



Selby Community Primary School Pupil Premium Strategy Statement

1.Summary Information			
School	Selby Community Primary School		
Academic Year	2016/17	Total PP budget £191,111,00	
Total number of pupils	309	Number of pupils eligible for PP 153	Date of Internal PP Review Jan 2017

Whole school 2016 overview

Reading, Writing & Maths – Yr6				Reading, Writing & Maths – Yr2				GLD			
Selby CP	National Other	National Gap	School Gap	Selby CP	National Other	National Gap	School Gap	Selby CP	National Other	National Gap	School Gap
47%	58%	20	11	65%	64%	18	+1	83%			

2. Current Attainment- Pupil Premium								
Reading			Writing			Maths		
No of Pupils	Selby CP	National	No of Pupils	Selby Cp	National	No of Pupils	Selby CP	National
A			A			A		
7/15	47%	66%	12/15	80%	74%	10/15	67%	70%
Higher			Higher			Higher		
2/15	13%	19%	4/15	27%	15%	1/15	7%	17%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Reading progress for PP pupils from Key Stage 1 to Key Stage 2
B.	Progress of Most Able pupil PP pupils across school
C.	Every PP pupil to make good progress across school
D.	Resilience, confidence and tackling the unknown for all Key Stages (PP and non-PP)

External Barriers	
E.	Parental Engagement for PP pupils-awareness of end of year expectations

4.Outcomes		
	Desired Outcomes and how they will be measured	Success Criteria
A.	Increased % of reading progress across Key Stage 2	Pupils eligible for PP make rapid progress by the end of the year so that the % of pupils reaching age-related expectations increases.
B.	Higher rates of progress across KS2 for higher attaining pupils eligible for PP	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and Writing. Measured in Y4, Y5 and 6 by teacher assessments and successful moderation practices across the North Star Alliance.
C.	W3 pupil progress monitored and addressed	Pupils eligible for PP in all year groups make rapid progress by the end of the year so that the % of for PP pupils at age related increases.
D.	Resilience, confidence and tackling the unknown addressed	Develop mindset and resilience work to improve how pupils tackle new challenges.
E.	Increased Parental Engagement for pupils eligible for PP	Parents of PP pupils aware of age-related expectations and home/school can help pupils.

5.Planned Expenditure 2016/17					
i.Quality of teaching for all					
Desired outcome	Chose action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review
A. Increased % of reading progress across Key Stage 2	Staff Training on Reading New approach to reading/comprehension	PP pupils are falling behind with reading progress- Higher ability PP pupils across KS2 need to be stretched to achieve	Literacy Lead to monitor progress on a half-term basis. Track expected /exceeding progress for 2017	Literacy Lead PP Lead	Jan 17

<p>B.Higher rates of progress across KS2 for higher attaining pupils eligible for PP</p>	<p>that results in more answers being written that provides evidence</p>	<p>‘exceeding ‘statements. We want to train all teachers to be focussed on curriculum content in their year group to provide stretch and encouragement.</p>	<p>Staff Meetings/Moderation</p> <p>Starting the lesson with a reading text.</p> <p>Ensure that reading assessments are carried out more frequently and are evidence based.</p> <p>Sounds Write for KS2 Pupils</p> <p>Breakfast/ After School Reading Provision</p>		
<p>D. Resilience, confidence and tackling the unknown addressed</p>	<p>CPD on mindsets Philosophy for Children Effective coping strategies</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. EEF toolkit suggests that metacognition is an effective way to improve attainment, and it is suitable as an approach that we can embed across school.</p>	<p>Courses selected using evidence of effectiveness</p> <p>Staff Meetings to deliver training.</p> <p>Peer observations to embed learning.</p> <p>Book scrutiny and Pupil Conferencing.</p>	<p>SENCO PP Lead Head Phase Leaders</p>	<p>Jan 17</p>
Total budgeted cost					<p>£18,066</p>

<p>ii. Targeted support</p>	
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Desired outcome	Chose action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review
A. Increased % of reading progress across Key Stage 2	<p>121 and Small group provision</p> <p>Catch up Readers</p> <p>Comprehension groups(YARC)</p> <p>Make your teacher read</p>	Some of the students need targeted support to catch up. Programmes selected have been evaluated and shown to be effective by others in the Teaching Alliance.	<p>Organisation of timetable to ensure staff delivering provision have sufficient delivery time.</p> <p>Standardised assessment at the beginning (YARC)</p> <p>Consult local school with high % of attainment in reading to identify barriers/implementation.</p> <p>Each Y6 child to designated an adult (mentoring)</p> <p>Workwatch by Phase Leaders</p>	<p>Literacy Lead</p> <p>Class Teachers</p>	
<p>B. Improved progress for higher attaining pupils</p> <p>C. Every PP to make good</p>	<p>Weekly small group sessions in maths, reading for high-attaining pupils with experienced teacher, in addition to standard lessons</p> <p>Weekly small group sessions in maths, reading for W3 pupils</p>	We want to provide extra support to raise % of high attainers. Small group interventions with high quality staff have been shown to be effective, as discussed in reliable sources such as Visible Learning by John Hattie and the EEF Toolkit.	<p>Targeted teacher time support</p> <p>Peer- coaching for reading throughout school</p> <p>Impact overseen by Literacy/Numeracy Lead</p> <p>Teaching assistant CPD (5 minute boxes)</p> <p>Staff Meeting/ Moderation/ North star Alliance Moderation Meetings</p> <p>Monitoring of PP W3 at end of year</p>	<p>Class Teachers</p> <p>Phase Leaders</p>	Jan 17

progress	with experienced teacher and TA, in addition to standard lessons				
				Total budgeted cost	£51,287

iii.Other approaches					
Desired outcome	Chose action/approach	What is the evidence/rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review
E.Increased Parental Engagement for pupils eligible for PP	Assertive Mentoring mentoring sessions. Parental sessions to provide practical ways that parents can support their children.	EEF toolkit gives Parental engagement gain of 3 months	Mentoring sessions set- Termly overview on progress and targets set. Case Studies/Pupil Progress meetings Lesson stay opportunities for Parents	Home/School support Advisor	Jan 17
				Total budgeted cost	£17,552

6.Review of Expenditure		
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Previous Academic Year 2015/16				
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 assertive mentoring	Assertive mentoring Maths/ Grammar Hammer Assertive Mentoring sessions	Mixed: training has informed approach to monitoring progress in school. We measured the impact on attainment for all children, not just PP eligible. Success criteria: not fully met but approach shows promise.	Staff were positive about the training and raised attainment. We will continue to use assertive mentoring sessions and monitor impact	£6,000
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
Improved attainment of PP Pupils across school	Use of specific interventions/assertive mentoring and 5 minute boxes	High: observed increased progress through use of 5 minute boxes. Success criteria: met.	Ensure that Interventions are specific and worth-while. This seemed to be most effective when the focus area was determined by	See Teaching costs

			the class teacher based on their observations of the pupil. We will continue next year.	
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
Progress of PP pupils through Breakfast/ After School Club	Breakfast Club Intervention	Medium-low: positive impact for students who attended but many did not. Success criteria: not met.	Next year we will try to provide more intensive before and after-school support instead, with parental engagement to encourage attendance.	£8,000
7.Additional Information				
Our full strategy document can be found online at: www.selby-pri.n-yorks.sch.uk				