

Pupil premium strategy statement: St Paul's C of E Primary School

1. Summary information					
School	St Paul's C of E Primary School, Chipperfield				
Academic Year	2016-17	Total PP budget	£18 780 (1320 x 14)	Date of most recent PP Review	Sept 2016
Total number of pupils	232	Number of pupils eligible for PP	14	Date for next internal review of this strategy	Feb 2017

2. Current attainment Year 6 Pupils [based on figures from July 2016]				
	<i>Pupils eligible for PP (school average)</i>	<i>Y6 pupils (school average)</i>	<i>Pupils eligible for PP (national average)</i>	<i>Y6 pupils (national average)</i>
expected standard in the 2016 KS2 SATs Results Reading, Writing and Maths combined.	67%	50%	unknown	53%
% reaching expected or better in reading (nb: Progress measures to be announced by the DFE in October 2016)	100%	67%	unknown	66%
% reaching expected or better in writing (nb: Progress measures to be announced by the DFE in October 2016)	67%	70%	unknown	74%
% reaching expected or better in maths (nb: Progress measures to be announced by the DFE in October 2016)	67%	67%	unknown	70%

Current progress by year group (July 2016)

The School uses the Herts for Learning Assessment System across the school. The numbers relate to in year progress which we believe to be a powerful indicator of how well the pupil premium children are doing.

Year 1 1 child

Progress

Reading	Total no of pupils	Minimum Sufficient Progress +		Good Progress +		Very Strong Progress	
		No	%	No	%	No	%
	1	1	100	1	100	0	0

Attainment

Reading	Total no of pupils	Broadly ARE +		Securely ARE+		Above ARE	
		No	%	No	%	No	%
	1	1	100	1	100	0	0

Progress

Writing	Total no of pupils	Minimum Sufficient Progress +		Good Progress +		Very Strong Progress	
		No	%	No	%	No	%
	1	1	100	1	100	0	0

Attainment

Writing	Total no of pupils	Broadly ARE +		Securely ARE+		Above ARE	
		No	%	No	%	No	%
	1	1	100	1	100	0	0

Progress

Maths	Total no of pupils	Minimum Sufficient Progress +		Good Progress +		Very Strong Progress	
		No	%	No	%	No	%
	1	1	100	1	100	0	0

Attainment

Maths	Total no of pupils	Broadly ARE +		Securely ARE+		Above ARE	
		No	%	No	%	No	%
	1	1	100	1	100	0	0

Year 2 4 children

Progress

Reading	Total no of pupils	Minimum Sufficient Progress +		Good Progress +		Very Strong Progress	
		No	%	No	%	No	%
	4	4	100	2	50	2	50

Attainment

Reading	Total no of pupils	Broadly ARE +		Securely ARE+		Above ARE	
		No	%	No	%	No	%
	4	2	50	2	50	0	0

Progress

Writing	Total no of pupils	Minimum Sufficient Progress +		Good Progress +		Very Strong Progress	
		No	%	No	%	No	%
	4	4	100	2	50	2	50

Attainment

Writing	Total no of pupils	Broadly ARE +		Securely ARE+		Above ARE	
		No	%	No	%	No	%
	4	1	25	1	25	0	0

Progress

Maths	Total no of pupils	Minimum Sufficient Progress +		Good Progress +		Very Strong Progress	
		No	%	No	%	No	%
	4	3	75	1	25	1	25

Attainment

Maths	Total no of pupils	Broadly ARE +		Securely ARE+		Above ARE	
		No	%	No	%	No	%
	4	2	50	1	25	0	0

Year 3 3 children

Progress

Reading	Total no of pupils	Minimum Sufficient Progress +		Good Progress +		Very Strong Progress	
		No	%	No	%	No	%
	3	3	100	3	100	2	67

Attainment

Reading	Total no of pupils	Broadly ARE +		Securely ARE+		Above ARE	
		No	%	No	%	No	%
	3	2	67	2	67	1	33

Progress

Writing	Total no of pupils	Minimum Sufficient Progress +		Good Progress +		Very Strong Progress	
		No	%	No	%	No	%
	3	3	100	3	100	2	67

Attainment

Writing	Total no of pupils	Broadly ARE +		Securely ARE+		Above ARE	
		No	%	No	%	No	%
	3	2	67	2	67	0	0

Progress

Maths	Total no of pupils	Minimum Sufficient Progress +		Good Progress +		Very Strong Progress	
		No	%	No	%	No	%
	3	3	100	3	100	1	33

Attainment

Maths	Total no of pupils	Broadly ARE +		Securely ARE+		Above ARE	
		No	%	No	%	No	%
	3	1	67	1	67	0	0

