

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

1. Summary information					
School	St Paul's C of E Primary School				
Academic Year	2017/18	Total PP budget	£14 520	Date of most recent PP internal Review	July 2017
Total number of pupils	217	Number of pupils eligible for PP	13	Date for next internal review of this strategy	Termly

2. Current attainment Year 6 Pupils (July 2017)				
School figures are based on 2 children.	<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>
% achieving expected progress in the 2017 KS2 SATs Results Reading, Writing and Maths combined.	50%	57%	Unknown	61%
% making 'good' or better progress in reading (Progress measures to be announced by the DFE in October 2017)	*100%	96%	Unknown	71%
% making 'good' or better progress in writing (Progress measures to be announced by the DFE in October 2017)	*100%	88%	Unknown	76%
% making 'good' or better progress in maths (Progress measures to be announced by the DFE in October 2017)	*100%	92%	Unknown	75%

* Currently based on AM7 data and 2 pupils

3. Current progress by year group July 2017	
	<i>The School uses the Herts for Learning Assessment System across the school. The numbers relate to progress since the beginning of each key stage which we believe to be a powerful indicator of how well the pupil premium children are doing. The figures do not include attainment data though this is available if requested.</i>
Year 1 (0 children)	

Year 2 (2 children)

Reading	Total Pupils	Minimum Sufficient Progress +		Good Progress +		Very Strong Progress	
		No.	%	No.	%	No.	%
	2	2	100.0	2	100.0	1	50.0

Writing	Total Pupils	Minimum Sufficient Progress +		Good Progress +		Very Strong Progress	
		No.	%	No.	%	No.	%
	2	2	100.0	2	100.0	0	0

Maths	Total Pupils	Minimum Sufficient Progress +		Good Progress +		Very Strong Progress	
		No.	%	No.	%	No.	%
	2	2	100.0	1	50.0	0	0

Year 3 (2 children)

Reading	Total Pupils	Minimum Sufficient Progress +		Good Progress +		Very Strong Progress	
		No.	%	No.	%	No.	%
	2	1	50.0	1	50.0	0	0

Writing	Total Pupils	Minimum Sufficient Progress +		Good Progress +		Very Strong Progress	
		No.	%	No.	%	No.	%
	2	2	100.0	1	50.0	0	0

Maths	Total Pupils	Minimum Sufficient Progress +		Good Progress +		Very Strong Progress	
		No.	%	No.	%	No.	%
	2	2	10.0	1	50.0	0	0

Reading	Total Pupils	Minimum Sufficient Progress +		Good Progress +		Very Strong Progress	
		No.	%	No.	%	No.	%
	2	2	100.0	2	100.0	0	0

Writing	Total Pupils	Minimum Sufficient Progress +		Good Progress +		Very Strong Progress	
		No.	%	No.	%	No.	%
	2	2	100.0	1	50.0	1	50.0

Year 4 (2 children)

	Maths	Total Pupils	Minimum Sufficient Progress +		Good Progress +		Very Strong Progress	
			No.	%	No.	%	No.	%
		2	2	100.0	2	100.0	0	0
Year 5 (2 children)	Reading	Total Pupils	Minimum Sufficient Progress +		Good Progress +		Very Strong Progress	
			No.	%	No.	%	No.	%
		2	2	100.0	2	100.0	1	50.0
	Writing	Total Pupils	Minimum Sufficient Progress +		Good Progress +		Very Strong Progress	
			No.	%	No.	%	No.	%
		2	2	100.0	2	100.0	1	50.0
	Maths	Total Pupils	Minimum Sufficient Progress +		Good Progress +		Very Strong Progress	
			No.	%	No.	%	No.	%
		2	2	100.0	2	100.0	1	50.0
Year 6 (2 children)	Reading	Total Pupils	Minimum Sufficient Progress +		Good Progress +		Very Strong Progress	
			No.	%	No.	%	No.	%

		2	2	100.0	2	100.0	1	50.0
Writing	Total Pupils	Minimum Sufficient Progress +		Good Progress +		Very Strong Progress		
		No.	%	No.	%	No.	%	
	2	2	100.0	2	100.0	2	100.0	
Maths	Total Pupils	Minimum Sufficient Progress +		Good Progress +		Very Strong Progress		
		No.	%	No.	%	No.	%	
	2	2	100.0	2	100.0	2	100.0	

