



Pupil premium strategy statement:

1. Summary information					
School					
Academic Year	2017/18	Total PP budget	£35,640	Date of most recent PP Review	n/a
Total number of pupils	Sept 203 June 199	Number of pupils eligible for PP	27 (13.3%) / June 2018 - 32	Reviewed Feb 2018 Reviewed June 2018 Date for next internal review of this strategy	Next Review: Sept 2018

2. Current attainment		
Attainment for: 2016-2017 Whole school	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school/national Y6)
% achieving expected standard or above in reading, writing and maths	20%	48 / 61 net
% achieving expected standard or above in reading	60%	65 / 71 net
% achieving expected standard or above in writing	60%	58 / 76 net
% achieving expected standard or above in maths	40%	76 / 75 net

3. Barriers to future attainment (for pupils eligible for PP, including high ability) 2017-2018	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Children arriving at school with no English language or limited English language (EAL and indigenous). nb Parental lack of English
B.	Poor attitude to learning (some external influences). Small number of relatively disengaged learners. Low levels of wellbeing and involvement slows effecting teaching and learning, particularly in KS2.
C.	Lack of facilities for extra-curricular activities (limited space/resources)

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) 2017- 2018		
D.	Poor parental engagement / parental illiteracy etc (specific families) Investigate IDACI data in relation to PP pupils	
E.	Families with no ICT access	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	More rapid uptake of English: oral language skills improve amongst PP children and other groups within EYFS Later EAL starters and PP learners make more rapid progress.	Higher language related results at key points (EYFS, KS1, KS2) To narrow the gap at EYFS towards national To match national at KS1 To surpass national at KS2
B.	More lower attainers at KS1 making national standards at KS2, higher proportion of PP children achieving combined	PP pupils to match other children for progress and attainment
C.	Higher numbers of pupils attending out of school clubs	School activity register to show 50% pupils attend at least on club
D.	School to achieve and maintain School Games Silver standard (thus showing higher proportion of pupils engaged in regular sporting opportunities)	School awarded School Games Silver
E.	Increase proportions of pupils making accelerated progress AND achieving higher levels of attainment	To narrow the gap at EYFS to 70% To match national at KS1 To surpass national at KS2
F.	Increase proportion of pupils making writing ARE	To narrow the gap at EYFS towards national To match national at KS1 To surpass national at KS2

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?
A B	Additional staffing in SEN - PM	11/32 have SEN – To ensure progress / improved levels of wellbeing and involvement, these children need specific and accurate assessments of need / intervention / adaptation of provision specific to their needs.	Provision mapping, accurate specific assessments of needs, interventions, collaborative practice with class teachers + other professionals	RR	Half termly – Pupil progress and SEND checks
A B	EAL interventions throughout KS1 and KS2	Children new to English need support as soon as they enter school. Ensuring that wellbeing is high for these pupil will also help them access learning and school life with increased ease. EAL pupils continue to need increased support until upper KS2. Late 'arrivals' ie Y3/4 EAL require much higher levels of help.	EAL lead will work closely with the class teachers and families. Pupil progress Pupil tracking systems – Bell Assessments Monitoring Data analysis	AS / JS	Pupil Progress mtgs
A B	Continuation of Read, Write Inc	Clear evidence of improved phonics understanding through systematic approach Progress made in phonics since new Phonics lead has reviewed and adapted the programme to suit the needs of the children at St Vincent's – Increase to meet national 81% pp 100% and higher average score of 34	Rigorous monitoring Targeted Interventions Progress check through five weekly RWI testing and evaluation	EM	Pupil Progress mtgs
A B	Purchase and delivery of intervention packages eg Mathletics / Big Maths online/ Learning Village	Online products offer EAL and weaker learners additional opportunities in and out of school.	Monitor access to online records Pupil results (PP mtgs)	RR	Half-termly PP mtg
E F	Develop use of 'Talk 4 Writing'	To develop more competent writers, research shows (e.g. Pie Corbett) that	KS2 specific training KS1 specific training	JS /PD	Pupil Progress mtgs / monitoring

