

## Pupil premium strategy statement: St Andrew's CE VA Primary 2017/8

1. Summary information					
School	St Andrew's CE VA Primary School				
Academic Year	2017/18	Total PP budget	£33,300	Date of most recent PP Review	Sept 2018
Total number of pupils	60	Number of pupils eligible for PP	23	Date for next internal review of this strategy	Jan 2018

2. Current attainment <i>The DfE's policy is to suppress publication of figures relating to a cohort of 5 pupils or fewer. This is intended to reduce the risk of individual pupils being identified from published data."</i>		
<b>Attainment for: 2016-2017 (12 pupils) Whole school</b>		<i>Expected</i>
% achieving expected standard or above in reading, writing and maths		
% achieving expected standard or above in reading		89%
% achieving expected standard or above in writing		100%
% achieving expected standard or above in maths		100%

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>	
A.	Children eligible for pupil premium also have SEND
B.	Children affected by social, emotional ,mental health issues
C.	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance
E.	

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved outcomes for boys and pupils in receipt of PP in writing	Pupils eligible for PP in every class make accelerated progress in writing by the end of the year so that the differential between pupils eligible for PP and non PP children.
<b>B.</b>	PP children's reading improves in line with non-pp children	PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in spelling Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in line with non-PP children.
<b>C.</b>	All children eligible for pupil premium with SEND will strive to make expected progress in reading, writing and mathematics	Children have access to intervention groups and progress will be monitored.
<b>D.</b>	All children eligible for pupil premium will attain expected levels in the Yr 1 phonic screening	Early intervention and parental involvement. Extra phonics lessons to close gaps
<b>E.</b>	All children who are eligible for pupil premium will be supported to engage in a wide range of enrichments opportunities.	Pupils will experience residential trips and educational visits. Children will be encouraged to participate in activities such as dance, archery, football, and circus skills,
<b>F.</b>	The attendance of PP children improves	Reduce the number of persistent absentees among pupils eligible for PP Attendance for the children is in line with national at 96%

5. Planned expenditure					
Academic year		2017/18			
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?
PP children's reading improves in line with non-pp children	Children will receive extra daily reading with an adult. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Books will be celebrated and enjoyed in school. An author will be celebrated and children will be encouraged to read.	When children read daily their reading improves. Any areas of difficulty can be addressed (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Phonics will be encouraged as a strategy to reading in the classroom when necessary. Books will be on display in the classrooms and work on the walls will show the children's interest in books. An author will be celebrated in medium term planning.	Pupil progress meetings will review intervention given (daily readers) and progress made. Drop ins will show books are celebrated and phonics is being used as a spelling strategy. The children will be able to talk to me about the Author they are celebrating and learning about.	Maxine McGarr  Jon Moule	Monitored over the year and reported in the summer term 2018.
Improve staff understanding of social, emotional and mental health issues in children through a whole school approach to encompass PATHS and Thrive,	Programme of CPD for staff from SENDCo and head.	Research based strategies that has proved effective in a range of settings. Whole school CPD approach ensures consistency of approach. Emotional and mental health issues are barriers to attainment and progress for some pupils, especially disadvantaged groups.	Staff complete skills audit. The effectiveness of the whole school approach will be monitored in lesson observations and professional discussions. The impact on groups and individuals will be tracked using the monitoring grid and Boxalls and PATHS programmes.	Maxine McGarr  Jon Moule  Esme Sexton	Impact will be reported in the summer term 2018

The attendance of PP children improves	Topics will interest all children and especially PP children. They will include trips, Art/DT work, visitors and exciting activities throughout the term.	When a child cares about the topics learned and their purpose this can be a hook to want them to come to school. Exciting activities throughout the term will be fun and the children will want to be part of them. Our PP children enjoy hands on activities and outdoor learning.	Topic webs will be shared with parents and be interesting. Special days will be shared with the children and parents as something to look forward to.		July 2018
Close the attainment gap between children eligible for pupil premium and other pupils in the year 1 phonic screening	Additional small group work provided by a teaching assistant, one to one small group work, precision teaching.	Short regular sessions additional to quality first teaching. One to one small group precisions teaching has been evidence to provide moderate impact if planned to complement quality first teaching.	Accurate assessments will take place, target setting and support plans written and checked every half term to ensure effectiveness.	Class teachers SLT to monitor	Every half term