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (issues to be addressed in school)	
A.	Our ASP (Analyse School Performance/RAISE) for 2017 confirms that: 1 of our 2 pupils did not reach the expected standard in reading and the other exceeded (both reached ARE for writing and maths).
B.	A large proportion of PPG children are also on the SEN register and are receiving intervention programmes at school. Advice is being sought from and the school is working with external agencies, including for behaviour. External agencies are advising and working with specific children.
C.	Some gaps in basic grammar and punctuation skills throughout KS2; standards of presentation/handwriting are inconsistent throughout school.
D.	Monitoring activities often show gaps in children's basic maths skills as they progress through KS2.
External barriers (issues which also require action outside school, such as low attendance rates)	
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.
F.	Parents are not always able to support learning and intervention work at home.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Ensure higher rates of pupil attainment (and progress) for children by the end of KS2 in reading.	Future inspection dashboards will show a greater proportion of children achieving ARE in reading. <i>However, note that 50% not achieving in 2017 was just one child.</i>
B.	Termly analysis will show measurable steps of progress for children on intervention programmes.	Notes from PPMs will show adjustments to provision when progress is slower than expected. Ensure attendance of eligible PPG parents to additional parent consultations and SEN consultation groups.
C.	Monitoring will show pupils are meeting ARE in grammar and punctuation across the school.	See the SDP, priority area 1. Improvement in phonics test, SPAG testing and all round spelling, reading and writing. Positive measures of progress on ASP and AM7.
D.	New PA Plus programme and consistent CPA approach will help to develop basic mathematical skills and support meeting the needs of individual children.	See the SDP, priority area 2. More secure basic maths skills and a range of strategies to solve problems. Positive measures of progress on ASP and AM7.
E.	Positive attitudes to learning, including perseverance, resilience, enthusiasm and effort. Positive behaviour adhering to the values education.	Children engaging positively in school life and following the school behaviour policy. Improved progress.
F.	Parents will have the knowledge and skills to be able to support children at home; positive parental feedback and quality of homework.	Improved time and quality of work done at home.

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?
More fluent, confident readers across the school. £500	Purchase more good quality fiction and non-fiction books. Summer reading Challenge – ‘The big friendly read’ linked to Hertfordshire libraries; promote and celebrate success.	There is a limited range for certain levels (Lime, Brown and Ruby).	Monitoring of guided and 1-1 reading sessions. Tracking of data: AM7 Review at PPMs	HT, Literacy Leader, SLT and Governors	Termly
More fluent writing across the school, including cross-curricular. To increase the standard and progression of ‘broadly’ pupils in writing. To ensure that explicit links are made between SPAG lessons and English lessons across both KS1&2. To improve the quality of handwriting taught throughout the school. £60	More engaging opportunities for mark-making and writing in EYFS, with a particular emphasis on boys. ‘Write Away Together’ Programme introduced to all staff and TAs (a partnered approach to improving children’s writing), which will be geared to ‘broadly’ children in each class. More time spent teaching editing skills in English lessons – including SPAG. More use of the learning page for drafting – including SPAG. More peer feedback and paired editing.	Advice from HFL EY advisory teacher’s visit, April 2016. Greater focus on supporting and stretching ‘broadly’ pupils who are not making the progress they could be. Learning walks and pupil voice indicate that pupils find the learning page and opportunities to edit helpful. KS2 writing results have not been consistent with Grammar test results. SEN advisory teacher – success of work in other schools visited.	Learning walks Observations Planning Book scrutiny Tracking of data: AM7 Review at PPMs More rigorous monitoring of teaching and editing where SPaG skills are applied in writing. More rigorous monitoring of presentation and handwriting. Examples of best work in special books to allow children to feel proud of what they have produced.		

	<p>More time spent teaching editing skills in English lessons to ensure all children understand basic punctuation and standard English before moving on. Ensure skills learnt in SPaG sessions are linked and applied to writing. To introduce cursive writing in Reception.</p> <p>Teaching: Marking and Feedback – revisiting expectations of teachers and children, Differentiation follow up work, Identifying opportunities to provide greater challenge.</p>				
<p>The gap will be narrowed between boys' and girls' attainment in Maths in EYFS, particularly those working securely. Use of CPA to be used consistently in Maths lessons across all year groups.</p> <p>The gap will be narrowed in KS2 Maths for a focus group of girls. We will meet or exceed national and local data percentages for Maths in both KS1 and KS2 in 2018. Continue to engage and involve parents.</p> <p>£500</p>	<p>EYFS: more outdoor learning opportunities for Maths with which to engage the boys; more interactive Maths area, which is relevant and engaging with links to real life.</p> <p>Classrooms will be well resourced for teaching Every class will have evidence of working walls, using relevant examples, methods, step by step procedures, and examples of children's learning. Staff to encourage their children to represent their thinking in their jotters and books by drawing the problem pictorially. Using the Mastery approach when teaching Maths ensuring that there are no gaps in understanding; for example, keep the challenges shorter, with each child starting with the</p>	<p>Advice from HFL EY advisory teacher's visit, April 2016.</p> <p>2017 data showed some gaps in attainment between boys and girls (EYFS, KS1 for exceeding and KS2).</p> <p>Research on maths working party showed success of CPA in enabling children to draw on a range of strategies to solve mathematical problems.</p>	<p>Monitor and review maths resourcing and teaching in EYFS.</p> <p>Children's books will show evidence of the 'grapple' with Maths, where evidence of pictorial representations are apparent. Children's books will show evidence of different strategies, showing extended thinking.</p> <p>Learning walks Lesson studies Planning Book scrutiny</p>		