Year 4 2 children

Reading	Total no of pupils	Minimum Sufficient Progress +		Good Progress +		Very Strong Progress	
		No	%	No	%	No	%
	2	2	100	2	100	1	50

Reading	Total no of pupils	Broadly ARE +		Securely ARE+		Above ARE	
		No	%	No	%	No	%
	2	2	100	1	50	0	0

Writing	Total no of pupils	Minimum Sufficient Progress +		Good Progress +		Very Strong Progress	
		No	%	No	%	No	%
	2	2	100	2	100	1	50

Writing	Total no of pupils	Broadly ARE +		Securely ARE+		Above ARE	
		No	%	No	%	No	%
	2	2	100	1	50	0	0

Maths	Total no of pupils	Minimum Sufficient Progress +		Good Progress +		Very Strong Progress	
		No	%	No	%	No	%
	2	2	100	2	100	1	50

Maths	Total no of pupils	Broadly ARE +		Securely ARE+		Above ARE	
		No	%	No	%	No	%
	2	2	100	1	50	0	0

Year 5 2 children

Reading	Total no of pupils	Minimum Sufficient Progress +		Good Progress +		Very Strong Progress	
		No	%	No	%	No	%
	2	2	100	2	100	1	50

Reading	Total no of pupils	Broadly ARE +		Securely ARE+		Above ARE	
		No	%	No	%	No	%
	2	2	100	1	50	1	50

Writing	Total no of pupils	Minimum Sufficient Progress +		Good Progress +		Very Strong Progress	
		No	%	No	%	No	%
	2	2	100	1	50	1	50

Writing	Total no of pupils	Broadly ARE +		Securely ARE+		Above ARE	
		No	%	No	%	No	%
	2	1	50	1	50	1	50

Maths	Total no of pupils	Minimum Sufficient Progress +		Good Progress +		Very Strong Progress	
		No	%	No	%	No	%
	2	2	100	2	100	2	100

Maths	Total no of pupils	Broadly ARE +		Securely ARE+		Above ARE	
		No	%	No	%	No	%
	2	2	100	2	100	2	100

Year 6

Reading	Total no of pupils	Minimum Sufficient Progress +		Good Progress +		Very Strong Progress	
		No	%	No	%	No	%
	3	3	100	2	67	2	67

Reading	Total no of pupils	Broadly ARE +		Securely ARE+		Above ARE	
		No	%	No	%	No	%
	3	3	100	3	100	1	33

Writing	Total no of pupils	Minimum Sufficient Progress +		Good Progress +		Very Strong Progress	
		No	%	No	%	No	%
	3	3	100	2	67	2	67

Writing	Total no of pupils	Broadly ARE +		Securely ARE+		Above ARE	
		No	%	No	%	No	%
	3	3	100	2	67	2	67

Maths	Total no of pupils	Minimum Sufficient Progress +		Good Progress +		Very Strong Progress	
		No	%	No	%	No	%
	3	3	100	3	100	2	67

Maths	Total no of pupils	Broadly ARE +		Securely ARE+		Above ARE	
		No	%	No	%	No	%
	3	3	100	2	67	0	0

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Some children in the pupil premium group were receiving support to access the previous curriculum. They have found the challenge of rising to the age related standards of the new, more challenging national curriculum difficult. In the 2016 assessments, children fell short of reaching all of the interim assessment measures (often spelling or punctuation) and are therefore not considered age related. Similarly, some PPG children found the maths papers hard, despite consistent additional support.
B.	The majority of PPG children are also on the SEN register and are receiving intervention programmes at school. Advice is being sought from external agencies, including for behaviour. External agencies are advising and working with specific children.

C.	
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External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Some PPG children have a relatively poor record in relation to attendance. The HT has tried several ways of addressing this issue (parent telephone conversations and meetings, formal letters, liaison with the AIO etc. with mixed success. The school is increasing actions with half termly attendance certificates, whole-class attendance rewards and updates on weekly newsletters.
E.	Some children in the pupil premium group have had disruption at home. The school is working to engage and involve the children and parents with the aid of a pupil support worker and other agencies.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	A focus on yearly progress will help to present a positive picture of pupil attainment.	Progress for the majority of PPG pupils will be at least 'good' (ie, at least 3 steps and/or ARE+). Where children are struggling due to a special educational need, progress may be measured in smaller, individual steps.
B.	Termly analysis will show an improving picture of attendance for pupil premium children.	Attendance figures will be analysed by the HT and governors. The HT will write to specific parents where attendance is lower than 90%. The school will continue to reward good levels of individual and whole class attendance. Parents consulted on attendance barriers where required.
C.	Parents will have greater involvement in the progress of their children and will be empowered and equipped to do so.	Ensure attendance of as many PPG parents as possible to Maths and English curriculum evenings; opportunity to discuss targets for PPG children during parent consultation and discuss strategies in and out of school to support the children; where necessary, allow longer parents' appointments.
D.	Improved self-esteem and desire to participate in all aspects of school life.	Ensure attendance of as many PPG pupils in extra-curricular activities; recognition and celebration of achievements.

