

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Rawdon St. Peter's C of E Primary				
<b>Academic Year</b>	2016 to 2017	<b>Total PP budget</b>	£27,480 (April 16 to Mar17)	<b>Date of most recent PP Review</b>	Jan 2017
<b>Total number of pupils</b>	305	<b>Number of pupils eligible for PP</b>	19 (Jan 17)	<b>Date for next internal review of this strategy</b>	July 2017

2. Current attainment
Both statutory assessments and our internal assessments show PP children making mostly good progress. We have decided not to publish data on the attainment and progress of PP children in statutory assessments as with so few PP children in each year group, individuals would be identifiable and we also have a number of vulnerable CLA pupils. It would also be inappropriate to base our self - evaluation on such small cohorts, given the inevitable variability. Instead, we focus on individual PP children. Recent monitoring included a comparison of children's progress as reflected in their work; the majority of PP children were found to be making at least as good progress as non-PP children with similar starting points.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Some PP premium children have low prior attainment, in some cases resulting from gaps in schooling.
<b>B.</b>	Specific additional needs including those being supported as SEN.
<b>C.</b>	Weaknesses in learning behaviours, e.g. lack of independence, resilience and reluctance refusal to participate in interventions.
<b>D.</b>	Social, emotional and behavioural problems affecting wellbeing and progress.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Parents/ carers and school not working together effectively enough to overcome barriers.
<b>E.</b>	External agency time frames not fully conducive to supporting PP children promptly.
<b>F.</b>	Lack of provision within LA for pupils with specific SEN needs.
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
<b>A.</b>	Good progress
	All pupil premium children, whatever their prior attainment, make at least expected progress, with some of those whose attainment is below age related expectations starting to catch up

<b>B.</b>	Additional needs supported effectively	Children with additional needs are supported effectively through the school's SEND practice, with recognition of, and support for, any additional factors that PP children face.
<b>C.</b>	Improved learning behaviours	Improvements in the learning behaviours demonstrated by targeted pupil premium children are evident through pupil interviews and reports from class teachers.
<b>D.</b>	Good progress with PSED	Improvements in the overcoming barriers for specific children including reduced incidence of behavioural problems, increased participation in class, reduction in friendship/ social issues, increased social integration.
<b>E.</b>	Improved partnership with some parent/carers	Increased attendance by parents/carers at school meetings and events. Increased parental support for learning at home, e.g. hearing children read, completion of homework.
<b>F.</b>	Improved levels of engagement with external agencies in supporting and meeting needs of PP pupils with SEN needs.	External agencies fully engaged with school in meeting specific pupils' needs in a timely manner.

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 Good progress	CPD – whole staff CPD on development of new maths calculation policy and new spelling scheme. Training, updates and monitoring for LSAs on effective intervention delivered by SLT, particularly SENCO. Continue to provide additional LSA support in the classes with concentration of PP needs.	Need to raise expectations for all pupils including of the progress possible. Training and observation of good practice to see how we can implement this. Revised and more streamlined maths and structured spelling programme have been chosen to tackle under attainment and ensure children’s learning is secure and ready to build on.	Ongoing monitoring programme by subject leaders, head, deputy head, SENCO. Governors involved in monitoring through SIP generation, scrutiny and evaluation process.	Head/ Deputy /SENCO	Ongoing throughout year at pupil progress meetings and key assessment times (end of each term)

C Improved learning behaviours	SENCo to lead whole school work on learning behaviours, through Staff development meetings, briefings and twilight training sessions (some of these with specialist practitioners, e.g. Ed Psych training for Teaching staff on PDA , Green Meadows autistic specialist, STARs team, behaviour workers) Focus on children's engagement in and responsibility for own learning –FAIL/In the pit – recap this in Collective Worships - self and peer assessment, learning what to do if they are stuck with their work, learning conferences with teachers. Scheduled and structured Nurture sessions with Learning Mentor out of class support positive learning behaviours combined with Learning Mentor also supporting key PP pupils in class to ensure that nurture work outside of class is carried through into class.	Pupil progress meetings have highlighted some pupils for whom poor learning behaviours are preventing progress (e.g. children lack independence or are easily distracted).	Ongoing monitoring of school behaviour records. Pupil interviews (as part of ongoing monitoring programme). Observations and drop in visits to observe learning behaviours in the classroom.	Deputy /Head SENCO	Pupil interviews completed and progress evaluated by July 2017
<b>Total budgeted cost</b> Made up of additional maths tuition, ECC, staff training,					<b>£2,332.50</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A Good progress	Intervention groups (during breaks, CW time, lunches/after school) with teacher / LSA/ Deputy/ Headteacher/HLTA. Headteacher, Deputy and HLTA aimed at boosting progress by provision of extracurricular maths/reading tuition in Y5 and 6.	Continue to address under attainment and boost progress. Intervention will be time limited, more focused and more tightly tracked.	Track targeted outcomes of intervention groups	Deputy head/ Head	Half Termly

