress from their starting points. | Children will make at least expected or accelerated progress in reading and continue to build on their EYFS starting points. |

|           |   |  |
|-----------|---|--|
| <b>B.</b> | <p>Children will be more attentive, engaged and motivated to learn and demonstrate a positive attitude to learning. Children will be able to express their feelings appropriately.</p> <p>(pupil conferencing, learning mentor records)</p> | <p>Improved attention and engagement, motivation and attitude to learning. Improved social relationships, display positive behaviour, positive attitude towards self, work and school. Increased confidence and happiness in school.</p> |
| <b>C.</b> | <p>Improved relationships between home and school. Support for these pupils in school to complete work, take part in activities, have correct uniform, equipment/resources.</p>   | <p>Increased attendance, positive home school relationships, improved behaviour</p>  |
| <b>D.</b> | <p>Increased attendance and motivation for pupils eligible for PP, particularly for those with attendance below 96%, (9 pupils)</p> <p>(attendance data)</p>  | <p>Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 96% to 97.5% in line with 'other' pupils.</p>   |

## 5. Planned expenditure

Academic year

2016-2017

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. Improve the teaching of guided reading in KS1, including the resources used to ensure that children have all necessary skills to continue to make progress from their starting points. | Guided reading training<br>Quality guided reading resources, including phonically decodable sets of books. | We want to invest some of our PPG funding in to long term change that will benefit all pupils. Our monitoring showed that guided reading in KS1 is not always maximising opportunities to practise reading and writing.<br><br>Improved outcomes in reading in KS1 which will impact on future outcomes in KS2<br><br>Resources are limited for guided reading in KS1. | Well planned, timely and high quality guided reading training.<br>Continued investment into high quality resources and training.<br>Training from publisher for phonically decodable books.<br>Guided reading lesson monitoring<br>Planning/records scrutiny | SB/LH      | June 2017                           |

|  |  |   |  |    |        |
|--|--|---|--|----|--------|
| B. Children will be more attentive, engaged and motivated to learn and demonstrate a positive attitude to learning. Children will be able to express their feelings appropriately. | lpads for dragon dictation to increase motivation in writing which will impact on other areas of the curriculum. | Allows students who find recording difficult can dictate their story and change spoken words into text. Evidence source from EEF suggests moderate learning gains when used to supplement other teaching. | Lesson monitoring<br>Work scrutiny<br>Pupil conferencing<br>TT | SS | Termly |
|--|--|---|--|----|--------|

**Total budgeted cost** £4,600

## ii. Targeted support

| <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> |
|---|--|---|--|-------------------|--|
| A. Improve the teaching of guided reading in KS1, including the resources used to ensure that children have all necessary skills to continue to make progress from their starting points. | Additional 10 hours TA support for vulnerable pupils in KS1<br>Learning mentor, pastoral support, nurture group from consistent adult. | Spikes in data in KS1. We need to ensure that children continue to make progress from their EYFS starting points during KS1   | Key Stage meetings<br>Work scrutiny<br>Monitoring/observing<br>Pupil conferencing<br>Pupil progress meetings         | LH                | Termly                                     |
| B. Children will be more attentive, engaged and motivated to learn and demonstrate a positive attitude to learning. Children will be able to express their feelings appropriately.        | Additional 27 hours TA support for vulnerable and under achieving pupils in KS2<br>Support pupils in small groups`                     | Data shows that middle attaining girls are not making sufficient progress from their starting points.<br>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. | Work scrutiny<br>Monitoring/observing<br>Pupil conferencing<br>Pupil progress meetings<br>Pupil progress shown on TT | SS                | Termly                                     |

|  |   |   |   |          |        |
|--|---|---|---|----------|--------|
| B. Children will be more attentive, engaged and motivated to learn and demonstrate a positive attitude to learning. Children will be able to express their feelings appropriately. | Targeted pastoral support for vulnerable children to improve their social and emotional behaviour | Discussion with class teachers show that a number of children need support with this area to enable them to focus on their learning during teaching sessions.<br>The EEF suggests supporting children with learning to learn has a positive impact. | Pupil conferencing<br>Learning mentor records | CD/SS/LH | Termly |
|--|---|---|---|----------|--------|

**Total budgeted cost**    £17,404

### iii. Other approaches

| <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> |
|--|---|---|---|-------------------|---|
| <p>B. Children will be more attentive, engaged and motivated to learn and demonstrate a positive attitude to learning. Children will be able to express their feelings appropriately.</p> <p>C. Improved relationships between home and school. Support for these pupils in school to complete work, take part in activities, have correct uniform, equipment/resources.</p> | Financial support for families for swimming lessons, residential trips, school visits, uniform, equipment | Previous discussions with families and knowledge of our pupils. | <p>Discussion with families</p> <p>Discussion with swimming instructors</p> <p>Pupil conferencing</p> <p>Discussion with class teacher for evidence of impact across curriculum</p> | SB                | July 2017                                   |

|   |   |  |  |       |               |
|---|---|--|--|-------|---------------|
| D. Increased attendance and motivation for pupils eligible for PP | Subsidised breakfast and after school club places | Attendance of FSM pupils is below average<br>We can't improve attainment for children if they aren't actually attending school.<br>NfER briefing for school leaders identifies addressing attendance as a key step | Discussion with breakfast club/after school club staff | SB/HB | July 2017     |
| <b>Total budgeted cost</b>  |   |  |  |       | <b>£3,500</b> |

## 6. Review of expenditure

| <b>Previous Academic Year</b>         |                                 |   |  |             |
|---------------------------------------|---------------------------------|---|--|-------------|
| <b>i. Quality of teaching for all</b> |                                 |   |  |             |
| <b>Desired outcome</b>                | <b>Chosen action / approach</b> | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | <b>Lessons learned</b><br>(and whether you will continue with this approach) | <b>Cost</b> |
|                                       |                                 |   |  |             |
|                                       |                                 |   |  |             |
| <b>ii. Targeted support</b>           |                                 |   |  |             |
| <b>Desired outcome</b>                | <b>Chosen action / approach</b> | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | <b>Lessons learned</b><br>(and whether you will continue with this approach) | <b>Cost</b> |
|                                       |                                 |   |  |             |
|                                       |                                 |   |  |             |

| <b>iii. Other approaches</b> |                                 |   |  |             |
|------------------------------|---------------------------------|---|--|-------------|
| <b>Desired outcome</b>       | <b>Chosen action / approach</b> | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | <b>Lessons learned</b><br>(and whether you will continue with this approach) | <b>Cost</b> |
|                              |                                 |   |  |             |
|                              |                                 |   |  |             |

**Additional detail**

In this section you can annex or refer to **additional** information which you have used to support the sections above.