

St Andrew's CE Primary School



Pupil Premium Strategy

2017-18

St Andrew's CE Primary School	2017-18
Total number of pupils: 250 including Nursery	Total number of pupils eligible for Pupil Premium: 32
	Total Pupil premium Budget: £43,560

Primary schools receive £1,320 for each child registered as eligible for free school meals at any point in the last 6 years. Primary Schools also receive £1900 for Children who are Looked After.

Summary of the barriers to learning:

Deprivation - The school serves a community which reflects some social and economic challenges. 8% of children are eligible for free school meals (ever 6). The school's index of multiple deprivation score is 22, which is above the national average of 19.

Social Care needs – 22 of our families supported historically or currently by Social Care. Parents need support from school to help them to address their needs and to support their children's learning.

Behavioural, Mental and Social health and wellbeing needs- Some of our children and families have challenges with routines, parenting capacity, mental health, and managing emotions.

Starting Points – Assessment on entry to the foundation stage, show many children have poorly developed communication skills. Attainment on entry is below developmental milestones for the majority of children. In 2016 assessments showed on entry to Nursery 62% of children coming in below age related expectations in at least one aspect of communication and language.

Planned expenditure					
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?
To promote physical and emotional well being.	To employ a full time inclusion lead to work alongside vulnerable pupils and their families.	The intervention by the Inclusion lead continues to significantly reduce the number of behavioural incidents in school and reduces the amount of disruption within classrooms.	Observation of behaviour during learning walks, drop ins, formal observations.	DB	Summer 2018
	Strategies to support anxiety - Mindfulness sessions, purchasing of clothing.	Parent's feedback has shown that the work that the Inclusion lead does with their children has a significant impact.	Case studies to be completed.		
	Music lessons to promote self esteem.	The EEF toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.	Regular pupil progress meetings to track progress and identify children with behavioural/emotional needs.		
	Small group teaching -To improve on task behaviours in the classroom.	Interventions carried out during the previous academic year had a positive impact on the pupils involved.	Inclusion lead very visible to parents to quickly identify vulnerable situations.		
	To support and promote independent self care.		Tracking of behavioural incidents.		
	Friendship groups – to encourage turn taking and dealing with conflict.				
Total budgeted cost:					£26,663

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?
To diminish the difference and improve expected levels in maths.	Small group teaching within classrooms.	Small group teaching by well qualified staff has proven impact over the last few years.	All classes within school to receive additional TA support during maths lessons.	SW/SC	Summer 2018
	Same day over learning interventions to close the gaps before the next lesson.	The % of PP children achieving expected levels in maths in 2016/17 were not consistent across all classes Mastery curriculum in maths promotes the use of same day intervention to prevent gaps from developing. Additional same day interventions to take place this year.	Regular pupil progress meetings to track progress and attainment. Regular learning walks, drop ins, formal lesson observations and book scrutinies.		
Total budgeted cost:					£5,754
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?
To diminish the difference and improve expected levels in writing.	Small group teaching within classrooms.	Small group teaching by well qualified staff has proven impact over the last few years.	All classes within school to receive additional TA support during English lessons.	JB/SC	Summer 2018
	Same day over learning interventions to close the gaps before the next lesson. Spelling intervention to improve spelling ages.	The % of PP children achieving expected levels in writing in 2016/17 were not consistent across all classes Research has shown that spelling ages of the children	Regular pupil progress meetings to track progress and attainment. Regular learning walks, drop ins and formal lesson observations.		

		using the IDL program improve significantly. Additional same day interventions to take place this year. Data has highlighted a gender gap in writing.	Book scrutinies. Staff CPD on engaging boys with writing Tracking of the children using IDL to check on progress.		
Total budgeted cost:					£3,642
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?
To diminish the difference and improve expected levels in reading.	Small group teaching of comprehension through Reading to learn sessions. Small group teaching of phonics and early reading. Reading to Learn lead teacher to work alongside staff and other schools to develop reading across school. Phonics lead to work alongside other staff to develop the teaching of phonics and early reading Early morning phonics club to provide additional intervention.	Small group teaching by well qualified staff has proven impact over the last few years. The % of PP children achieving expected levels in writing in 2016/17 were not consistent across all year groups. Staff working alongside others and coaching has had proven impact over the last few years.	All children to be taught in smaller groups for reading. Regular pupil progress meetings to track progress and attainment. Regular learning walks, drop ins and formal lesson observations. Book scrutinies. CPD to take place with other school to further develop reading across school by identifying different reading strategies/ interventions	JB/SC	Summer 2018
Total budgeted cost:					£6,222

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?
To promote healthy living.	Provision of fruit on a daily basis to promote healthy eating. Access to extra curricular sporting activities. Provision of breakfast during early morning clubs.	In order to promote children's development and learning, it is necessary for them to have regular, healthy meals. Opportunities are provided for children to access activities they may otherwise not be able to access.	Regular review of extra-curricular activities available.	SW	Summer 2018
Total budgeted cost:					£1,542

