

**St. Andrew's Primary School Pupil Premium Strategy 2017 - 2018**

Summary information					
<b>Academic Year</b>	2017/2018	<b>Total PP budget</b>	£80,600	<b>Date of most recent PP Review</b>	July18
<b>Total number of pupils</b>	101 September 120 July'18	<b>Number of pupils eligible for PP</b>	57% (July '18 )	<b>Date for next internal review of this strategy</b>	September 18

**Rationale**

At our school we believe that teaching and learning opportunities meet the needs of all pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. All our work through the Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and non – Pupil Premium

**Attainment**

<b>% of pupils reaching expected standard at the end of EYFS</b>	Pupils Eligible for PP (our school)	<b>Pupils not Eligible for PP (national average 2016-2017)</b>	<b>Difference</b>
% of children reaching at least expected in reading	75%	79%	-4%
% of children reaching at least expected in writing	75%	75%	0%
% of children reaching at least expected in maths	75%	81%	-6%

<b>% of pupils reaching expected standard at the end of key stage 1</b>	Pupils Eligible for PP (our school)	<b>Pupils not Eligible for PP (national average 2016-17))</b>	<b>Difference</b>
% of children reaching at least expected in reading	67%	78%	-11%
% of children reaching at least expected in writing	67%	70%	-3%
% of children reaching at least expected in maths	83%	77%	+6%

<b>% of pupils reaching expected standard at the end of key stage 2</b>	Pupils Eligible for PP (our school)	<b>Pupils not Eligible for PP (national average 2016-17))</b>	<b>Difference</b>
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% of children reaching at least expected in reading	40%	71%	-31%
% of children reaching at least expected in writing	40%	78%	-38%
% of children reaching at least expected in maths	70%	75%	-5%
% of children reaching at least expected in GPS	60%	77%	-17%
% of children reaching at least expected in RWM	30%	59%	-29%

<b>Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b>		
<b>A.</b>	Baseline assessments show that early Phonics/reading, maths and personal/social skills in reception are much lower on entry for pupils eligible for pupil premium with 45% below typical development for age than other pupils (17% Speaking and 25% Reading). This means pupil premium pupils need more support during EYFS in order to narrow the gap so children are Y1 ready when they start KS1.	
<b>B.</b>	Too few pupils are reaching and exceeding a good level of development in reading, writing and maths by the end of the Early Years Foundation Stage, KS1 and	
<b>C.</b>	To achieve higher levels of attainment in pupil writing and Reading in KS1 and KS2.	
<b>External barriers</b>		
<b>D.</b>	A number of children eligible for pupil premium (10%) are impacted by family issues requiring support from Social Care Teams at TAF or above	
<b>E.</b>	Attendance rates for pupil premium children (95.5%) are equal to pupils not eligible, however the target for all children of 96%. 4% pupils returned to school to start Autumn Term 2017 who were within the Persistent Absentee category last academic – all of those pupils were PP. This reduces their school hours and	
<b>Desired outcomes</b>		<b>Success criteria</b>
<b>A</b>	Improve early phonological awareness and maths in Reception.	~Pupils eligible for PP will make good progress so that they will achieve age related expectations. ~
<b>B</b>	Improved outcomes for PP pupils in EYFS, KS1, KS2 (phonics, reading, writing, GAPs and maths)	~Pupils eligible for PP will make good or outstanding progress from their low starting points and we can show a diminishing difference between our pupil premium children and others nationally.
<b>C</b>	Proportion of pupils reaching and exceeding the expected level will be in excess of the national average in KS1 in reading and writing and in all areas in KS2 with a particular emphasis on reading and writing where	~Pupil premium pupils are working at age-related expectations in reading and writing. ~ Teachers plan daily to address pupils needs and ensure rapid progress

	the gap is largest.	~Higher rates of progress across key stage 1/2 for high attaining pupils eligible for pupil premium evident through tracking and pupil progress meetings. ~ More able PP pupils achieve greater depth level at the end of key stage 1/2.
<b>D</b>	Increased attendance rates for pupils eligible for pupil premium.	~ Overall PP attendance to improve from 95.5% to 96% in line with 'other' pupils. Eradicate persistent absenteeism.
<b>E</b>	Increased parental involvement.	~Parents to know how to support their child at home, attend the workshops relevant to their child's year band and support their child with their targets.

