

Pupil Premium Strategy Statement 2016/17

Summary Information

Number of pupils and pupil premium grant received:		
Total number of pupils on roll	54	Date for next review: January 2017
Total number of pupils eligible for PPG	6	To be discussed with PP Governor
Amount of PPG received per pupil:	£1,320	
Total amount of PPG received	£7,920	

At St Hardulph's CE Primary School we have high aspirations and ambitions for all of our children and we believe that no child should be left behind. We are determined to ensure that all of our children are given every opportunity to realise their full potential. The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. St Hardulph's is a smaller than average primary school, consequently cohort numbers and composition vary significantly for year to year. Therefore progress is considered from each individual child's starting point.

It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since we are best placed to assess what additional provision should be made for the individual pupils. However, all schools will be held accountable for how they have used the additional funding to support pupils from low income families. From September 2016, schools are required to publish a Pupil Premium Strategy. This will ensure that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed. We also need to include how the allocation was spent the previous year and its impact on eligible and other pupils. Our key objective in using the Pupil Premium Grant is to diminish the differences between all groups. Pupil Premium is not just about narrowing the gap, it is also about enabling pupils who are eligible for the funding and already achieving highly to do even better.

As a school we consistently track all groups of pupils to ensure that they make good or better progress given their starting points. Through targeted interventions we are working to eliminate barriers to learning and progress. For new children that start with low attainment on entry, our

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aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we aim to extend that learning further to ensure that they reach higher levels of attainment. We closely monitor how we are spending the allocated funds to ensure that they are having an impact on pupil's achievement.

Main barriers to educational achievement

When considering which support is needed, we gave careful consideration to each individual child and the area they need to most support with.

- Emotional and Social – low self esteem
- Academic – low on entry data in English and Maths, poor speech, lack of home support, unable to apply skills across the curriculum
- Wider opportunities – less opportunities to participate in extended learning outside of school
- Parental engagement

Desired outcomes	Success Criteria
<ul style="list-style-type: none"> • Improve academic skills for pupils eligible for PP • Continue to accelerate progress of all PP pupil • All PP pupils have at least good attendance and arrive at school on time • High aspirations and improved self esteem for all PP pupils • Increased parental engagement through close support 	<ul style="list-style-type: none"> • Outcomes at the end of EYFS, KS1 and Y5 in reading and writing to be in line or better than National SAS (Symphony Assessment System) comparison • PP pupils make the expected progress steps or better each term given their starting points • Attendance analysis of PP pupils shows at least good attendance and low level/no punctuality issues • Data shows increased progress and attainment • Social Intervention groups have impacted on self esteem • Positive observations • Evaluations and questionnaires show that parents welcome support

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<p>and liaison with school</p> <ul style="list-style-type: none"> • Opportunities to take part in extended learning 	<p>with their child's learning</p> <ul style="list-style-type: none"> • PP pupils taking part in residential and educational visits
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Planned expenditure

Quality 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	Review
Improve language and literacy skills for all pupils	Daily supported reading/phonics programme for EYFS/Y1 and Y2 pupils. Catch phonic programme for KS2 pupils	The structured interventions run throughout the school show positive outcomes. Tracking data in the school shows the RWI phonics programme has had a positive impact in KS1 and EYFS. Outcomes at the end of Y1 Phonics screening demonstrate 100% PP pupils met the expected standard in phonics.	Continue to update knowledge of the RWI programme and ensure new members of staff understand how to teach it Phonics taught daily and extra input 1:1 as needed. Monitored by English Co-ordinator	CW and ST	Jan 17 March 17 July 17

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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	Review
Improve language skills for pupils eligible for PP	1:1 teacher and graduated support staff running intervention groups in phonics/grammar and punctuation and spelling and writing	Some pupils need targeted support to diminish the differences and to have individual support matched to their needs. This approach has been shown to be effective over time	Pupils are tracked ½ termly individually and part of groups, assessments and data are analysed closely Timetables are in place ensuring that interventions take place	CW and ST	Jan 17 March 17 July 17
Continue to accelerate progress of all PP pupils	1:1 teacher, TA's and class teacher targeting support and providing interventions where needed in reading, writing and mathematics	Some pupils need targeted support to diminish differences and to have individual support matched to their needs Data for 2016 showed positive progress measures where additional support and interventions were implemented. The data shows that PP pupils must continue to make at least good progress to continue to be in line with National SAS data.	Pupils are tracked ½ termly individually and part of groups, assessments and data are analysed closely Focussed pupils identified through pupil progress meetings and outcomes tracked to measure the impact of the support	CW	Jan 17 March 17 July 17
Increase parental engagement through close support and liaison with school	Class teachers to work with parents through 'Preview to Learning' meetings to model/scaffold learning practices and expectations	Parents are key in supporting effective learning Pupil progress meetings show that those pupils who make accelerated progress have a supportive home environment where they regularly read with their child and complete homework		CW	Jan 17 March 17 July 17
Total budgeted cost teaching and support staff					£11,745

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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	Review
PP pupils are able to access trips and residential and where appropriate take part in peripatetic music lessons	1:1 tuition for identified PP pupils Subsidising educational trips and music lessons	The gap between PP pupils and other pupils in terms of attainment and progress diminishes and more PP pupils achieve the higher standards given their starting points All PP pupils can access curriculum enhancement activities	Audit provision and its impact on identified pupils	CW	Jan 17 March 17 July 17
FSM lunches		Good quality and nutritious hot meal			
Total budgeted cost					£425

Review of expenditure 15-16

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)
To reduce the difference between PP and all pupils Providing small group work with an experienced teacher focussed on narrowing the gap	SMT and support from Alex Smythe (Head of outstanding school) to ensure quality for all teaching 1:1 accelerated progress for identified individuals	EYFS 81.8% of pupils achieved a GLD In KS1 100% of PP pupils attained the standard in the Year 1 Phonics screening and met at least the expected standard in reading, writing and mathematics at the end of KS1 The majority of PP pupils in KS2 attained age related expectations or better by the end of the academic year 2015-2016	To continue to reduce the difference between high achieving PP pupils and their peers within school and nationally in all year groups (using SAS national data comparison) The majority of PP funding is allocated to staffing to ensure all children receive the educational support they require. This ranges from 1:1 support in class to small group support and 1:1 tuition. This strategy has worked well

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<p>To ensure that the outcomes for pupils receiving PP are in line or better than other groups within the school</p>	<p>Daily reading/phonics/maths interventions across all key stages</p> <p>Focussed intervention support</p>	<p>In reading progress was 0.41 better than non-pp pupils, in writing 0.09 below and in maths 0.12 below – which is broadly in line with non-pp peers.</p>	<p>This focussed support is continuing to have a positive impact on all pupils and will continue next year</p> <p>We need to ensure that all staff delivering interventions are involved in reviewing progress and target setting for next steps ½ termly</p>
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