		children's writing improves when given increased opportunities for quality oral rehearsal.	Literacy Lead introduce and monitor impact		reviews
E F	Behaviour strategy development – Paul Dix approach	Research and data progress demonstrate that children's attitudes to learning, engagement and involvement impact on progress	SLT to attend Paul Dix training Action plan by SLT Feedback session to staff	PD SLT	Half term
E F	Launch New Behaviour blue print	A whole school consistent approach supports children's understanding of expectations.	SLT to implement new strategy	PD SLT	Weekly SLT
E F	Changing learning behaviour CPD	Research and Training from Paul Dix demonstrates the impact of adults behaviour and expectations impacts on children's attitudes to learning	SLT to provide CPD for all staff	SLT	Half Terly
E F	Recognition Boards / awards	Research and training from Paul Dix Demonstrates that by increasing the profile of positive behaviour and putting less emphasis on the negative this	Recognition boards to celebrate positive behaviour Postcards and phone calls home Hot chocolate Monday	All staff PD	Half termly Pupil / parent voice

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?
C D	Provide increased range and number of activities and subsidise when needed	Targeted pupils haven't engaged in any extra-curricular activities.	Behaviour logs Attendance data Club registers	RR JR CD PD	Weekly attendance report
C D	Ensure all FSM / PP pupils are given the opportunities all other pupils have, with regards excellence and enjoyment (including residential trips)	Some pupils are 'excluded' and low self-esteem can cause reduced engagement.	Behaviour logs Attendance data Club registers	PD RR Teachers	Half-termly PP mtg
A B	Establish social and emotional friendship groups	Obvious need to support pupils with additional social needs / improve attendance punctuality etc	Monitor attendance	PD RR CD	Weekly attendance report

A B	Increased targeted SEND support in afternoons	SEND pupils at risk of not making sufficient progress. Need for earlier identification and response to need.	SENCO to monitor all those on SEN register	RR	Half-termly PP mtg
A B	Increased targeted SEND expertise: Use SEN consultant Staff training for SEND	Increased numbers of SEND pupils (100% increase in eighteen months) Staff to be more aware of strategies to cope with increased SEND numbers	SENCO to ensure report actions are implemented	RR	Half-termly PP mtg
C D	Offer parental lessons in CORE subjects with/without pupils?	Target key families to engage more positively	Monitor uptake and check register	PD RR	Review monthly
C D	Create additional ICT opportunities for target pupils	Disadvantaged pupils have increased access to complete CORE tasks	Teachers to monitor and share homework club responsibilities	Teachers PD RR	Half-termly PP mtg
E F	Create Writing Club	Develop and encourage opportunities to write for fun	Literacy to lead with RR	RR JS	

6. Review of expenditure

Previous Academic Year	2016-17	£42,240 spent / 32 pupils 15%
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i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
A B	Additional staffing in EYFS	nb the EYFS lead was promoted out of the setting (October).The FS 2 cohort showed a more rapid progression from a lower baseline and GLD (59%) was broadly in line with the previous year (60.6). The EAL proportion of FS was lower than previous years and the cohort specific 'problem' was identified as white/British. When leaders reviewed data further EAL learners made more accelerated progress	Maintain staffing levels and maintain specialist EAL adult presence in unit.	18000

