

Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
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| School | St.Chad's CE Primary School | | | | |
| Academic Year | 2016/17 | Total PP budget | £52.420 | Date of most recent PP Review | n/a |
| Total number of pupils | 210 | Number of pupils eligible for PP | 34 | Date for next internal review of this strategy | April 2017 |

| 2. Current attainment | | |
|--|---|--------------------------------------|
| | <i>Pupils eligible for PP (your school)</i> | <i>All pupils (national average)</i> |
| % Y6 achieving ARE in reading, writing and maths | 40% | 52% |
| % Y6 achieving ARE in reading | 40% | 66% |
| % Y6 achieving ARE in writing | 60% | 74% |
| % Y6 achieving ARE in maths | 40% | 70% |
| % Y2 achieving ARE in reading, writing and maths | 100% | |
| % Y2 achieving ARE in reading | 100% | 74% |
| % Y2 achieving ARE in writing | 100% | 66% |
| % Y2 achieving ARE in maths | 100% | 73% |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Pupils eligible for PP (including high ability pupils) making less progress than non-PP through KS2. |
| B. | Attainment gap between pupils eligible for PP and non-PP peers in KS2. |
| C. | Some PP children experiencing emotional difficulties and home circumstances which affect their ability to access the curriculum. |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Reduced ability to access extra-curricular activities (including music and sport) and curriculum enhancing experiences. |

| 4. Desired outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Higher rates of progress for pupils eligible for PP across KS2 to ensure that they make progress at least | Children eligible for PP making progress from KS1 to KS2 in line with |

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| | in line with national. | national. Measured through teacher assessments and moderation. |
| B. | Gaps in attainment closed between all groups of learners, including those eligible for Pupil Premium | Children eligible for PP achieving ARE in line with national expectations and non-PP peers. Measured through teacher assessment and moderation. |
| C. | PP children supported emotionally and therefore able to access curriculum. | Children eligible for PP receive social and emotional support relevant to their individual needs. Children eligible for PP accessing curriculum and making progress in line with national. Measured through teacher assessments, moderation and monitoring. |
| D. | All children able to access extra-curricular and curriculum enhancing experiences. | Registers for after-school clubs reflect prioritising of pupils eligible for PP and barriers (such as transport or child-care) removed where possible. School trips, events in school and creative and sporting activities accessible to all pupils. |

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: Higher rates of progress across KS2 for pupils eligible for PP. | Staff training on quality feedback. Additional teacher and teaching assistant support allows more opportunity for swift and effective feedback. | Quality feedback is recognised as one of the most effective strategies for accelerating progress. Where more members of trained staff are available in the classroom this can be provided more quickly and to targeted groups. | Recording of feedback (including verbal) in books. Monitoring of teaching and learning as part of monitoring calendar. Analysis of data. Observations and feedback from children through Junior Leadership Team. | Ashleigh Dunn (Head of School), English and Maths Co-ordinators | July 2017 |

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| B: Gaps in attainment closed between all groups of learners, including those eligible for Pupil Premium. | Additional teaching assistant support for identified pupils 5 afternoons a week. | Targeted support can be provided to address gaps (eg phonics/maths skills/reading comprehension) to support class learning. | Termly pupil progress meetings will identify focus children for . Ensure planning of intervention or support is carried out alongside class teacher. | Ashleigh Dunn (Head of School) | Dec 2017 April 2017 July 2017 |
| | Teaching assistant providing targeted support in Reception and Y1 class to ensure gaps in attainment are closed quickly. | Education Endowment Foundation research evidences impact of Early Years intervention. | SENCo to work closely with Reception & Y1 class teacher to identify specific needs and support families as well as children where necessary. | Emma Ogden (SENCo) | |
| | Use of Assertive Mentoring and Classroom Monitor to identify gaps in learning. | Planning can be targeted to address individual gaps in learning. | Monitoring of quality of teaching and learning through monitoring calendar. Analysis of teacher assessment data. | Helen Pratten (Exec Head), Gina Marsland (Maths Lead), Amy Turnbull (English Lead) | |

Total budgeted cost

£11,420

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: Higher rates of progress across KS2 for pupils eligible for PP. | Additional teacher support in identified classes. KS2 HLTA support 5 mornings a week in Y6 and KS1 HLTA support between Y1/Y2 5 mornings a week | Swift intervention provided in class by qualified teachers has shown accelerated progress in previous years. Intervention support provided by HLTA working closely teachers has proved effective in previous years. | Flexible identification of needs through short-term planning. Ensure timetables and planning clearly show which children are being supported. | Ashleigh Dunn (Head of School) | Dec 2017 April 2017 July 2017 |
| B: Gaps in attainment closed between all groups of learners, including those eligible for Pupil Premium. | Additional teacher support 5 mornings a week for identified groups of children. | Opportunity to teach in smaller groups can address learning behaviours, allow for additional feedback opportunities and flexibility in organising learners (EEF) | Ensure class teacher and additional teacher work closely together to plan work and identify children. Monitor and report on progress of learners in targeted groups. | Ashleigh Dunn (Head of School) | Dec 2017 April 2017 July 2017 |