### Priority 1 - Staffing, Interventions and Curriculum Resources

Item/Initiative	Cost	Aims	Baseline data- End of academic year 2016-2017	Autumn review	Spring Review	Summer Review																
<b>2 X TA (20 mins 3 x per week) 2 hours per week</b>	£2,295	To support children eligible for pupil premium in KS2 with maths and English interventions raising attainment and achievement in the weakest of areas for each cohort. (no nonsense spelling, read write inc, lexia, 1:1 reading)	<table border="0"> <tr> <td><b>Year 6 PP</b> GAPs 0% Read 17% Write 0% Maths 17%</td> <td><b>Year 4 PP</b> Gaps 28% Reading 14% Maths 28% Writing 0%</td> </tr> <tr> <td><b>Year 5 PP</b> Maths 42%</td> <td><b>Year 3 PP</b> Writing 40%</td> </tr> </table>	<b>Year 6 PP</b> GAPs 0% Read 17% Write 0% Maths 17%	<b>Year 4 PP</b> Gaps 28% Reading 14% Maths 28% Writing 0%	<b>Year 5 PP</b> Maths 42%	<b>Year 3 PP</b> Writing 40%	<table border="0"> <tr> <td><b>Year 6 PP</b> GAPs 25% Read 25% Write 0% Maths 25%</td> <td><b>Year 4 PP</b> Gaps 28% Reading 28% Maths 28% Writing 0%</td> </tr> <tr> <td><b>Year 5 PP</b> Maths 85%</td> <td><b>Year 3 PP</b> Writing 63%</td> </tr> </table>	<b>Year 6 PP</b> GAPs 25% Read 25% Write 0% Maths 25%	<b>Year 4 PP</b> Gaps 28% Reading 28% Maths 28% Writing 0%	<b>Year 5 PP</b> Maths 85%	<b>Year 3 PP</b> Writing 63%	<table border="0"> <tr> <td><b>Year 6 PP</b> GAPs 25%* Read 25% * Write 13% Maths 38%</td> <td><b>Year 4 PP</b> Gaps 32% Reading 28% Maths 32% Writing 16%</td> </tr> <tr> <td><b>Year 5 PP</b> Maths 92% * = no movement</td> <td><b>Year 3 PP</b> Writing 75%</td> </tr> </table>	<b>Year 6 PP</b> GAPs 25%* Read 25% * Write 13% Maths 38%	<b>Year 4 PP</b> Gaps 32% Reading 28% Maths 32% Writing 16%	<b>Year 5 PP</b> Maths 92% * = no movement	<b>Year 3 PP</b> Writing 75%	<table border="0"> <tr> <td><b>Year 6 PP</b> GAPs 25%* 32% Read 25% * Write 25% 32%* Maths 38% 13%</td> <td><b>Year 4</b> Gaps  Reading 0% Maths  Writing</td> </tr> <tr> <td><b>Year 5 PP</b> Maths 92% 63% * = no movement</td> <td><b>Year 3</b> Writing</td> </tr> </table>	<b>Year 6 PP</b> GAPs 25%* 32% Read 25% * Write 25% 32%* Maths 38% 13%	<b>Year 4</b> Gaps  Reading 0% Maths  Writing	<b>Year 5 PP</b> Maths 92% 63% * = no movement	<b>Year 3</b> Writing
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<b>2 x TA 2 hours per day 4 x per week (16 hours per week)</b>	£17,784	To support children eligible for pupil premium in KS2 with classroom support providing immediate intervention	As above	As above	As above	As above																
<b>2 x TA (45mins per day 4 x per week)</b>	£6,669	To support children eligible for pupil premium during key times of the day (play and lunch	Behaviour records, report end of each term	Yellow = 1.8% Orange = 0.4% Red =0.11%	Yellow = 2.7% Orange =0.3% Red = 0.18%	Yellow = 1.99% Orange = 0.57% Red =0.11%																