A B	EAL support in afternoons EAL interventions throughout KS1 and KS2	Progress was irregular for KS2 EAL learners. This reflected high SEN need and the delivered intervention. Where pupils received more regular support greater progress was made. At KS1, progress was rapid for EAL learners and RWI evidence and phonics retakes showed good impact. Overall phonics score showed a five point improvement.	Maintain and increase specific EAL provision with a teacher-led set of interventions. EAL provision to have greater protection from day to day staffing requirements.	£9000
A B	Continuation of Read, Write Inc	RWI is a success story. More children progressed through more stages and the proportion of pupils achieving higher phonics scores increased. Only one pupil re-taking phonics test failed to pass but it is noted that she has specific SEN needs. 81% school attainment met national and pp = 100%. The average score increased to 34	Maintain EM as lead for RWI. Extend RWI training for key staff. Maintain interventions – reviewed regularly	£400
A B	Purchase and delivery of intervention packages eg Mathletics / Big Maths online/ Learning Village	At KS2, pupils showed +2 progress with a +1.4% gap in standardised score (gross fig.). EAL learners made +3 progress. nb FSM6 pupils made less progress although achieving an average SS of 100. Mathletics data showed that a group of FSM6 boys failed to use Mathletics consistently.	There is a strong correlation between regular use of online packages and success. Use earlier and more regular school-based sessions and target FSM6 pupils throughout school. Identify pupils without good internet access. ALL staff to monitor use of Mathletics. SLT to investigate attitudes to learning within white/British FSM6	£2000 £1000 Learning Village
E F	Introduce elements of Big Read	KS2 final data reflects the short timespan not being enough to have a positive effect on KS2 SATs results nb Pupil progress for non-mobile English was +1.9 and average SS was 106.9 (+2.8). The introduction of more varied and flexible approaches to reading throughout the school has had a positive impact (anecdotal). More challenging and topic-based texts has improved relevance and engagement,.	Develop school library and reading resources across trust. Coaching various whole-class strategies is a priority. Develop range of whole-class strategies with an emphasis on improving the quality of written answers at KS2. Need to develop better teaching for inference!	£200 resources £1000 Staff training

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost

C D	Provide increased range and number of activities and subsidise when needed	The school offered the greatest range of activities ever. Every night of the week featured at least two clubs. New clubs included darts and Change4Life.	Develop timetable so that desired clubs don't clash. Raise prices to reflect cost to school. Introduce 'Keep fit' / Circuit training at KS2.	£1000
C D	Ensure all FSM / PP pupils are given the opportunities all other pupils have, with regards excellence and enjoyment (including residential trips)	FSM6 pupils were subsidised. PPM money was used to support an FSM6 SEN pupil to access table-tennis coaching and national ranking events. FSM6 were helped to attend Y5 residential.	Maintain strategic support of specific pupils. Maintain individual support of talented TT player. Identify additional sources for support eg PGL bursary.	£600
A B	Establish social and emotional friendship groups	Targeted pupils all have once or twice weekly circle/friendship groups. Y6 EHCP pupil attained better than expected. Anecdotal and recorded evidence shows improved behaviour.	Protect group time to ensure sessions go ahead.	£640 Staff training
A B	Increased targeted SEND support in afternoons	KS2 and KS1 outcomes for SEND were positive in 2/3 core subjects.	Introduce EAL and SEND afternoon core interventions. Link interventions to topic teaching as well as core literacy.	£6000
A B	Increased targeted SEND expertise: Use SEN consultant Staff training for SEND	SEN consultant reports directly to staff member. SEN consultant delivered training on accurate problem identification. Early identification of issues has improved response. Targeted responses are clear for staff.	Continue SEN consultant input. 12 annual sessions in budget. Offer SEN training sessions and meeting access for key SEN parents. Review need for IEPs for all SEND (maintain for higher need)	£ 2400
C D	Offer parental lessons in CORE subjects with/without pupils?	Liased with LA to promote adult lessons. Nil uptake.	Direct EAL parents to external providers.	NIL
C D	Create additional ICT opportunities for target pupils	ICT suite was open to pupils spring/summer dinnertimes but not every day. Not enough target pupils attended. 2 Target pupils missed maths at KS2. FSM6 missed attainment and progress targets.	Invite target pupils in a formal manner. Identify ALL pupils who don't have internet access at home. Mathematics usage to be more carefully monitored: low users to be invited to attend Homework Clubs. Staff rota for ICT sessions to be established OR Use one lunchtime supervisor to supervise ICT and library area.	NIL

7. Additional detail

Mathletics cost (£1000) is less than one amount of Pupil Premium (£1320). Pupils spent 3000 hours on Mathletics in 201617. There are huge discrepancies between high and low usage pupils: there is a clear correlation between i) high use (time) ii) high number of log-ins iii) high activity completion. Increased home use to be targeted for 201718.

Learning Village cost (£1000) is less than one amount of Pupil Premium (£1320). Learning Village was used every day in school during 201617. Home use to be targeted for 201718.