



Frithville Primary School  
*Federated with*  
 New York Primary School

## Pupil premium strategy statement for New York Primary School

| 1. Summary information |         |                                  |            |  |            |
|------------------------|---------|----------------------------------|------------|--|------------|
| Academic Year          | 2016/17 | Total PP budget (2016-17)        | £29,979.00 | Date of most recent PP Review                  | March 2016 |
| Total number of pupils | 40      | Number of pupils eligible for PP | 17         | Date for next internal review of this strategy | March 2017 |

### 2. End of Key Stage 2 attainment 2016

|                       |   |  |
|-----------------------|---|--|
| Three eligible pupils | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
|-----------------------|---|--|

**Summary of Performance:**  
 The Department for Education (DfE) are unable to publish school performance data where cohorts (year groups) are less than eleven. This is to avoid the easy identification of individual pupils for safeguarding and data protection reasons.  
 All the year groups at Frithville and New York are less than eleven and therefore the school is unable to publish the data for these cohorts. We apologise for being unable to share with you the wonderful attainment and progress that the pupils at Frithville achieve each year.  
 Paul Bargh  
 Executive Headteacher ~ The Frithville and New York Federation  
 Sue Brackenbury  
 Chair of Governors ~ The Frithville and New York Federation

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

|           |  |
|-----------|--|
| <b>A.</b> | Spelling Punctuation and Grammar skills are low impacting on quality of writing. |
| <b>B.</b> | Low Numeracy skills  |
| <b>C.</b> | Low entry levels in Foundation stage mean low starting point for children        |

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

|           |   |
|-----------|---|
| <b>D.</b> | Limited amount of support at home due to level of family education or understanding of the new curriculum |
| <b>E.</b> | Limited social skills   |
| <b>F.</b> | Children have not always had breakfast  |

| 4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> ) |   | Success criteria   |
|---|---|--|
| A.  | Improve SPAG knowledge of pupils and staff to improve pupil progress in writing   | Pupils eligible for PP in all years will make expected or better progress in writing.<br>All children will be working at their expected standard or higher and their written work will reflect this.   |
| B.  | Improve understanding of place value to impact numeracy skills further up the school  | Pupils eligible for PP in all years will make expected or better progress in numeracy.<br>All children will be working at their expected standard or higher and their numeracy work will reflect this.   |
| C.  | Children to make accelerated progress so that they are meeting age related expectations by the end of each year.                | Pupils eligible for PP in all years will make expected or better progress in all areas.<br>All children will be working at their expected standard or higher at the end of each year.  |
| D.  | Increased parental understanding of the new curriculum leading to increased support   | Parents become more involved with their children's learning.<br>Parents attend information and training sessions relating to the new curriculum.<br>Newsletters offer advice on how parents can support their children in meeting age related expectations |
| E.  | Raised self-esteem, promoting confidence and increased motivation. Behaviour, social skills and attitudes to learning improved. | Improved social skills and attitude to learning.<br>Children are confident, independent learners and can access the environment independently and safely.  |
| F.  | Improve well being and readiness to learn   | Children start the day ready to learn<br>All children have had breakfast   |

## 5. 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 (Please refer to the Federation Improvement Plan)

| 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.) Improved SPAG knowledge of all pupils and staff and improved progress in writing                                 | Staff training on SPAG. Staff to have access to appropriate grammar books to improve staff knowledge<br>SPAG training | New National Curriculum expectations<br><br>Staff knowledge and skills will continue to improve so that outcomes for PP pupils will improve. | Use INSET days and staff meetings to deliver training. Lessons from training embedded in school policy and English action plan. Evidence from:<br>Lesson observations<br>Work scrutiny<br>Pupil interviews<br>Learning walks<br>Pupil progress data | PB/DI/FP/ST | As per English Action Plan<br>Termly data tracking<br><br>March 2017 |
| b.) Improve understanding of place value to impact numeracy skills further up the school                             | Focus on place value in staff training<br><br>Focus in staff planning   | New National Curriculum expectations<br><br>Staff knowledge and skills will continue to improve so that outcomes for PP pupils will improve. | Use INSET days to deliver training. Lessons from training embedded in school policy and English action plan. Evidence from:<br>Lesson observations<br>Work scrutiny<br>Pupil interviews<br>Learning walks<br>Pupil progress data                    | PB/DI/FP/ST | As per Maths Action Plan<br>Termly data tracking<br><br>March 2017   |
| c.) Children to make accelerated progress so that they are meeting age related expectations by the end of each year. | Children to have small group teaching and increased access to adult support – 1 member of staff per year group.       | Children will have increased access to support to help raise attainment and increase progress.   | Lesson observation<br>Work scrutiny<br>Data analysis  | PB/DFP      | Termly data tracking<br><br>March 2017                               |
| <b>Total budgeted cost</b>   |   |  |   |             | <b>£8,631.00</b><br>(Does not include Mobilise)                      |