		times) with pastoral and behaviour support				
<b>1 x M6 KS1 Class teacher</b>	£22,549	To ensure KS1 class sizes stay under 25 pupils (Sep 2017 – April 2018)	Year 1 16 pupils Year 2 10 pupils  KS1 PP Data Y1 =Maths, reading and writing 66%  Y2 = writing 32% Reading = 52% Maths = 91%	Year 1 17 pupils Year 2 12 pupils  KS1 PP Data Y1 = Maths 70% 89% Reading 70% 64% writing 70% 67% Y2 = Maths Reading Writing	Year 1 19 pupils Year 2 13 pupils  Ks1 PP data Y1 = Maths 75% Reading 66% Writing 75% Y2= Maths 80% Reading 50% writing 60%	Year 1 20 pupils Year 2 14 pupils  Ks1 PP data Y1 = Maths 75% 58% Reading 71% 64% Writing 43% 63% Y2= Maths Reading writing
<b>1 x Learning Mentor to improve attendance (1 hour per day X 5 days per week for 3 terms)</b>	£3,315	To support children and families eligible for pupil premium to improve attendance Increased attendance for PP pupils	End of Academic year 2016-2017 - August 2017 FSM 95.5% FSM PA 9.3%	Academic Year 2017-2018 September to End of December 2017 FSM=93.54 % FSM PA = 8.9% 9 children	Academic Year 2017-2018 September to End of Spring term 2018 PP = 93.11 % FSM PA = 14.1 % 16 children (due to mid year transfers, additional PP children)	Academic Year 2017-2018 September to End of Spring term 2018 PP = 92.32 % PP PA = 20.4% (due to mid year transfers, additional PP children)
<b>1 x Learning mentor to support in class (2hrs per day x 5 days per week )</b>	£9,945	To support pupils eligible for PP in Year 6 class to ensure rapid progress in preparation for KS2 SATs	<b>Year 6 FSM</b> GAPs 0% Read 17% Write 0% Maths 17%	<b>Year 6 PP</b> GAPs 25% Read 25% Write 0% Maths 25%	<b>Year 6 PP</b> GAPs 25%* Read 25% * Write 13% Maths 38%	<b>Year 6 PP</b> GAPs 25%* Read 25% * Write 25% Maths 38% *
<b>3 X SLT (HT, DHT, TLR) after school tuition 1 x weekly for 1 term</b>	£900	Senior members of staff to tutor Year 6 pupils with PP in maths and literacy during Spring term for extra boosters after school.	As above	N/A	3 pupils took up after school tuition Child 1 = 3 sub levels progress reading, 3 in Writing, 1 in GAPs, Child 2 = 2 sub levels in reading, 2 in writing, 4 in GAPs Child 3 (new to school following home schooling no data to compare)	3 pupils took up after school tuition Child 1 = EXP in maths and GAPs Child 2 = Below exp in maths reading gaps and writing Child 3 EXP in maths reading, writing and GAPs
<b>Lexia –A web-based</b>	£4043	To support pupils learning in reading focusing on early	Reading Y1 cohort's GLD reading 2017 = 62%	Reading Y1 = 70%	Reading Y1- 66%	Reading Y1 71%

<b>Independent Learning System for reading.</b>		phonics understanding and development alongside comprehension skills. To accelerate reading development and raise attainment and achievement	Y2- 52% Y3-60% Y4 –14% Y5-94% Y6 –17%	Y2- 64% Y3-38% Y4 –28% Y5-77% Y6 –25%	Y2- 50% Y3- 50% Y4- 32% Y5- 85% Y6 25%*	Y2 64% Y3 63% Y4 0% Y5 14% Y6 25%
<b>Online Phonics – Oxford Owl and Read Write inc resources, Ten Town, Twinkl</b>	£760	To support PP pupils in Early Years and Year 1 in Early phonics, reading and maths	<b>Rec Baseline</b> Reading 16% Writing 0% Maths 0% <b>Y1</b> Reading 66% Writing 66% Maths 66%	<b>Rec Baseline</b> Reading 0% Writing 0% Maths 0% <b>Y1</b> Reading 70% Writing 70% Maths 70%	<b>Rec</b> Reading 25% Writing 25% Maths 25% <b>Y1</b> Reading 66% Writing 75% Maths 75%	<b>Rec PP GLD results</b> Reading 66% Writing 66% Maths 66% <b>Y1</b> Reading 71% Writing 43% Maths 75%
<b>2x Day Read Inc Training – Early years Teacher (+supply)</b>	£365 +£240	To ensure consistent approach to teaching phonics across the school and to provide PP pupils with early phonics strategies from nursery onwards	Rec Baseline % of Pp pupils at EY ARE Reading = 16% Writing = 0% Maths = 0%	Rec Baseline % of Pp pupils at EY ARE Reading = 0% Writing = 0% Maths = 0%	Rec Baseline % of Pp pupils at EY ARE Reading = 25% Writing = 25% Maths = 25%	Rec Baseline % of Pp pupils at EY ARE Reading = 66% Writing = 66% Maths = 66%
<b>Cracking Comprehension</b>	£250	To ensure quality reading lessons are taught with high quality resources to improve reading attainment for PP pupils. Particularly in Y4 and Y6 where attainment is weakest	Reading Y1 cohort's GLD reading 2017 = 62% Y2- 52% Y3-60% Y4 –14% Y5-94% Y6 –17%	Reading Y1 = 70% Y2- 64% Y3-38% Y4 –28% Y5-77% Y6 –25%	Reading Y1- 66% Y2- 50% Y3- 50% Y4- 32% Y5- 85% Y6 25%	Reading Y1 71% Y2 64% Y3 63% Y4 0% Y5 14% Y6 25%

