

STAMFORD ST GILBERT'S CHURCH OF ENGLAND PRIMARY SCHOOL

PUPIL PREMIUM STRATEGY



1. Summary information					
Academic Year	2017/2018	Total PP budget	£42,843	Actual Spent	
Total number of pupils	307	Number of pupils eligible for PP	35	Date for next internal review of this strategy	Feb 2018

2. Current attainment		
Attainment for: 2016-2017 (4 pupils)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national Y6)</i>
% achieving expected standard or above in reading, writing and maths	25%	
% achieving expected standard or above in reading	75%	71/77
% achieving expected standard or above in writing	50%	76/81
% achieving expected standard or above in maths	50%	76/80

Recommendation 1:

Develop effective use of Assessment for Learning within and beyond lessons (assess, plan, do, review).

Recommendation 2:

Ensure pupil progress information and data informs teaching and learning that is sharply focused on the specific learning needs of pupils. PP Profiles should be consistently detailed to support pupils learning in class and through targeted interventions.

Recommendation 3:

In-class provision and additional interventions for PP pupils should be built into a rigorous monitoring programme, which is specified within the school's established monitoring and evaluation schedule. Governors should also build focused PP monitoring visits / meetings into their termly schedule.

Recommendation 4:

Utilise the skills and experience of TAs to support differentiated learning / targeted teaching that closely meets the precise learning needs of pupils.

Strategy/Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
Key stage Leaders to complete triangulation activities over the full term and monitor learning every week in lessons.	<ul style="list-style-type: none"> Teacher talk is reduced at the beginning of lessons ensuring children have more learning time. Teachers use mini-plenaries to move learning on during lessons and also respond directly to the needs of pupils within lessons Lessons and pupil directed teaching is differentiated according to need and demonstrates and impact on progress over time Feedback ensures an impact on learning and is followed up in future lessons or through individual intervention and ultimately showing evidential impact on learning. 	All classes on a three week cycle from September 2017	CR/HH	£42,843 which supports enhanced teaching and learning opportunities for pupils and supports Leadership and Management in raising standards
PPPs are data driven to ensure teaching is more precise on the individual needs of learners	<ul style="list-style-type: none"> Best practice PPP's are used to develop the practice of others Key Stage Leaders monitor PPPs once every short term to ensure they are reflect pupil needs and an impact on progress over time Monitoring schedule is in place KSL reports to SLT demonstrate a measurable impact on progress and attainment of PPG pupils Governors monitor progress against priorities on a termly basis Additional support is driven through detailed gaps analysis which inform 	<i>At the end of each short term 2017-2018</i>	TA's CR HH	

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	diminishes the difference between PPP and those non PPP in school and those non PPP nationally			
Skills and experience of all staff contribute to more children achieving typical progress in all year groups	<ul style="list-style-type: none"> • TA's continue to ensure they develop the independence of all PPG pupils providing the least amount of help first • Ensure their questioning is differentiated 	All classes on a three week cycle from September 2017	CR/HH	