

Nocton Community Primary School

Pupil Premium Strategy Statement 2017.18

1. Summary information					
School	Nocton Community Primary School				
Academic Year	2017-2018	Total PP budget	£14,520	Date of most recent PP Review	
Total number of pupils	55	Number of pupils eligible for PP	11	Date for next internal review of this strategy	Term 3 2018

2. Current attainment		
	Pupils eligible for PP at Nocton	All pupils (national average)
Year 6 (End of key Stage 2): Total number of pupils in the cohort: 10 <u>(N.B. the data below is based on TWO pupils only and the progress measures are based on ONE pupil only)</u>		
% achieving at or above expected level in reading, writing and maths	0%	61%
% achieving at or above expected level in reading	50%	71%
Progress in reading	-5.49	-
% achieving at or above expected level in writing	0%	76%
Progress in writing	-19.41	-
% achieving at or above expected level in maths	0%	75%
Progress in maths	-5.28	-
Year 2 (End of Key Stage 1) Total number of pupils in the cohort: 8 <u>(N.B. the data below is based on TWO pupils only)</u>		
% achieving at or above expected level in reading	100%	76%
% achieving at or above expected level in writing	50%	68%
% achieving at or above expected level in maths	100%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A.	For some pupils, their emotional readiness for learning is a barrier to their progress (often due to personal trauma/poor home learning environment).				
B.	For some pupils, speech and language difficulties on entry to school impact on their confidence levels and their phonic, reading and writing skills as they progress through school.				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
C.	For some pupils, successful involvement with external agencies is key to developing their emotional readiness for learning.				
4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A.	The emotional issues of some pupils are addressed through support in school and with external agencies.			These pupils are able to access their learning more successfully and as a result make progress in line with non Pupil Premium pupils.	
B.	Higher rates of progress in writing across the school.			Pupil Premium pupils make as much progress as non Pupil Premium pupils.	
5. Planned expenditure					
Academic year	2017-18				
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. Address the emotional issues for some pupils (which are barriers to their learning)	A variety of approaches including Time To Talk, Social Stories, meeting time with parents to develop positive relationships and develop successful partnerships with outside agencies	These strategies have been successful in the past. The school encourages regular and close contact with parents, in particular those who are most in need of support.	The Deputy Headteacher and SENDCo monitor the implementation and success of these approaches, including monitoring progress using the School Pupil Tracker.	HB and HW	Term 3 2018

<p>b. Raise attainment and progress in writing</p>	<p>Through the Power of Reading project and guided reading, ensure that the children have access to high quality books. Ensure that there is sufficient TA support available for guided reading sessions so that all groups have adult support, Ensure that Grammar teaching leads directly into the daily writing sessions.</p>	<p>CLPE research (“The Reader in the Writer”) demonstrated clearly how children’s reading experiences are linked to their progress in writing. The revised list of reading and writing “non-negotiables” that has been drawn up is based upon successful practice across the Spires Federation.</p>	<p>Regular monitoring by the English SL and Deputy Headteacher followed by feedback to staff and follow up on agreed actions.</p>	<p>FH and HW/HB</p>	<p>Regular monitoring by the English SL and Deputy Headteacher</p>
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