

# Pupil Premium Strategy 2017-18



1. Summary Information					
<b>School</b>	Corby Old Village Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP Budget</b>	44140	<b>Date of most recent PP Review</b>	Sept 15
<b>Total number of pupils</b>	206	<b>Number of pupils eligible for PP</b>	33	<b>Date for next internal review of this strategy</b>	July 18

2. Current Attainment		
	<i>Pupils eligible for PP</i>	<i>All pupils</i>
<b>% achieving EXS or above in reading, writing and maths</b>	77%	78%
<b>Reading progress score</b>	+3.38	+2.69
<b>Writing progress score</b>	+5.74	+3.77
<b>Maths progress score</b>	+4.96	+3.94

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school</i> )	
<b>A</b>	Speech, communication and language – low levels of language acquisition particularly high order vocabulary
<b>B</b>	In year admissions – 12% of the school
<b>C</b>	Low basic skills on entry
<b>External barriers</b> ( <i>issues which also require action outside of school</i> )	
<b>D</b>	Attendance concerns for a small group of identified children

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<b>E</b>	Pupil well-being – low self-esteem, lack of experience, lack of social interaction in different settings
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#### 4. Desired outcomes

<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
Improve KS results for PP pupils	To be at or above national averages (all pupils) in July 2017
PP pupils are closing the gaps between their peers	Quality teaching ensures children show accelerated progress
All aspects of PP pupils development are fulfilled	Enrichment opportunities promote good mental well-being
Attendance of identified families improves	Overall attendance of these families is above 95%

#### 5. Planned expenditure

<b>Academic year</b>	<b>2017-18</b>
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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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>When will you review implementation?</b>
Improve KS results for PP pupils	Provide additional teacher in Y6 and Y2 to reduce class sizes	Reducing Class Size = +3months Enabling small group tuition and improved feedback for learners  Feedback = +8months Providing high quality oral and written feedback to support next steps learning	Half-termly monitoring of data by SLT Pupil progress meetings Provision maps	End of each term when data is collected
100% of reading ELG convert in Y1 phonics assessment	Staff training in 'Read, Write, Inc' Phonics	Phonics = +4months Improving pupils phonics progress from the end of EYFS to KS1	Half-termly phonics assessments Pupil progress meetings	End of each term when data is collected
<b>Total budgeted cost</b>				<b>£39775</b>

##### ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>When will you review implementation?</b>
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Narrow gaps between PP pupils and their peers	Provide weekly sessions to identified pupils in core subjects based on assessment outcomes from the class teacher	Small Group Tuition = +4months Providing personalised teaching and learning  Feedback = +8months Providing high quality oral and written feedback to support next steps learning	Half-termly monitoring by SLT Teaching observations Half-termly book scrutiny	End of each term when data is collected
PP pupils achieve ARE in Reading	Retain Beanstalk Readers	Oral Language Interventions = +5months Improving oral language skills and reading comprehension	Half-termly reading monitoring by SLT	End of each term when data is collected

**Total budgeted cost**    **£1739**

### 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?	When will you review implementation?
A strong school ethos which supports pupils emotional wellbeing	Provide overt social and emotional support and pastoral opportunities combined with personalised teaching and learning  Staff training on 'Protective Behaviours'	Social and Emotional Learning = +4months Supporting effective learning, positive behaviour, attendance and emotional well-being  Behaviour Interventions = +4months Embedding a positive school ethos support the emotional wellbeing of pupils	Termly updates of the well-being tracker Progress measures using the well-being scale Monitoring of individual well-being plans	End of each term when the well-being tracker is updated
To close unauthorised absence gap between PP and non PP pupils	Hold regular attendance surgeries to provide support and challenge for identified families who demonstrate poor levels of attendance and punctuality	Parental Involvement = +3months Actively engaging parents in supporting their child's learning at school	Monitored by SLT on a weekly basis	End of each term when data is collected
<b>Total budgeted cost</b>				<b>£328</b>

## 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 not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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Improve KS results for PP pupils	Provide additional teacher in Y6 and in Y2 to reduce class sizes	- KS2 100% R; 75% W; 100% M - KS1 60% R; 60% W; 40% M	- Reallocate Y2 teacher to support in vulnerable year groups (new Y3) to improve attainment and progress - Continue Y6 approach	£38995
100% of reading ELG convert in Y1 phonics assessment	Staff training in 'Read, Write, Inc' Phonics	- 100% converted from expected to WA - 20% converted from emerging to WA	- New staff employed in KS1 and EYFS for 2018-19 - Read, Write, Inc. Training to be given to all new staff - Continue this approach	£780
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Narrow gaps between PP pupils and their peers	Provide weekly sessions to identified pupils in core subjects based on assessment outcomes from the class teacher	- 68% PP at expected ARE in reading - 61% PP at expected ARE in writing - 68% PP at expected ARE in maths	- Use of teacher rather than teaching assistants to further children's learning through pre-teach and extension work - Continue this approach	As above
PP pupils achieve ARE in Reading	Retain Beanstalk Readers	- Quality 1:1 adult to child time - Strong relationships established	- Clear impact of enjoyment of quality regularly reading time - Continue this approach	£1284
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

A strong school ethos which supports pupils emotional wellbeing	Provide overt social and emotional support and pastoral opportunities combined with personalised teaching and learning  Staff training on 'Protective Behaviours'	- Protective Behaviours embedded throughout the school - Wellbeing interventions in place for identified children	- Investigate Theraplay training for whole staff - Continue this approach	£328
To close unauthorised absence gap between PP and non PP pupils	Hold regular attendance surgeries to provide support and challenge for identified families who demonstrate poor levels of attendance and punctuality	- Not always successful as reliant on voluntary participation - Paper trail established with clear timings for review and actions needed	- School systems have been developed to sharpen timings and chase non-attendees - Children with low attendance targeted at the start of the new academic year - Continue this approach	

### 7. Additional detail

Other pupil premium related spends:

1. Provision of school uniform
2. Fully funded school trips
3. Breakfast Club
4. After-school Clubs
5. Music Tuition