

Pupil premium strategy statement (primary)

1. Summary information					
School	St. Paul's CE Primary School				
Academic Year	2016/17	Total PP budget	£159,480	Date of most recent PP Review	Dec' 2016
Total number of pupils	289	Number of pupils eligible for PP	119	Date for next internal review of this strategy	March 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard in reading, writing and maths	40%	60%
Reading % achieving the expected standard/scaled score for progress	60% / -0.21	71%
Writing % achieving the expected standard/scaled score for progress	60% / -2.03	79%
Maths % achieving the expected standard/scaled score for progress	67% / -0.12	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.	Speech and language: standards are well below expected when children enter school and this impacts in EY on reading, writing and overall development.
B.	Progress for all PP children in all classes, especially those in the higher ability groups
C.	Emotional well-being: the issues that many of our children deal with have an impact on their ability to focus and learn and their resilience.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for those eligible for PP are lower than the rest of the school cohort.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved Speech and Language skills in Early Years	Higher % of PP pupils meeting expected standards in reading/writing
B.	Better rates of progress in all core subjects for PP pupils, especially those able to reach greater depth	Higher % of PP pupils achieving expected/greater depth in all classes
C.	Better outcomes for those children targeted for this support	Higher levels of progress/attainment and better engagement in learning due to improved emotional well-being, self-confidence and resilience.
D.	Improved attendance for Pupil Premium pupils	Higher attendance figure for PP pupils compared to last year.

5. Planned expenditure					
Academic year	2016/17				
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					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A Improved Speech & Language skills in Early Years	Sp&Lang therapist, Wellcomm and Speechlink, phonics support	Speech and Language therapy has proven to improve skills and outcomes, the Wellcomm and Speechlink interventions are used widely and there is a wealth of evidence to show how it helps to identify difficulties and plan appropriately to move children forward, our phonics support and tracking has enabled us to target more effectively to achieve better outcomes.	The work of the Speech Therapist will be monitored closely by EY staff and the Senco. Pupil progress meetings will raise the question of progress and attainment and the impact these interventions are having and the quality of the staff. All EY staff will have training on the Wellcomm/Speechlink packages.	Senco EY staff Reading subject leader	February/June 2017
B Better rates of progress in all core subjects for all PP pupils	Small group teaching in all subjects by specialist teachers, staff training around quality first teaching and	The small group teaching will focus on all abilities of those eligible for PP, and the outcomes from this support was analysed as successful from the previous year. Inset/staff meetings will focus on the quality of teaching, the flow of lessons, how to target all groups effectively and work around the 'Growth Mindset'	Pupil progress meetings will monitor and challenge progress. Specialist teachers will also attend those meetings and provide data for the children they are working with. Observations will also be used.	Headteacher Subject leaders	Dec 2016, March/July 2017
Total budgeted cost					£1,270
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A Improved Speech & Language skills in EY	1-1 and small group work with these interventions and with the speech therapist across the EY	Small group interventions with qualified staff have been shown to be effective, as discussed in evidence sources such as the work of John Hattie.	All staff will be supported with training and have a qualified speech therapist to discuss issues with. Senco will track progress and monitor the quality and future needs.	EY Lead Senco Headteacher	

<p>B Better rates of progress in all core subjects for all PP pupils</p>	<p>Weekly/daily small group or 1-1 sessions focused in KSI on maths/reading/phonics. In KS2 the same, focusing on maths/reading/writing/spelling depending on the most need. Year groups will be targeted at different times of the year.</p>	<p>Using specialist teachers as support and the use of targeted small group/1-1 work has been evidenced to be successful in raising standards. This alongside staff who have had training and support in how to deliver quality first teaching and using support staff in a more defined role, again with training, has been seen by groups like the Sutton Trust to be effective and cost effective in helping to drive up standards.</p>	<p>Observing lessons and tracking the data of PP children compared to non PP children.</p> <p>Talking to staff at pupil progress meetings about the success of the interventions and the teaching that they are delivering.</p>	<p>Headteacher</p>	
<p>C Emotional well-being: the issues that many of our children deal with have an impact on their ability to focus and learn and their resilience.</p>	<p>Use of our learning mentor and another member of staff also training in this role – children will have time with these staff to explore feelings/emotions and supporting them in class too. Beacon Counselling will target our most vulnerable children in the hope of improving outcomes for them.</p>	<p>All evidence shows that children who are emotionally unstable or who have difficult issues in their home backgrounds are less likely to do well in school.</p>	<p>Ensure that the children identified have been done so in a fair and transparent way. Monitor whether their support is translating into improved attainment/progress rates.</p> <p>Regularly meet with staff to look at the children and review those receiving support.</p>	<p>Learning Mentor Counsellor Headteacher</p>	