	<p>whole class challenge. Rapid graspers to be moved on quickly at teachers' discretion. Children to be encouraged to represent their Maths in a variety of ways to show depth of understanding.</p>				
Total budgeted cost					£1060

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: £8,360	1 to 1 and small group provision for all children with low attainment or slow progress on the Ever 6 Pupil Premium Register	Pupil Progress Meetings and data analysis evidence that some pupils require additional support and intervention to meet their expected target.	The DHT/SENCo produces a timetable which is shared by all staff with identified children and when they have intervention time. The Headteacher and Deputy review the data termly; provision monitored and reviewed at PPMs.	SENCo	Termly
Total budgeted cost					£8,360

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 extra-curricular activities Anticipated cost: £400	Children on FSM offered a contribution towards or free access to extra-curricular clubs.	Research shows that attendance of extra-curricular clubs can promote positive engagement with other areas of school life, develop self-esteem and skills of teamwork and perseverance, as well as physical development. Musical activities can also support mathematical development.	Invite target children to attend extra-curricular clubs.	Sports leader HT/DHT	June 2018
Opportunity to participate in off-site visits, including residential trips. Anticipated cost: £600	Children on FSM offered a contribution towards or all expenses paid for off-site visits.	Off-site visits help to make learning meaningful and support the curriculum. Residential visits offering physical and outside activities clubs can promote positive engagement with other areas of school life, develop self-esteem and skills of teamwork and perseverance, as well as support physical development.	Discussions with target families about contributions and participation on trips.	HT	June 2018

Lunchtime Provision for vulnerable children £2,600 (MSAs) £200 resources	Access to the sensory room for children who prefer a quieter playtime. MSAs continue to identify FSM children with additional needs and plays games with specified children.	Continuation of lunchtime provision provides a positive experience for vulnerable children and they are therefore more likely to start lessons in a positive frame of mind.	Tracking of behaviour figures and lunchtime reports and visual evidence provided by all staff.	MSA SENCo	June 2018
Counselling and play therapy for vulnerable children where required. Anticipated Costs: £600	SENCo to identify children who might benefit from counselling.	Anecdotal evidence that pupil premium children who have received counselling services in the past have benefitted from this.	SENCo to report updates, outcomes and impacts to HT.	SEND Leader	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					£5,100

Total Spend: £14,520

1. Review of expenditure				
Previous Academic Year		2016-17		
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
Continue to improve the quality of reading, writing and maths to help all children achieve the new assessment criteria standards.	Ensure all classes have adequate manipulatives to use in Maths lessons Improve the quality and quantity of learning materials 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.	Both PP pupils in Y6 (100%) achieved ARE in maths, writing and SPAG, both achieved ARE in TA for reading but 1 did not reach the standard on the test. 1 pupil (50%) reached the higher standard in RWM combined. In Y2 both pupils (100%) reached ARE in reading and 1 (50%) reached the higher standard; both achieved ARE in writing and 1 reached ARE in maths. Monitoring, including pupil voice, demonstrates positive feedback on the use of manipulatives and working walls to support learning for pupils throughout the school. Pupil voice indicates positive feedback for learning pages, working walls and sentence prompts to support the development of writing.	Use of manipulatives will continue to be a focus on next year's SDP. The school will continue to develop CPA approach and the use of the physical learning environment to support learning. Learning pages and editing will continue to be developed in classroom practice and through the 'Write Away Together' programme.	£3000
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

Raising Progress and Achievement (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.	HLTAs were able to work on intervention groups to support specific learning needs.	Develop use of other TAs in school to help deliver interventions for target pupils.	£7,000
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.	Verbal feedback indicates that pupils were motivated by attendance certificates. Attendance or target pupils improved to above 93%.	Continue with attendance certificates throughout school.	
Improved progress for high attaining pupils	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).	School figures exceeded national at the end of KS1 and KS2 for % of pupils working at greater depth.	Continue to provide opportunities to stretch the most able.	£2000
iii. Other approaches				
Access to additional school provision	Provide help with school uniform, school trips, clubs, Rock Challenge, music lessons, PGL.	High uptake of additional provision, particularly Rock Challenge.	Continue to offer support with additional activities.	£3000
Counselling for vulnerable children where required.	SENCO to identify children who might	Limited success but other complicating factors (confidential).	Continue to offer counselling support and work with external agencies.	£2500

	benefit from counselling.			
Pupil support worker provision to support vulnerable families	HT and DHT/SENCO to work with pupil support worker to identify and support families in need.	Family support worker has supported families on a range of issues, such as medical and housing documents.	Continue to offer support and work with external agencies.	£700