| C: PP children supported emotionally and therefore able to access curriculum. | Appoint Family Support Social Worker. Relevant social and emotional programmes put in place to address needs of pupils. | | Impact reports Feedback from teaching staff. Evaluations of programmes implemented and impact on individual outcomes. | Helen Pratten (Exec Head) Ashleigh Dunn (Head of School) | Dec 2017 April 2017 July 2017 |
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| Total budgeted cost | | | | | £31,000 |
| 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? |
| D: All children able to access extra-curricular and curriculum enhancing experiences. | Subsidised small-group musical tuition for PP children. Free after-school clubs for all children with priority for PP children. Subsidy for class trips, no charge for visitors into school. Additional 50% subsidy for residential trip for PP children. Additional curriculum enhancement opportunities to widen experiences. | National Curriculum states that all children should have the opportunity to learn a musical instrument. EEF research reports that disadvantaged children make 2 ½ months additional progress each year through interventions that extend the school day. Engagement in learning, attendance and self-esteem are improved through extra-curricular activities. Improved engagement in learning. Opportunity for wider experiences develops self-esteem and additional opportunities for writing. Improved engagement in learning. Opportunity for wider experiences develops self-esteem and additional opportunities for writing. | Monitoring of progress of all children in music lessons. Register of attendance kept for after-school clubs and PP children prioritised. List of class trips kept and additional learning opportunities evidenced in books. List of curriculum enhancements and opportunities. | Music Co-ordinator Emma Ogden (Assistant Head of School) Ashleigh Dunn (Head of School) Ashleigh Dunn (Head of School) | July 2017 |
| Total budgeted cost | | | | | £10,000 |

Pupil Premium Review 2016/2017

Numbers Involved

Adopted: 6

Looked After Children: 2

Special Guardianship Order: 5

Free School Meals: 11

Ever 6: 9

Early Years Pupil Premium: 3

Total: 36

| Area | Cost | Strategy | Impact |
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| Quality of teaching for all | £11,420 | <p>Staff training on quality feedback.</p> <p>Additional teacher and teaching assistant support allows more opportunity for swift and effective feedback.</p> <p>Additional teaching assistant support for identified pupils 5 afternoons a week.</p> <p>Use of Assertive Mentoring and Classroom Monitor to identify gaps in learning</p> | <p>Training delivered on quality feedback and marking. Staff feel more confident and book scrutinies have shown the standard of feedback and marking is having an impact on children's learning. Children respond to feedback, after a break in maths and after lunch or the next day in English, and are aware of their next steps.</p> <p>Two teachers team taught in Year 5 for the autumn and spring term as this was highlighted as a class with a high number of PP children with gaps in their learning. The teachers planned together ensuring accurate assessments enabled them to close identified gaps. At the end of Year 5 PP pupils outperformed the non-PP pupils in reading, writing and maths.</p> <p>The introduction of same day maths intervention from Years 1 to 6 ensured feedback was swift and misconceptions were addressed immediately. This resulted in children developing a more secure mathematical understanding of the areas taught. Teachers self-evaluated and improved the quality of their own teaching through the use of Iris.</p> |
| Targeted support | £31,000 | <p>Additional teacher support in identified classes.</p> <p>KS2 HLTA support 5 mornings a week in Y6 and KS1 HLTA support between Y1/Y2 5 mornings a week</p> <p>Additional teacher support 5 mornings a week for</p> | <p>Two HLTA's delivered quality same day interventions in maths and addressed misconceptions in English. Children grew in confidence and identified gaps were closed quickly.</p> <p>Targeted supported delivered to children in Reception and Year 1. These pupils have significant attachment</p> |

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| | | <p>identified groups of children.</p> <p>Teaching assistant providing targeted support in Reception and Y1 class to ensure gaps in attainment are closed quickly.</p> <p>Appoint Family Support Social Worker.</p> <p>Relevant social and emotional programmes put in place to address needs of pupils.</p> | <p>needs. The support has enabled them to build friendships, develop social skills and build attachments with key members of staff thus resulting in improved behaviour.</p> <p>Family Support Social Worker appointed and began working with the families in the summer term. Four of the families she is supporting are those of PP pupils. Three of our Year 5 pupils participated in an Inspirations Programme in the Autumn Term. This resulted in them building their self-confidence, self-belief and resilience. They are now more willing to put their hand up in class, share their ideas and approach learning in a more positive way.</p> |
| Other approaches | £10,000 | <p>Subsidised small-group musical tuition for PP children.</p> <p>Free after-school clubs for all children with priority for PP children.</p> <p>Subsidy for class trips, no charge for visitors into school. Additional 50% subsidy for residential trip for PP children.</p> <p>Additional curriculum enhancement opportunities to widen experiences.</p> | <p>Three pupils chose to access peripatetic music lessons subsidised by school. The music teacher reports that the pupils are making good progress and the pupils chose to continue with their lessons this year. The pupils performed in the end of year music concert.</p> <p>PP pupils were prioritised in accessing after school clubs (subsidised if a cost was applicable).</p> <p>PP pupils were able to attend all school trips and visits.</p> <p>PP pupils gained wider experiences including a theatre production, Inspirations Programme, sports activities.</p> <p>One PP pupil was able to attend OOHA after school club if her mum did not arrive to collect her on time. This ensured that the pupil was able to access fun activities and receive a drink and a snack and prevented her from worrying about when her mum might collect her.</p> |