## **Priority 2 – Personal Social and Emotional including Health and Care**

<b>Item/Initiative</b>	<b>Cost</b>	<b>Aims</b>	<b>Baseline data</b>	<b>Review Autumn</b>	<b>Review Spring</b>	<b>Review Summer</b>
<b>1 x Learning mentor 5 x hours per week Pastoral, social, emotional support</b>	£4,972	To enhance and develop pupils PSHE and wellbeing of pupils with PP. To ensure pupils with PP have the wellbeing capacity to learn	See all internal data for individuals	See all internal data for individuals	See all internal data for individuals	See all internal data for individuals

### Priority 3 – Education Visits

Item/initiative	cost	Aims	Baseline data	Review Autumn	Review Spring	Review Summer
<b>Educational visits supplements</b>	£2000	To enhance personal experiences in the wider community and broaden pupil's experiences that they may not have at home.	See all internal data	See all internal data for individuals	See all internal data for individuals	See all internal data for individuals

### Priority 4– Parental Engagement

Item/initiative	cost	Aims	Baseline data	Review Autumn	Review Spring	Review Summer
<b>1 x Learning mentor 5 x hours per week parent liaison, TAF, Core group, conference</b>	£4,972	To improve and develop communication between home and school to positively impact on pupils attainment and achievement in school	Attainment of individual pupils see cohort trackers for data Not reported on website	Attainment of individual pupils see cohort trackers for data Not reported on website	Attainment of individual pupils see cohort trackers for data Not reported on website	Attainment of individual pupils see cohort trackers for data Not reported on website
<b>Parent workshops in maths mastery and Basic Literacy skills Supply cover for Maths and Literacy Leads to organise and plan</b>	£250	To improve parental capacity to support pupils with learning at home Improved attainment in all areas	See all internal data	See all internal data	See all internal data	See all internal data

### Priority 5 – Staff Training and Development

Item/initiative	cost	aims	Baseline Data	Review Autumn	Review Spring	Review Summer
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<b>SEN Qualification</b>	£2000	To appoint SEN lead and train effectively to ensure PP with SEN access all services available to reach full potential  Staff fully understand procedures to support pupils and access external support when appropriate. 61% of SEN pupils are PP	52% of SEN are also PP See individual pupils data	52% of SEN are also PP See individual pupils data	52% of SEN are also PP See individual pupils data	52% of SEN are also PP See individual pupils data
<b>Whole staff Training Eg Mastery in maths, improving handwriting, writing across the curriculum, reading strategies</b>	£1,300	To increase % of PP children achieving greater depth in maths and English at end of KS2 To improve quality of teaching and increase pupil motivation To increase attainment in writing across the school - particular for teachers in key cohorts Y4 and Y6.	Greater depth PP KS2 2016-2017 cohort Maths – 0% Reading – 0% Writing – 0% Gaps – 0% PP Writing attainment Y1- 66% Y2 –39% Y3-40% Y4 –0% Y5 –69% Y6 –0%	Current Year 6 PP greater depth Maths – 0% Reading – 0% Writing – 0% Gaps – 0% PP Writing attainment Y1- 70% Y2 –67% Y3-63% Y4 –0% Y5 –39% Y6 –0%	Current Year 6 PP greater depth Maths – 0% Reading – 0% Writing – 0% Gaps – 0% PP Writing attainment Y1- 75% Y2 –60% Y3-75% Y4 –16% Y5 –50% Y6 –13%	Current Year 6 PP greater depth Maths – 0% Reading – 6.25% Writing – 0% Gaps – 0% PP Writing attainment Y1- 43% Y2 –63% Y3-63% Y4 –0% Y5 –7% Y6 –25%
<b>Supply costs</b>	£1,500	To ensure staff access quality training to improve teaching and learning for PP pupils in their class	<b>As above</b>	<b>As above</b>	<b>As above</b>	<b>As above</b>

**Total = £85,699 (£5,509 allocated from school budget)**

Review of expenditure				
Previous Academic Year 2017-2018				
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
That attainment across the school	Reduce class sizes, improve quality of	PP pupils in Reception improved on previous years % outcomes for GLD in Reading and maths.	New resources to support teaching in Early Years eg Lexia and Oxford Owl, RWInc this will be renewed next year	£4783

Improve phonological awareness in	Staff training, resources, parent	The gap between PP and NPP in reading for Reception children has closed by 3% on previous	Greater parental involvement has worked, parents have been keen to engage and practice phonics at home.	£1,560
<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>
Attendance to improve for PP children				£3,313
Increased parental involvement	Parent workshops in maths mastery and Basic Literacy skills Supply cover for Maths and Literacy Leads to organise and plan	Greater turn out of parents especially in KS1 and EYFS. Increased amount of pupils returning completed homework.	Promotions for KS2 parents need to focus on learning at home and supporting pupils with homework or additional learning.  Many invites were more geared towards younger children and so a different approach is needed for KS2	£250