## 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?   |
|---|--|--|---|------------|--|
| a.) Improved SPAG knowledge of all pupils and staff and improved progress in writing  | Interventions – Nessy, Multisensory Language program, SNIP, code beakers, Tell phonics, spelling groups<br>SPAG targets feed in to IEPs  | Interventions well founded or recommended and previously impact evaluated.   | Evidence from:<br>Lesson observations<br>Work scrutiny<br>Pupil interviews<br>Learning walks<br>Pupil progress data | ST         | Termly data tracking<br><br>March 2017 |
| b.) Improve understanding of place value to impact numeracy skills further up the school  | Accelerating learning and progress in y6 - Year 6 maths small group teaching by subject leader 4 times a week<br>Interventions – Dynamo maths, individual PIVATs based intervention      | Small group teaching shown effective in previous Y6 group<br><br>Interventions well founded or recommended and previously impact evaluated.              | Evidence from:<br>Lesson observations<br>Work scrutiny<br>Pupil interviews<br>Learning walks<br>Pupil progress data | PB         | Termly data tracking<br><br>March 2017 |
| c.) Children to make accelerated progress so that they are meeting age related expectations by the end of each year.                | Accelerated learning for targeted children to narrow the gap - One member of staff per year group.<br>Interventions – handwriting, spelling groups, paired reading, PIVATs based support | Small group teaching/support known to be effective in closing the gap.<br><br>Interventions well founded or recommended and previously impact evaluated. | Evidence from:<br>Lesson observations<br>Work scrutiny<br>Pupil interviews<br>Learning walks<br>Pupil progress data |            | Termly data tracking<br><br>March 2017 |
| e.) Raised self-esteem, promoting confidence and increased motivation. Behaviour, social skills and attitudes to learning improved. | Intervention - Social skills training, Talking time, talk about.   | Interventions well founded or recommended and previously impact evaluated.   | Evidence from:<br>Lesson observations<br>Work scrutiny<br>Pupil interviews<br>Learning walks<br>Pupil progress data |            | Termly data tracking<br><br>March 2017 |
| <b>Total budgeted cost</b>  |  |  |   |            | <b>£19,448.00</b>                      |

| 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?  |
| d.) Increased parental understanding of the new curriculum leading to increased support   | <p>Parents become more involved with their children's learning.</p> <p>Parents attend information and training sessions relating to the new curriculum.</p> <p>Newsletters offer advice on how parents can support their children in meeting age</p> | Increased parental understanding leads to increased support. E.g. Informing parents of the types of questions to ask when reading will help them to question and support their child when reading at home – helping to raise reading comprehension levels. | Parental questionnaire   | PB         | <p>Parental questionnaire sent out annually</p> <p>March 2017</p>                 |
| e.) Raised self-esteem, promoting confidence and increased motivation. Behaviour, social skills and attitudes to learning improved. | <p>Subsidising educational trips and visitors</p> <p>Residential trip</p> <p>Subsidising swimming</p> <p>After-school clubs</p>  | Access to first hand quality experiences helps children to learn about the world in which they live and enriches literacy and curriculum work.   | <p>Evidence from:</p> <p>Lesson observations</p> <p>Pupil interviews</p> <p>Learning walks</p>   |            | <p>Termly data tracking</p> <p>June 2017</p> <p>March 2017</p>                    |
| f.) Improve well-being and readiness to learn   | <p>Piece of fruit available for children who have not had any breakfast</p> <p>Breakfast in school for SATS week</p>   | Children need fuel to enable them to be ready to tackle the challenges of the day.   | <p>Evidence from:</p> <p>Lesson observations</p> <p>Work scrutiny</p> <p>Pupil interviews</p> <p>Learning walks</p> <p>Pupil progress data</p> |            | <p>Termly data tracking</p> <p>On-going informal lesson obs</p> <p>March 2017</p> |
| <b>Total budgeted cost</b>  |  |  |  |            | <b>£1,900.00</b>  |