

Pupil premium strategy 2017 - 18



1. Summary information					
School	St Peter's Church of England Primary School				
Academic Year	2017/18	Total PP budget	£265,320	Date of most recent PP Review	Sept. 17
Total number of pupils	460	Number of pupils eligible for PP	201	Date for next internal review of this strategy	Sept. 18
2. Current attainment 2017-2018					
		<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>	
% achieving in reading		69		71	
% achieving in writing		78		76	
% achieving maths		75		75	
% achieving in GPS		72		78	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers					
A.	Oral language skills in Reception are low on entry.				
B.	Social, emotional and health related issues can affect pupil performance.				
C.	PP children must meet age related expectations.				
D.	Some of our parents of PP children have limited English skills.				
E.	Performance of most able pupils is lower than the National figures in KS2.				
4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A.	Improve oral language skills for pupils eligible for PP in EYFS.			Pupils eligible for PP in EYFS make rapid progress by the end of the phase so that all pupils eligible for PP meet age related expectations.	
B.	Improved outcomes for pupils eligible for PP with safeguarding concerns (including attendance issues).			Pupils eligible for PP across the whole school have access to appropriate social, emotional and health related interventions to ensure progress is not hindered.	
C.	Improved outcomes for pupils eligible for PP through targeted interventions strategies (including Every Child Counts interventions).			Pupils eligible for PP make rapid progress through access to interventions when necessary and appropriate so that all pupils eligible for PP meet age related expectations.	
D.	Improved engagement with parents to achieve better outcomes for pupils eligible for PP			Parents whose children are eligible for PP have access to Family Support and Parent courses, ensuring best possible outcomes for all.	
E.	Higher rates of progress for most able pupils eligible for PP.			Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability in maths, reading and writing.	
5. Planned expenditure					

Academic year	2017/18				
Use of 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 implement? Possible cost?
A. Improved oral language skills in Reception	SALT support in house 2 days per week SALT TA to continue work with identified children throughout the week (1:1 or small group work) Wellcomm assessments delivered in Nursery and Reception. TAs to deliver Wellcomm interventions to address identified issues.	We want to invest some of the PP in closing Speech and Language gaps for all pupils.	Trained Speech and Language Therapist oversees all work. SLT meetings for review half termly with Speech and Language therapist.	S.Molloy (SENCO)	Sep 2017 In house SALT - £16,020 SALT/Wellcomm TA Costs - £37,393
E. Higher rates of progress for most able pupils eligible for PP.	CPD on providing stretch for our most able pupils – NACE. Working party delivering half termly CPD. Weekly small group sessions for most able pupils with experienced teacher, in addition to standard lessons. Buy mobile devices to enhance learning opportunities for most able in classroom.	Most able pupils eligible for PP are making less progress than other most able attaining pupils across Key Stage 2 in Reading and SPAG. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.	NACE selected using evidence of effectiveness. Use INSET/staff meetings days to deliver training. Working party to monitor planning and implementation. Half termly staff meeting on using mobile devices to enhance the curriculum – monitored and evaluated by Computing subject leader.	Daniel Wood (Deputy) Kelly Hulse/Katie Fletcher (Assistant Head) Sam Molloy (Most Able Leader) Juliet Seasman (Computing Leader)	Sep 2017 Teacher of most able - £24,753 NACE/Aquila Subs - £260 Mobile devices - £20,000
Total budgeted cost					£98,426
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 implement? Possible cost?
B. Improved outcomes for pupils eligible for PP with safeguarding concerns (including attendance issues).	Learning Mentor in post to action ECAF, CIN, CP procedures Comprehensive package of social, emotional and behavioural interventions planned and delivered 1:1 targeted work Deputy/Learning mentor monitor and address attendance issues following policy. Access to in house counsellor should the need arise.	PP children need targeted support to ensure their mind set is effective for wanting to achieve and learn. Some PP children have additional needs due to abuse that require a further level of support.	Trained DSL to oversee work. Half termly Safeguarding Supervision meeting to ensure the needs of all PP children are met.	Daniel Wood (Deputy) Faye Dawson (Learning Mentor)	Sep 2017 Learning Mentor – £22,008 DH (0.5/fortnightly) - £3,200 School counsellor - £6,270 TA3 0.5 (LM interventions) - £12,464

C. Improved outcomes for pupils eligible for PP through targeted interventions strategies (including Every Child Counts interventions).	Every Child Counts – package of interventions researched. Impact proven. Intervention offer across the school planned. Staff trained and resources purchased. Weekly small group sessions in Maths and English for selected PP children to close the gap, delivered by trained TAs, over seen by Link teacher	PP children need targeted support to ensure they achieve at least expected progress. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit.	Extra teaching time and preparation time paid for out of PP budget. Impact overseen by Maths Lead and English Lead. Teaching assistant (TA) CPD for TAs delivering the sessions. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Daniel Wood (Deputy) Kelly Hulse/Katie Fletcher (Assistant Head) Zena Cavill (Pupil Premium Leader)	Sep 2017 <u>ECC interventions – Delivery</u> 18xTA3x4hrs - £49,514 Teacher of pupil premium groups - £24,753
Total budgeted cost					£118,209
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 implement? Possible cost?
D. Improved engagement with parents to achieve better outcomes for pupils eligible for PP	Part time family support worker employed to: -engage parents in classes - lead delivery of Webster Stratton -support delivery of English classes with EAL -coffee mornings Better communication between home and school, especially 'hard to reach' parents, troubled families and disadvantaged.	PP children and their parents at times need additional support to ensure effective outcomes for their children High disadvantage area	Parent questionnaire Impact on attainment of those parents who engage well with courses	Aelred Whelan (Head)	Sep 2017 Family support worker - £5700
F. Subsidising trips, residentials, clubs, out of hours tuition	Cultural Enrichment accessible as part of the curriculum for all students	Equal opportunities for all	Office to manage	Business manager	10,000
Total budgeted cost					£15,700
Total					£232,335