Review of expenditure

Desired Outcome	Chosen Action/approach	Impact	Evaluation	Cost
<p>To promote physical and emotional well being.</p>	<p>To employ a full time inclusion lead to work alongside vulnerable pupils and their families.</p> <p>Strategies to support anxiety - Mindfulness sessions, purchasing of clothing.</p> <p>Music lessons to promote self esteem.</p> <p>Small group teaching -To improve on task behaviours in the classroom.</p> <p>To support and promote independent self care.</p> <p>Friendship groups – to encourage turn taking and dealing with conflict.</p>	<p>Full time inclusion lead employed, key vulnerable pupils and families earmarked for support.</p> <p>Mindfulness sessions took place weekly, anxiety levels were seen to reduce.</p> <p>children accessed music lessons and an after school music club.</p> <p>A number of children now have improved on task behaviours within the classroom and they are now in a better position to access the curriculum</p> <p>A number of children have accessed self care strategies and independence developed.</p> <p>Friendship groups established which have enabled children to improve their social skills.</p> <p>A number of children have accessed an intervention group to support their emotional well being.</p>	<p>Good impact seen, continue to employ Inclusion lead. This role to continue to be developed further to allow the inclusion lead to work with other pastoral workers across the alliance and develop further strategies to support families.</p> <p>Mindfulness sessions to continue on a daily basis and weekly club to take place.</p> <p>Music lessons to continue and an after school music club to take place weekly.</p> <p>All children across school to be monitored regularly and those in need identified and given access to intervention.</p> <p>Continue to assess the children’s needs and provide appropriate provision to support their emotional well being.</p> <p>Daily opportunities provided for the children to share any difficulties they be having.</p>	<p>£26,470</p>

<p>To diminish the difference and improve expected levels in maths.</p>	<p>Small group teaching within classrooms.</p> <p>Same day over learning interventions to close the gaps before the next lesson.</p>	<p>All classrooms have had additional TA support for all maths lessons.</p> <p>All classes have had access to same day catch up for maths.</p> <p>KS2 71% of disadvantaged pupils (cohort of 7 children) achieved expected compared to 76% national all and 81% national other, compared to 67% in 2017.</p> <p>KS2 progress score of disadvantaged pupils 5.17 compared to 3.12 in 2017.</p> <p>KS1 60% of disadvantaged pupils (cohort of 5) compared to 67% in 2017.</p> <p>2018- 57% of disadvantaged children across school were working at expected compared to 62% the previous year.</p>	<p>Additional TA support to continue.</p> <p>Same day catch up intervention to continue.</p> <p>Investigate any further strategies available by working with other schools within the alliance for support.</p>	<p>£6,055</p>
<p>To diminish the difference and improve expected levels in writing.</p>	<p>Small group teaching within classrooms.</p> <p>Same day over learning interventions to close the gaps before the next lesson.</p> <p>Spelling intervention to improve spelling ages.</p>	<p>KS2 57% of disadvantaged pupils achieved expected compared to 78% national all and 83% national other, compared to 83% in 2017.</p> <p>KS2 progress score of disadvantaged pupils 1.33 compared to 1.22 in 2017</p> <p>KS1 20% of disadvantaged pupils achieved expected compared to 50% in 2017.</p> <p>2018- 43% of disadvantaged children across school were working at expected compared to 50% the previous year.</p>	<p>Structure of writing lessons to be altered in order to ensure more consistency with spelling and grammar teaching.</p> <p>Continue same day interventions and small group teaching to further diminish the gap.</p> <p>Investigate any further strategies available by working with other schools within the alliance for support.</p>	<p>£5,298</p>

<p>To diminish the difference and improve expected levels in reading.</p>	<p>Small group teaching of comprehension through Reading to learn sessions.</p> <p>Small group teaching of phonics and early reading.</p> <p>Reading to Learn lead teacher to work alongside staff and other schools to develop reading across school.</p> <p>Phonics lead to work alongside other staff to develop the teaching of phonics and early reading</p> <p>Early morning phonics club to provide additional intervention.</p>	<p>KS2 57% of disadvantaged pupils achieved expected compared to 75% national all and 80% national other, compared to 67% in 2017.</p> <p>KS2 progress score of disadvantaged pupils is -0.23, compared to 0.39 in 2017.</p> <p>KS1 60% of disadvantaged pupils achieved expected compared to 100% in 2017.</p> <p>2018- 57% of disadvantaged children across school were working at expected compared to 65% the previous year.</p>	<p>Continue same day interventions and small group teaching to further diminish the gap.</p> <p>Additional member of staff to carry out same day interventions. Continue with early morning phonics club.</p> <p>Continue to develop the system of teaching reading across school to allow for better progression from KS1 to KS2.</p>	<p>£3,784</p>
<p>To promote healthy living.</p>	<p>Provision of fruit on a daily basis to promote healthy eating.</p> <p>Access to extra curricular sporting activities.</p> <p>Provision of breakfast during early morning clubs.</p>	<p>Daily monitoring of children's well being has shown that a number of children do not eat breakfast regularly, so breakfast is provided for these children. Evidence shows that learning is impeded when children are hungry.</p> <p>All disadvantaged pupils received fruit on a daily basis.</p> <p>Good attendance at sports clubs from disadvantaged pupils.</p>	<p>Continue to provide fruit on a daily basis.</p> <p>Continue to provide extra curricular sporting activities and widen the range of activities available</p>	<p>£1,953</p>

		Improved attendance was seen at early morning phonics clubs. Children were more ready to access lessons first thing in the morning and more willing to come in to school.		
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