

Pupil premium strategy statement Gerrans School



| 1. Summary information | | | | | |
|------------------------|---------|----------------------------------|--------|--|---------|
| School | Gerrans | | | | |
| Academic Year | 2017/18 | Total PP budget | £15840 | Date of most recent PP Review | 1/11/17 |
| Total number of pupils | 40 | Number of pupils eligible for PP | 11 | Date for next internal review of this strategy | 7/3/18 |

| 2. Current attainment | | | | |
|---|-----|------|---|---|
| Based on 2017 KS2 SATs data See individual case studies | □ | | 3 Pupils eligible for PP within Y6 cohort 2017 | 1 Pupils not eligible for PP within Y6 cohort 2017 |
| % achieved expected standard or above in reading, writing & maths (or | 2/3 | 66% | 1/1 | 100% |
| % achieved expected standard in reading | 2/3 | 66% | 1/1 | 100% |
| % achieved expected standard in writing TA | 3/3 | 100% | 1/1 | 100% |
| % achieved expected standard in maths | 3/3 | 100% | 1/1 | 100% |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
|--|---|
| In-school barriers Each pupil is considered as an individual but reoccurring barriers include | |
| A. | Behaviours for Learning – resilience- challenge- perseverance- motivation |
| B. | Self- confidence/self -image/self identity |
| C. | Relationships with peers |
| External barriers | |
| D. | Attendance |

| 4. Desired outcomes | | Success criteria |
|---------------------|---|----------------------------------|
| A. | All pupils adopt positive attitudes towards learning | greater independence as learners |
| B. | Learners who are confident within themselves and with their peers | attendance, achievement |
| C. | Learners who are making at least expected progress | Positive progress data |

| | | |
|-----------|---|-----------------------------------|
| D. | Pupils form positive relationships with peers and are able to sustain friendships | Ability to make and keep friends/ |
|-----------|---|-----------------------------------|

5. Planned expenditure

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|---------------|---------|
| Academic year | 2017/18 |
|---------------|---------|

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? |
|-----------------------------------|----------------------------|---|---|-------------|--------------------------------------|
| Pupil voice is heard and listened | Pro- active school council | Developing self- esteem with purpose | TA with responsibility | Nikki Brown | July 18 |
| Articulate and confident learners | Pupil/adult dialogue | Acquisition of language skills aiding writing | Assessment of literacy skills | Julie Elvy | July 18 |
| Total budgeted cost | | | | | £9856.88 |

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? |
|----------------------------|----------------------------|---|---|------------------------|--|
| Self- esteem self identity | PSA support and enrichment | Monitored success | Line managed across MAT Reviewed within School | Lyn Bell Julie Elvy | July 18 |
| Improved attendance | Purchase EWO SLA | Improved attendance Up to date legislation | Monitor attendance termly | Rita Rawson | July 18 but half termly attendance reviews |
| Total budgeted cost | | | | | £1285 |

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? |
|-------------------------|-------------------------------|---|---|------------|--------------------------------------|
| High adult /pupil ratio | TAs support within classrooms | Trusted adults for learning and emotion within mixed aged and | Lesson observations Pupil data | Julie Elvy | July 18 |

| | | | | | |
|---------------------------------|---------------------------|--------------------------------|---|--------|--------------|
| Social interaction intervention | TA specialised in S and I | From individual needs analysis | Impact within classroom learning reviewed at PP | JE /RT | July 18 |
| Total budgeted cost | | | | | £1285 |

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 |
|--------------------------------------|---|--|--|---------|
| To ensure smooth transitions between | Transition experiences Playgroup to EYF5 | Informal feedback from pupils, staff and parents was very positive. Formal written feedback for next year | See red text in column to the left | No cost |
| | day. KS2- KS3 – whole | | | |

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 |
|---|--------------------------------|--|--|-------|
| Provide individual children and families | Parental Support Advisor | Mrs Bell PSA has worked with 8 families throughout this academic year. In order to retain | See red text in column to the left | £680 |
| improving emotional resilience in identified pupils | Pastoral / Learning Support TA | The addition of an experienced, skilled TA mainly working within KS2 had a positive impact on all pupils but gave particular support to those pupils | See red text in column to the left | £3233 |

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 |
|--|--------------------------|--|--|------|
| Promotion of high quality dialogue and | Deployment of Teaching | Effective use of TAs has been proven to boost creative language and dialogue which is then | See red text in column to the left | 1400 |

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7. Additional detail

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

