

**Appendix 1 – School Development Plan 2017/18**  
**Stiperstones CE Primary School**

**Pupil Premium Strategy Statement (September 2017)**

1. Summary Information					
Academic Year	2017/18	Total PP budget	£10,980	Date of most recent PP review	September 2016
Total number of pupils	38	Number of pupils eligible for PP	7	Date of next internal review of this strategy	January 2017

2. Attendance of children in receipt of pupil premium (% absence)			
Source: RAISE Online (Feb 2017)	Stiperstones pupils eligible for PP (national %)	Stiperstones pupils not eligible for PP (national %)	Gap
% Of sessions missed due to overall attendance	5% (5.2%)	4% (3.4%)	1%
% Persistent absentees (Absent for 10% or more sessions)	0% (15.1%)	4.3% (6.2)	4.3%

3. Attainment
<p>Due to the small number of children within the school, it would not be appropriate to provide a detailed breakdown of the attainment of and progress of children in receipt of pupil premium.</p> <p>Analysis of current (Summer 2017) attainment data indicates that children in receipt of pupil premium attain at a broadly similar level to those not in receipt of pupil premium.</p> <p>However, there are a number of progress/attainment gaps between children in receipt of pupil premium and the expected outcome for their year group. The school would look to address this through the use of pupil premium funding.</p>

<b>4. Barriers to future attainment (for pupils eligible for PP)</b>
<b>In school barriers (issues to be addressed in school)</b>
Some progress gaps between children in receipt of pupil premium and others in reading within KS1 and 2
Some progress gaps between children in receipt of pupil premium and others in maths within KS1 and 2
Low attainment of pupils in receipt of pupil premium at end of KS1.
<b>External barriers</b>
Lack of support for pupils outside school.
Lack of external resources to support extra-curricular activities and musical opportunities

<b>5. Planned expenditure – Academic Year 2017/18</b>					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome/s</b>	<b>Chosen action/approach</b>	<b>Evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Improve attainment of middle ability children in maths in KS2 in receipt of pupil premium</p> <p>Improve attainment and rates of progress of middle ability children in maths in KS2 in receipt of pupil premium</p> <p>Ensure higher proportion of current Y3 children are better placed to achieve ARE at end of year and end of Key Stage,</p>	<p>Pupil Premium to be used to provide support from Teaching Assistants to provide targeted intervention and support for pupil premium pupils whose prior attainment indicates the need for them to make accelerated progress to reach appropriate ARE.</p>	<p>Previous effectiveness of approach in addressing attainment gap from KS1 to KS2. This has been successful in the past.</p> <p>Evidence of small group support is effective based on Education Endowment Foundation research,</p>	<p>Intervention timetables from KS1 and 2.</p> <p>½ termly intervention reviews from staff</p>	<p>Class teachers to implement. To be monitored by AEHT/HT</p>	<p>Impact reviewed termly as part of analysis of achievement of all pupils.</p>
<b>Total budgeted cost:</b>					<b>£10,980</b>

Review of previous expenditure			
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned
Targeted support for pupils	Use of TAs to provide targeted intervention for pupils whose prior attainment indicates the need for them to make accelerated progress to reach appropriate ARE.	<p>Positive. Children in receipt of pupil premium responded positively to interventions.</p> <p>Additional teaching assistant support enabled staff to engage in focused teaching with pupil premium.</p>	<p>Need to maintain sharp focus for intervention to maximise impact.</p> <p>Addressed through intervention reviews/plans from Spring term 2015.</p> <p>Need to build in time for teacher/staff liaison to maximise impact</p>