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?
Continue to improve the quality of reading, writing and maths to help all children achieve the new assessment criteria standards. (£3000)	Ensure all classes have adequate manipulatives to use in Maths lessons Improve the quality and quantity of learning materials (£3000) Staff training so that all teachers understand the new requirements children should meet to make expected progress in all subjects, including effective use of manipulatives. Evaluate and revise the teaching of spelling. Lesson studies will focus on the use of manipulatives in lessons.	The schools results in the Key Stage 2 tests were below expectations, particularly in Mathematics. Subject leader monitoring shows a need to develop skills in several areas, for example, precision spelling and punctuation in writing; mastery in mathematics; inference in reading. Research project by the maths subject leader with observations undertaken in school highlighted the need for the use of manipulatives in maths to secure understanding.	Monitoring (learning walks, observations, lesson studies and pupil voice) will reflect improvements to teaching and learning.	HT, SLT and subject leaders	Half-termly
Total budgeted cost					£3000

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?
Raising Progress and Achievement Cost: £7,000 (teaching assistant support in addition to HT groups)	1 to 1 and small group provision for all children with low attainment or slow progress on the Ever 6 Pupil Premium Register Funding additional TAs to support, including HLTA provision.	Pupil Progress Meetings and data analysis evidence that some pupils and cohorts require additional support and intervention to meet their expected target	The DHT and SENCO produce a timetable which is shared by all staff with identified children and when they have intervention time. The Headteacher and Deputy Head review the data termly and this is used to frame pupil progress meetings.	DHT/ SENCO	Half-termly
Improve attendance figures for children on the Pupil Premium Register	Continue to track all areas of children's attendance (late, absence, etc). Identify barriers – work with families to remove barriers.	Support those parents of children where attendance is less than 90%	The Governors Committees will continue to track attendance figures. Attendance will also be reviewed at half termly pupil progress meetings. The HT will liaise with the attendance officer where further assistance is required.	HT and governors	Half-termly
Improved progress for high attaining pupils Cost: £2000 (1 day funding)	Class teachers to use the formative and summative assessment produced by the DHT to identify high attaining pupils. Pupils appear on planning to identify appropriate work and group/1:1 support which will stretch the most able. Specific event days planned to drive engagement and inquiry (eg maths puzzle day etc).	Data evidence from Herts assessment and summative testing where appropriate (generally end of key stage)	Half termly data analysis tracking. Children identified as capable of exceeding are placed in intervention groups if analysis shows they need additional support to exceed. DHT and HT to lead.	HTand DHT/ SENCO	Half-termly
Total budgeted cost					£9000

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?
Access to additional school provision Anticipated Costs: £3000	Provide help with school uniform, school trips, clubs, Rock Challenge, music lessons, PGL.	No child on the PPG register misses out on access to additional provision. Extra-curricular clubs help to develop team work, are fun and a stress-reliever. Rock Challenge: builds self-esteem, focuses on making right choices, inclusion (team work) Music helps bind pupils into the wider life of school (dfe – The Importance of Music’ Kumon (maths) research – music instils the core skills of application and perseverance, can benefit overall mental development (develops the left side of the brain known to be involved with processing language and reasoning), music can help a better understanding of maths (ratios, fractions and proportions), can boost-self-confidence and it is also fun and a stress-reliever.	Headteacher and Deputy Headteacher to identify barriers to provision for specific children and make relevant approaches to parents and children.	HT and DHT/ SENCO	Summer 2017
Counselling for vulnerable children where required. £2500	SENCO to identify children who might benefit from counselling.	SENCO understands the positive outcomes of counselling on children with needs.	SENCO to report updates, outcomes and impacts to HT.	SENCO	Termly updates (verbal – written where required
Pupil support worker provision to support vulnerable families £700	HT and DHT/SENCO to work with pupil support worker to identify and support families in need.	Pupil support worker has experience and knowledge of supporting families with a range of needs, including signposting and helping to access a range of services outside of school (medical, housing etc).	Monitoring of impact through extended schools consortium and regular updates.	HT and DHT/ SENCO	
Total budgeted cost					£6200