Total budgeted cost £150,983

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?	Staff lead	When will you review implementation?
<p>D Improved attendance for PP pupils</p>	<p>Remit of the Learning Mentor is to monitor attendance and do first day absence calls. Attendance will be discussed at TAS meetings and families identified for support by our school age plus worker.</p> <p>Rewards and prizes for good attendance.</p>	<p>We know that we can only improve attainment if children are actually at school. Research by NFER unsurprisingly identifies addressing attendance as a key step.</p>	<p>Monitor attendance figures regularly through the year. Staff working together to ensure all procedures are followed through and SA+ worker to provide evidence of the support being put in place.</p>	<p>Headteacher Learning Mentor.</p>	<p>Termly</p>

Total budgeted cost					£2,000
6. Review of expenditure					
Previous Academic Year		2015/16			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	
A For all PP children to have access to high quality intervention and resources.	Specialist teachers Training for support staff	Mostly met – observations/data show that all the children made good progress on the interventions and enjoyed the small group teaching.	This approach will continue as our evidence shows it is successful.	£659	
ii. Targeted support					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	
A For all PP children to have access to high quality intervention and resources. B To improve outcomes for all PP children of all abilities	1-1 and small group teaching for all aspects of Literacy/Maths across school.	In part – children really enjoy this type of support, for many the small group helps to build confidence and self-belief, and some data shows that good progress/outcomes are achieved by these children. It has been good to also target the more able children and this has seen some very good outcomes for this group of PP pupils.	We will continue with this support next year as it does make a difference and targets all abilities. We do need to look at how the progress is maintained when the interventions are finished, and how teachers build upon what has been done. We also need to address the need for feedback time between teachers and the intervention leaders.	£98,913	
C To improve the speaking and listening skills of children, particularly in the EY.	Speech and Language therapist employed to work closely with EY and also to offer support higher up school with direct teaching and advice around programmes.	This has a big impact on all those children/groups that have the support, particularly in the EY where time was spent with whole classes in the Nursery, and therefore met the needs of PP and non-PP children.	We will definitely continue with this next year as well as introducing other school led interventions around speech and language in all phases.	£8,730	

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
D To improve the emotional well-being of children, allowing better engagement in learning	Use of the Learning Mentor and Early Help and Prevention buy back, to support children and families.	In part – it is easy to see those children who benefited and were able to access learning more successfully, but some children/families were and remained hard to reach.	Has an impact, but we need to have better data/records to show how it has improved attitudes/learning/outcomes for this group of children.	£29,865

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

This data shows the percentage figures for the PP children and the non pupil premium children in brackets

Reception Good level of development 45% (62%) Listening& attention 67% (79%) Speaking 67% (77%)

Y1 Phonics Screening check 67% reached the expected standard (69% non PP) 13% achieved the higher score (10% non PP)

Y2 SATS Reading 41% reached the expected standard (55%) 12% achieved greater depth (12%)

Writing 47% reached the expected standard (58%) 12% achieved greater depth (12%)

Maths 47% reached the expected standard (52%) 18% achieved greater depth (15%)

Y6 SATS Reading 60% reached expected or above (66%) nobody achieved greater depth

Writing 60% reached expected or above (69%) nobody achieved greater depth

Maths 67% reached expected or above (62%) 0% achieved greater depth (3%)

Last year we also spent £1269 on purchasing tablets for those children who had achieved 100% attendance during the year - this was a mix of PP and non PP children.