**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 review implementation?

<p>PP children's reading improves in line with non-pp children</p>	<p>A reading team is set up to ensure PP children receive daily reading and quality 1:1 comprehension around the book in a positive way. Ensure there is access to boy related books that will appeal.</p>	<p>When children read daily they gain in confidence. That 10-15 minutes of chatting about the book and linking the story to something they have experienced helps them to remember in long term memory what they have learned. This time makes them feel valued. This time makes them see that books are positive and enjoyed.</p>	<p>The books used in class will be of more interest to boys – super heroes, action etc. Children who have daily reading – progress will be seen at pupil progress meetings. Children will look to read more at 'free time'.</p>	<p>All teachers  SLT to monitor</p>	<p>Assessment data monitored every half term. Pupil progress meetings held every half term.</p>
<p>Pupils with SEND meet expected progress or good evidence is tracked for reading, writing and maths. Ensure pupils with additional needs meet targets in learning needs.</p>	<p>Provide additional teaching provision for children with SEN. Interventions and small group work/support for reading, writing and maths.</p>	<p>Additional teaching and learning opportunities from teachers and teaching assistants demonstrate moderate impact, particularly if planned to complement quality first teaching and when a structured time-limited programme is used.</p>	<p>Assessment will be undertaken using PIRA, PUMA and phonic assessment Accurate electronic tracking will be used by teachers every half term.</p>	<p>All teachers  SLT to monitor</p>	<p>Assessment data monitored every half term. Pupil progress meetings held every half term. Observations and learning walks taking</p>
<p>Ensure targeted pupils achieve age expectation in reading, writing and maths.</p>	<p>Additional teaching and learning opportunities. Extra time given with 2 members of staff whilst others swim. Extra club put on after school after January.</p>	<p>Additional teaching and learning opportunities from teachers demonstrate moderate impact particularly if planned to complement quality first teaching.</p>	<p>Assessment will be undertaken using PIRA, PUMA and phonic assessment Accurate electronic tracking will be used by teachers every half term.</p>	<p>All teachers  SLT to monitor</p>	<p>Assessment data monitored every half term. Pupil progress meetings held every half term. Observations</p>


## 6. Review of expenditure

Previous Academic Year

2017 -2018

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Improved teaching for all children particularly disadvantaged groups	Mixed ability groups. Training for whole school to include good quality first teaching. More challenging maths problems.	In EYFS 50% met the good development standard. In phonics 83% reached the minimum standard for passing the phonics test In KS1 67% met the expected standard in reading, writing and maths with 17% achieving greater depth in reading and writing and 34% in maths. In KS2 100% reached expected in maths, 83% reading and 93% writing.	Ongoing training and moderation will be required. PIRA and PUMA a good assessment tool especially for KS2.  100% PP achieved in maths 67% PP achieved in writing 33% PP achieved in reading	£1000 for PIRA and PUMA.

### ii. Targeted support

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

Children were supported in small groups	Provision of high quality research based interventions to support children in reading, writing and maths in all year groups.		The progress and attainment of the children was tracked carefully and children made expected progress. Case studies tracked why attainment was not achieved (high level of SEN) but also noted the interventions and outside agency support was received.	

## 7. Additional detail

In order to be more effective we will continue to track pupil premium spending carefully and report on the impact of the spending for groups and individuals. This will result in improved outcomes and demonstrate value for money. Furthermore we will continue to robustly track individuals and ensure that the pupil premium costed provision map is updated each term. Children's progress will be discussed at pupil progress meetings and strategies reviewed and next steps agreed.