

Pupil premium strategy statement 2016-17

1. Summary information					
School	Knottingley St Botolphs C of E Academy				
Academic Year	2016/17	Total PP budget	£91,960	Date of most recent PP Review	January 2017
Total number of pupils Y1-6	298	Number of pupils eligible for PP	66	Date for next internal review of this strategy	April 2017

2. Current attainment			
(Based on year 6 SATS Results 2016)	<i>All pupils (43)</i>	<i>Disadvantaged (11)</i>	<i>Non – Disad (32)</i>
% achieving expected standard in reading, writing and maths	47%	36% (4/11)	65% (21/32)
% achieving expected standard in reading	56%	45% (5/11)	59% (19/32)
% achieving expected standard in writing	74%	73% (8/11)	75%(24/32)
% achieving expected standard in maths	67%	64% (7/11)	69%(22/32)
% achieving expected standard in GPS	70%	64% (7/11)	72% (23/32)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	BESD pupils	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Poor attendance, holidays in term time, family circumstances, medication	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To ensure that pupil premium children attain at the same level as non-pupil premium children in Maths.	<ul style="list-style-type: none"> • Half-termly tracking of all pupil premium children. • Analysis completed of progress and attainment by SLT. • Interventions put in place based on the outcomes of the analysis
B.	To ensure that pupil premium children attain at the same level as non-pupil premium children in Reading.	<ul style="list-style-type: none"> • Half-termly tracking of all pupil premium children. • Analysis completed of progress and attainment by SLT. • Interventions put in place based on the outcomes of the analysis

4.Planned expenditure					
Academic year	2016/17				
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?
To ensure that pupil premium children attain at the same level as non-pupil premium children In Maths.	<ul style="list-style-type: none"> Smaller class sizes/focused groups. 	The Schools Network: Impact of small class sizes. Benefits and considerations (Oct 2015) "Research suggests that classes under 20 children has a noticeable impact". All focus groups are under 20 children.	The impact of the small focus groups will be tracked on a half termly basis through rigorous tracking and analysis.	DA, LC, EF	Jan 2017
To ensure that pupil premium children attain at the same level as non-pupil premium children In Reading.	<ul style="list-style-type: none"> Smaller class sizes/focused groups. 	The Schools Network: Impact of small class sizes. Benefits and considerations (Oct 2015) "Research suggests that classes under 20 children has a noticeable impact". All focus groups are under 20 children.	The impact of the small focus groups will be tracked on a half termly basis through rigorous tracking and analysis.	DA,LC,EF	Jan 2017
budgeted cost					£35,000
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?
The gap will narrow or close between pupil premium children and others in school	<ul style="list-style-type: none"> Smaller class sizes/focused intervention groups. Before/after school boosters for Y2 and Y6 	The Schools Network: Impact of small class sizes. Benefits and considerations (Oct 2015) "Research suggests that classes under 20 children has a noticeable impact". All focus groups are under 20 children.	The progress of PP children will be tracked on a half termly basis through rigorous tracking and analysis.	DA, LC,EF £ 8,500	Jan 2017

To improve the social and emotional welfare of pupil premium children within school.	<ul style="list-style-type: none"> Giving the opportunity for pupil premium children to attend weekly nurture groups with learning mentor in order to improve their social and emotional well being 	Public Health England: Link between pupil health and well- being and attainment (Nov 2014). "An 11% boost in results in standardised achievement tests has been linked to school programmes that directly improve pupils' social and emotional learning"	The impact of the nurture groups will be tracked on a half termly basis through rigorous tracking and analysis. The children will also answer questionnaires on how they think they are benefitting from the groups and how they feel after being fed before school – ready to learn.	KB (learning mentor) £17,307 Team teach training £1,500 Milk and toast £2,000	
budgeted cost					£29,307
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?
To improve the participation of pupil premium children in extra-curricular activities, educational visits, music lessons and PGL residential	<ul style="list-style-type: none"> The school will pay for any extra costs incurred for pupil premium children. 	Public Health England: Link between pupil health and well- being and attainment (Nov 2014). ".....Pupils who reported they enjoyed school at age 11 had better attainment at key stage 3, especially for maths"	The progress and attainment of pupil premium children will be closely monitored through rigorous analysis of termly tracking. The pupil premium children will also be questioned on their enjoyment of school and what particular parts they enjoy.	DA, LC £10,000	Jan 2017
To improve the attendance of pupil premium children	<ul style="list-style-type: none"> Pupils will be given the opportunity to join the walking bus and breakfast club in order to get to school on time 	Regular attendance at school is vital to help children achieve and get the best possible start in life. Children who frequently miss school often fall behind. There is a strong link between good school attendance and achieving good results. Leeds City Council	The attendance of pupil premium children will be closely monitored through rigorous analysis of termly tracking by the attendance officer. Parents of poor attendance pupils will be invited into school to meet and discuss strategies to improve their child's attendance.	DA, JG - attendance officer KB, NW – walking bus MH,PS,KS – breakfast club £10,500	Jan 2017
To increase outcomes in speech and language and thus improve reading attainment	<ul style="list-style-type: none"> Targeted PP children to receive speech and language therapy from a trained therapist. 	Since January 2012 the OFSTED framework has had an increased focus on the teaching of literacy skills including communication. Children experiencing communication difficulties are at substantial risk of low achievement and of missing their literacy	The attainment of pupil premium children will be closely monitored through rigorous analysis of termly tracking.	DA, KD - SALT £5,500	Jan 2017

		targets in primary school, with the gap widening at secondary school. Early identification and intervention is vital, and can be highly effective. OFSTED				
					budgeted cost	£26,000
					OVERALL BUDGETED COST	£90,307

5. Additional detail

The above information has been supplied by a range of sources:

www.raiseonline.org

www.perspective.angelsolutions.co.uk

www.fftaspire.org

St Botolph's tracking data