

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

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

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Opportunities for reading and writing during the teaching of reading in KS1 are not exploited fully.
B.	Engagement/motivation/learning behaviour issues for small groups of pupils (mostly eligible for PP) are having detrimental effect on their academic progress.
C.	Poor home learning environments/low parental engagement

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	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.
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4. Desired outcomes *(Desired outcomes and how they will be measured)*

	Success criteria
A.	<p>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.</p> <p>Children will make at least expected or accelerated progress in reading and continue to build on their EYFS starting points.</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. (pupil conferencing, learning mentor records)	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.
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.	Increased attendance, positive home school relationships, improved behaviour
D.	Increased attendance and motivation for pupils eligible for PP, particularly for those with attendance below 96%, (9 pupils) (attendance data)	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.

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
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<p>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.</p>	<p>Guided reading training Quality guided reading resources, including phonically decodable sets of books.</p>	<p>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.</p> <p>Improved outcomes in reading in KS1 which will impact on future outcomes in KS2</p> <p>Resources are limited for guided reading in KS1.</p>	<p>Well planned, timely and high quality guided reading training. Continued investment into high quality resources and training. Training from publisher for phonically decodable books. Guided reading lesson monitoring Planning/records scrutiny</p>	<p>SB/LH</p>	<p>June 2017</p>
<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>Ipads for dragon dictation to increase motivation in writing which will impact on other areas of the curriculum.</p>	<p>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.</p>	<p>Lesson monitoring Work scrutiny Pupil conferencing TT</p>	<p>SS</p>	<p>Termly</p>
Total budgeted cost					<p>£4,600</p>
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation</p>

<p>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.</p>	<p>Additional 10 hours TA support for vulnerable pupils in KS1 Learning mentor, pastoral support, nurture group from consistent adult.</p>	<p>Spikes in data in KS1. We need to ensure that children continue to make progress from their EYFS starting points during KS1</p>	<p>Key Stage meetings Work scrutiny Monitoring/observing Pupil conferencing Pupil progress meetings</p>	<p>LH</p>	<p>Termly</p>
<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>Additional 27 hours TA support for vulnerable and under achieving pupils in KS2 Support pupils in small groups`</p>	<p>Data shows that middle attaining girls are not making sufficient progress from their starting points. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p>	<p>Work scrutiny Monitoring/observing Pupil conferencing Pupil progress meetings Pupil progress shown on TT</p>	<p>SS</p>	<p>Termly</p>
<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>Targeted pastoral support for vulnerable children to improve their social and emotional behaviour</p>	<p>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. The EEF suggests supporting children with learning to learn has a positive impact.</p>	<p>Pupil conferencing Learning mentor records</p>	<p>CD/SS/LH</p>	<p>Termly</p>
Total budgeted cost					<p>£17,404</p>
<p>iii. Other approaches</p>					

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?
<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>	<p>Financial support for families for swimming lessons, residential trips, school visits, uniform, equipment</p>	<p>Previous discussions with families and knowledge of our pupils.</p>	<p>Discussion with families Discussion with swimming instructors Pupil conferencing Discussion with class teacher for evidence of impact across curriculum</p>	<p>SB</p>	<p>July 2017</p>
<p>D. Increased attendance and motivation for pupils eligible for PP</p>	<p>Subsidised breakfast and after school club places</p>	<p>Attendance of FSM pupils is below average We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step</p>	<p>Discussion with breakfast club/after school club staff</p>	<p>SB/HB</p>	<p>July 2017</p>
Total budgeted cost					£3,500

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
Guided reading in KS1	Training of staff and review of resources	Reading has improved considerably in KS1, particularly for the PP group. In year 1 100% of children achieved ARE and in Years 2 and 3, out of 3 children in each year group, 66% achieved ARE or above. Several sets of training have been delivered to school staff. Resources have been bought and this is on-going.	This is being extended to UFS as we continue to improve staff expertise and review books in EYFS and KS1.	£5000
Pupil engagement	Dragon dictation	This has had impact for some children.	Could we extend this to include Clicker 5 and other, similar programs?	£500
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
Reading for PP group improves at the same or better rate than non PP group	Additional 10 hrs of TA support in KS1	Reading in both year groups has improved with both groups making similar progress. See above.	TA targeted support in KS1 will continue.	£5356

Pupil engagement	Pastoral support through ATA mentoring sessions.	This has had significant impact for identified children.	Measure the impact through 'strengths and difficulties' questionnaire so that more pupils benefit from this support.	£14461
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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												
Increased and improved engagement	Financial support for activities	Support has been given at the school's discretion for visits, uniform, swimming lessons and equipment.	This approach must be measured more accurately to evaluate its impact on outcomes for identified pupils.	£2000												
Improved attendance for identified children	Supported places at wrap around care	Attendance for this group is only slightly below that for non PP. <table border="1" data-bbox="656 774 1249 1042"> <thead> <tr> <th>Year</th> <th>Non PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>96.78</td> <td>96.38</td> </tr> <tr> <td>2016</td> <td>96.88</td> <td>96.29</td> </tr> <tr> <td>2017</td> <td>95.70</td> <td>94.56</td> </tr> </tbody> </table>	Year	Non PP	PP	2015	96.78	96.38	2016	96.88	96.29	2017	95.70	94.56		
Year	Non PP	PP														
2015	96.78	96.38														
2016	96.88	96.29														
2017	95.70	94.56														
			Total cost	£27317												

Additional detail

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