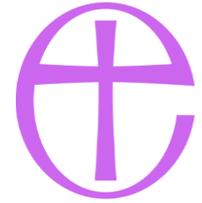




Abbas and Templecombe CE (VC) Primary School

Pupil premium strategy statement 2016-2017



1. Summary information					
Year	2016-2017	Total PP budget	£54,805	Date of most recent PP Review	N/A
Total number of pupils	124	Number of pupils eligible for PP	33 (27%)	Date for next internal review of this strategy	1/2/2017

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	67%	75%
% making progress in reading	100%	92%
% making progress in writing	100%	95%
% making progress in maths	100%	91%

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.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
B.	Poor behaviour for learning skills and a short attention spans affect pupils abilities to sustain learning activities.
C.	Behaviour issues for a small groups of pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that

	of their peers.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Significant safeguarding concerns (mostly eligible for PP) are having a detrimental effect on their academic progress and socialisation with their peers.	
E.	Low aspirations of pupils – a feeling that future options are limited (very prevalent in pupils in receipt of PP).	
4. Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Improved behaviour for learning skills and concentration levels for pupils eligible for PP in KS2 classes.	Pupils eligible for PP in KS2 classes are able to sustain and self regulate during inputs and classroom activities leading to excellerated progress.
C.	Behavioural issues of key pupils addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
D.	Pupil's social and emotional needs are met, as much as possible, by school staff.	Pupils supported during difficult times and a structured nurture approach is followed for pupils at risk ensuring that pupils continue to make good progress.
E.	Pupils have an understanding of the world around them and how their aspirations can affect their access to future career paths.	Pupils articulate their visions for the future and the opportunities that await them in the future.