<p>B Additional needs supported effectively</p> <p>F Improved levels of engagement with external agencies in supporting and meeting needs of PP pupils with SEN needs.</p>	<p>Support and monitoring by SENCO/ Head and Deputy. Support from professionals (Ed psych, STARS team, Head of complex needs service, AIP leader, extended services manager, SaLT, staff at Orchard behaviour unit, staff at West Oaks (school for pupils with special needs ) and Children’s Social work service, behaviour support workers, legal team, SIA, )</p>	<p>Multiple barriers faced by some PP children with cumulative effect on progress and/or well-being. External professionals’ expertise sought to ensure provision for each child and their family is best it can be.</p>	<p>Track progress of these children</p>	<p>Deputy head/ Head/SE NCO</p>	<p>Termly</p>
<p>D Good progress in PSED</p>	<p>Nurture/ social skills sessions with small groups/ individuals Targeted support by sports coach in lunchtime /extra-curricular clubs etc. based on teachers’ identification of needs (e.g. boost confidence, social skills, etc.) School provide PE kit to PP children who do not have one. Provision of drum lessons to promote positive feelings of self-worth and motivation to participate fully in school life. Implementation of a new PSE scheme of work. Dedicated time for PSE working party to meet and ensure PSE curriculum is embedded through whole staff work at staff development meetings. Enhanced opportunities/session for transition to secondary school.</p>	<p>PE lead to monitor this and liaise with dedicated Sports Coach (YF) to ensure participation levels are encouraged. We want to trial using PE to break down barriers to learning.</p> <p>PSE subject leaders in collaboration with a staff working party establish a whole school approach and LTP for PSE and RSE.</p> <p>Pupils access additional transition sessions in liaison with secondary school providers.</p>	<p>Feedback from class teachers, observations Teacher rating on targeted area at beginning and end of programme</p>	<p>Deputy/ Head SENCO</p>	<p>Termly</p>
<p><b>Total budgeted cost (interventions FS to Y6) and meeting time</b></p>					<p><b>£20,000</b></p>

**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?
E Improved partnerships with parents and carers	Liaison with parents/carers by class teachers/SENCO/Head/Deputy/Learning mentor/admin team. Whole school approach to developing positive professional communication with parents/ carers. Governors to support with parent/carer liaison where necessary for the benefit of the pupils. Open door policy.	School attendance hovers around 97%, with minor individual attendance/ punctuality issues. Some children would benefit from more support with their learning at home. We feel that we have good systems in place for communication with parents/carers but still seek opportunities to further develop this. School have further developed their website, VLE, newsletters and email systems. We are also exploring the instigation of a Rawdon St. Peter's Facebook page.	M.Drye and SLT to monitor attendance. Informal feedback from parents. Parent survey/Governors surveys conducted at Parent Consultation sessions.	Head/Deputy and SENCO	Attendance – half termly. Parent survey – by Nov 2016.
<b>Total budgeted cost</b>					<b>£16,501</b>

6. Review of expenditure				
Previous Academic Year		Received 2015/16 £24,960		Spent.2015/16 £39,221.38
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) Social, emotional and behavioural development promoted through the curriculum and through school life.	Whole school Support from Deputy (PPF lead)/SENCO for class teachers and LSAs. Access to milk for all KS1 and some KS2 children with their first play. Develop restorative practice approach to conflict resolution with staff. Roll out to pupils when embedded with staff.	Raised awareness among all staff of barriers faced by children. Whole staff commitment to promoting PSED. Whole staff and Governor restorative practice training provided by LCC was below standard. School to source own trainer and relaunch this.	Further whole school work will be needed to embed this fully. In 2016/17 whole school approach to promoting learning behaviours.	1,500
b) Good pitch in each class with appropriate support and challenge for all groups of pupils.	Extra LSA /Learning mentor support in classes/lessons with concentration of PP needs	Lessons pitched appropriately (as evidenced in lesson observations). Deployment of LSAs has been effective and has supported academic and Social, Emotional and Behavioural development of PP children – importantly, their support for individuals with behavioural and emotional difficulties has ensured that the learning of the remainder of the classes has not been compromised.	The benefit to PP children and to non-PP children in the same year groups has been worthwhile. We will use PP funding to maintain LSA cover in the face of a challenging budget situation.	5,000

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost £</b>
A) Improved social, emotional and behavioural development for PP children facing barriers in these areas.	Work with Deputy (PPF lead) Support for transition into school in close liaison with Learning Mentor for PP child with other difficulties	Improvements evident in targeted children – happier, less disruptive and more secure at school. Classmates have benefited from this with calmer atmosphere and fewer distractions – some issues persist.	While progress has been made, there is further work to do.	6,000
b) Good progress by PP children	Intervention groups with teachers/SLT members/ LSA	PP children made at least as good progress as non-PP children with similar starting points.	While some PP children’s progress has been as good as that of other peers, we want to try to get more PP children to catch up and will work on improving the effectiveness of intervention.	12,530
c) Ensure PP children have access to wide range of opportunities	Support trips, music lessons, residential for PP children	Good take up of music lessons by specific PP child.	Will not continue with this as the specific PP child has moved to another school. No desire by others to participate. . Contributions for trips, etc. are voluntary in any case – unlikely to make a difference in terms of children accessing opportunities that they otherwise would not have done.	1,700
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>a) Strengthen relationships with parents and carers</p>	<p>Parental views gathered through questionnaires Encouraged parents /carers to become involved through attendance at parent consultation meets/maths mornings/ lunchtime volunteering sessions. Liaison with extended services and EHP s for specific families. Regular meetings with parent/.carers of most vulnerable families.</p>	<p>Positive responses to surveys from parents on the whole. Mixed responses to specific invites to school information sessions, e.g. parent consultations, maths morning, writing sessions.</p>	<p>Need to build on the work this year including further improving communication with parents and carers. In particular, there is a need to target parents/carers who currently have little involvement. Recruit more parent/carer volunteers in school.</p>	<p>12,600</p>
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## 7. Additional detail

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