

Pupil Premium Strategy Statement 2017/18

Summary Information

Number of pupils and pupil premium grant received:		
Total number of pupils on roll	70	Date for next review: January 2018
Total number of pupils eligible for PPG	Number too small to disclose	
Amount of PPG received per pupil:	£1,320	
Total amount of PPG received	£5,280	

At St Hardulph's C of E 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.

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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 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 	<ul style="list-style-type: none"> • Outcomes at the end of EYFS, KS1 and KS2 in reading and writing to be in line or better than National 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

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<ul style="list-style-type: none"> • Increased parental engagement through close support and liaison with school • Opportunities to take part in extended learning 	<ul style="list-style-type: none"> • Evaluations and questionnaires show that parents welcome support with their child's learning • PP pupils taking part in residential and educational visits
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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
Continue to accelerate progress of all PP/Ever 6 Pupils	PP pupils identified on planning to ensure that their learning is differentiated to ensure accelerated progress (or at least in line with ARE)	We need to ensure that PP pupils are not identified and taken out of class because of this criteria but be part of a group, our focus is inclusion and good quality teaching for all within the classroom.	Planning scrutiny, observations, ½ termly data monitoring. Opportunity for 1:1 quality teaching before school booster group	CW and ST	Jan 18 March 18 July 18
Continue to close the gap between PP and other groups	1:1 teaching with a teacher	Some pupils need quality teacher led targeted support as 50% of our PP cohort also have SEN. This will ensure that pupils have targeted support matched to their individual needs. 2017 data continued to show good progress for PP pupils and we need to continue this to ensure the cohort is in line with national expectations (SAS)	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 and ST	Jan 18 March 18 July 18
Continue to strengthen parental engagement	Class teachers to continue to meet with parents through 'Preview to Learning' sessions	Good relations with parents were developed last year due to the introduction of 'Preview to Learning' meetings	Results of parent questionnaires	CW	Jan 18 March 18 July 18
Total budgeted cost – teaching and support staff					£4,780

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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 will continue to diminish. All pupils can access curriculum enhancement activities.	Audit provision and its impact on identified pupils	CW and ST	Jan 18 March 18 July 18
FSM lunches		Good quality and nutritious hot meal			
Total budgeted cost					£500

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Planned expenditure

Quality teaching for all			
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria?	Lesson learned: and whether you will continue with this approach
Improve language and literacy skills for all pupils	Daily supported reading/phonics programme for EYFS/Y1 and Y2 pupils. Catch up phonic programme for KS2 pupils	85.7% reached GLD in EYFS 93.3% met the expected standard in the Y1 Phonics test At least 90% of pupils made at least expected progress in Reading and Writing in KS1 and 2	We will continue to develop the RWInc strategy across the school. We have seen a positive impact on reading, writing and spelling but we still want to embed this cross curricular.
Targeted support			
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria?	Lesson learned: and whether you will continue with this approach
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	PP KS1 made at least good progress in Reading and Writing	75% (3 out of the 4)of the pupils who are identified as PP/Ever 6 are also on the SEN register. We need to split the data monitoring to show PP/Ever 6 who are not identified as SEN.
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	Overall good progress has been made. The 1 pupil who is not identified as SEN made very good progress.	75% (3 out of the 4)of the pupils who are identified as PP/Ever 6 are also on the SEN register. We need to split the data monitoring to show PP/Ever 6 who are not identified as SEN.
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	Preview to Learning meetings took place regularly across the school and were well received. Parents felt comfortable asking questions and for support. Preview to Learning letters that went out were very useful for parents to support learning.	To encourage more PP parents to attend. We have 1 hard to reach family who we still need to engage. Continue with this strategy.

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Other approaches			
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria?	Lesson learned: and whether you will continue with this approach
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	Support was given to pupils when trips and residential activities were organised. No child was excluded from participation due to lack of finances. No PP pupil excluded from music lessons due to financial issues	Continue this approach
FSM lunches		School meals paid for PP pupils	To continue