

Pearl Hyde Pupil premium strategy statement (primary)

1. Summary information					
School	Pearl Hyde Community Primary School				
Academic Year	2017/18	Total PP budget	£42,240	Date of most recent PP Review	September 18
Total number of pupils	281	Number of pupils eligible for PP	34	Date for next internal review of this strategy	September 19
2. Current attainment					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving in reading, writing and maths			75%	68%	
% making progress in reading			86%	75%	
% making progress in writing			75%	75%	
% making progress in maths			75%	75%	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	Increased in year transience is demonstrating that a proportion of those children eligible for PP are less developed in oracy skills in some year groups. .				
B.	Middle ability children eligible for PP are making less progress than other high ability pupils across all key stages. This prevents sustained high achievement in Key Stage 2.				
C.	Lack of aspiration and drive for some children eligible for PP, whose first language is English, is impacting on learning and progress.				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Attendance rates for pupils eligible for PP are 95% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.				
4. Desired outcomes					

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Develop strategies to support oracy specifically for those children newly arrived in terms of another country or a setting within the UK	Pupils eligible for PP in all year groups progress so that all pupils eligible for PP meet at least age related expectations.
B.	Higher rates of progress across KS2 for middle attaining pupils eligible for PP. A flight path over time through EYFS to end of KS1 identifies priorities within the year groups	Pupils eligible for PP identified as middle ability make as much progress as 'other' pupils identified as middle ability, across Key Stage 2 in maths, reading and writing. Measured by teacher assessments and successful moderation practices established across the partner schools in the Elements network
C.	Specific interventions to support those children with English as a first language which inspire and motivate them Make use of assessment tools e.g. WELCOM, SALFORD to identify strategies and resources to support learners Make use of positive role models both in and outside of school to inspire and make learning relevant to real life	Learners whose first language is English who are eligible for PP makes as much progress as EAL peers. Measured by teacher assessments and successful moderation practices established across the partner schools in the Elements network
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance 96% in line with 'other' pupils.

