

Pupil Premium strategy for Little Bloxwich CE(VC) Primary School

Year - 2016-2017	Total PP budget £100,900	Year - 2016-2017
Total number of pupils - 208	Total number of pupils eligible for PP - 70	Date to review strategy (termly) January 2017

Current attainment (2015-2016)

% of pupils who attained the expected level		Pupils eligible for PP at Little Bloxwich (CE)	National average for all other pupils.
6 children	Reading	3 children 50%	66%
	Writing	2 children 33%	74%
	Maths	3 children 50%	70%
	Combined	2 children 33%	53%
% who made the expected level of progress			
6 children	Reading	3 children 50%	
	Writing	3 children 50%	
	Maths	3 children 50%	

Barriers to future attainment (for pupils eligible for PP)

In school barriers	
A	Early language acquisition
B	Knowledge and understanding of the world
C	Low starting points on entry for some children
D	Attendance for some children
E	Children's social and emotional development

Desired outcomes

	Desired outcomes	Success criteria (The text in red shows how PP will be spent in order to achieve the desired outcomes)
A	Improve oral language skills for eligible/all pupils in Reception class.	To ensure eligible children make rapid progress and achieve age related expectations in ELG 1,2 and 3(communication and language) and ELG 9 (reading). Extra TA in reception to develop language through small groups work. Phonics small group work and daily interventions across KS1.
B	For children to experience a wide range of activities that will deepen their learning.	For children to experience school activities/trips regardless of cost and for these experiences to have a positive impact upon learning. Y5/Y6 music lessons funded. Y6 residential supported and all educational visits subsidised.
C	For children to make more than expected progress across the curriculum to close the gap between them and their peers within school and nationally.	Pupils eligible for PP funding to receive extra support as needed to ensure they make at least expected progress in English and Maths, HA children should make at least the same progress as other HA children within the school. Maths intervention teacher, children identified through pupil progress meetings. 1 day a week focussed support from an experienced teacher to ensure any issues are addressed. Children who are at risk of not making the expected progress are worked with. Extra TA hours in all class to enable focussed work to be carried out by themselves/class teacher. Y5/Y6 boosting for most able (PP children in these groups as needed)
D	To ensure children's attendance improves and PP pupils are all above 92%	To work with all families to ensure children's attendance is above 92%, focus on children who are eligible for PP. PSA funded to lead on this and work with families that need support.
E	For all children to feel safe and secure and focussed work to take place with children who have suffered from attachment trauma.	For all children to feel safe and secure within school, for children who have extra emotional needs to be coached through difficult situations to enable them to learn from these and change their future reactions. Reduced number of logged behaviour issues. All staff have received attachment disorder and emotional coaching training. PSA/headteacher to coach staff as needed.