



Pupil premium strategy statement:

1. Summary information					
School					
Academic Year	2017/18	Total PP budget	£35,640 spent 27 (13%)	Date of most recent PP Review	n/a
Total number of pupils	Sept 200 June 199	Number of pupils eligible for PP	27 (13.3%) / June 2018 - 32	Reviewed October 2018 Date for next internal review of this strategy	Next Review Feb 2019:

2. Current attainment		
Attainment for: 2017-2018 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	50%	66 / 64 net
% achieving expected standard or above in reading	75%	90 / 75 net
% achieving expected standard or above in writing	50%	66 / 78 net
% achieving expected standard or above in maths	62%	79 / 76 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 (*issues which also require action outside school, such as low attendance rates*) 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 pupils. This 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 At St Vincent's pupils in 2016-17 meet national 81% and PP were 100% at exp	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 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	2017-18 £35,640 spent 27 (13%)
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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 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.	Specific testing has supported targeted teaching and interventions to support children with diminishing the difference.	£7,779.25

A B	EAL interventions throughout KS1 and KS2 Mornings	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 Y34 EAL require much higher levels of help.	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.	16,435
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 85% of pupil reached the standard and national and pp = 81%. (Just below)	SB experience lead for RWI has helped support the ongoing improvement in RWI provision . The extended RWI training for key staff (coaching in place) has enabled staff to build skills and confidence). High impact of targeted interventions – reviewed regularly	NIL
A B	Purchase and delivery of intervention packages eg Mathletics / Big Maths online/ Learning Village	At the end of KS2 pupils in year 6 had made rapid progress in year, overall their progress was 0.3 Mathletics show that those pupils with the most usage made the most progress. The EAL pupils making the most progress also correlated with those with the highest usage.	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. AS to monitor and support the use of Learning Village – to also be used within lessons	£1009.00 £900 Learning Village
EF	Develop use of 'Talk 4 Writing'	To develop more competent writers, research shows (e.g. Pie Corbett) that	Writing has increased by 10% KS2 and across the school we are beginning to see the impact of T4W in children's in year progress. The school will continue to develop the use of this approach.	£717

CD	Behaviour strategy development – Paul Dix approach	Research and data progress demonstrate that children’s attitudes to learning, engagement and involvement impact on progress	Work began on this approach. Learning walks demonstrate that children are quick to settle at the beginning of the day. Pupil / parent voice shows that the approach is likely to be contributing factor in supporting the building and nurturing of relationships between staff and children.	NiL
AB	Pupil premium CPD Session – highlighting needs and strategies to best support pp pupils	Within a Trust review staff were able to demonstrate their understanding and demonstrate how they are supporting pp pupils. The school had a vision for how progress meetings could be used to develop this further.	This approach was beneficial with staff feedback being very positive as they felt better informed of the challenges facing some pp families and the most effective strategies .	NII
AB	Pupil premium progress meetings Targetted meetings – how are we meeting individual needs?	Pupil progress meetings and book looks focusing on PP pupils and their individuals needs / progress supported staff in tracking progress, discussing / developing plans for their next steps through professional discussions. Raising the profile.	Informative sessions that help support planning for progress. These will continue into the following year.	
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	Some targeted pupils engaged in any extra- curricular activities.	We have developed a timetable so that desired clubs don't clash. Children can access some clubs for free at lunch time, increasing opportunities to work with coaches	£2000
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 may feel 'excluded' from certain opportunities and low self-esteem can cause reduced engagement. Enabling pp children the wider opportunities has build self-esteem and engagement in school life / learning. Maintaining the individual support of talented TT player allowed him to access national competitions to become 3 rd in the under 13s and recognised within Hull's sporting awards. A pp pupil was able to attend PGL with school support.	Maintaining strategic support of specific pupils has enabled targeted pupil wider opportunities and increased their engagement in school	£3120
A B	Establish social and emotional friendship groups	Higher levels of wellbeing improved levels of engagement in lessons. Children with friendship difficulties needed less support towards the end of the year after building strategies. The need to support pupils with additional social needs has improved attendance punctuality.	The support from these groups had an impact particularly on PM engagement after lunch. Next year include Wellbeing officer in lunch time provision.	Nil
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.	Targeted support has begun to diminish the difference between them and all pupils. Specific records of progress are now being mapped more accurately.	Nil
A B	Increased targeted SEND expertise: Use SEN consultant	SEN expertise allowed the school to continue to develop its provision, supporting SENCO and TA in their accuracy of reports / referrals in order to seek support from external agencies. SEN consultant also supported with the setting up of a SEN clinic to develop teachers CPD and enables them to give tailored support.	Monitoring and provision maps demonstrate that the SEN support has impacted on staff's understanding and provision for specific needs. 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	£ 2140

B E F	Leap groups Targeted groups to support Y6 pupils 1 hr per pupil x8	X 4 Gap analysis demonstrated some children had gaps in their learning and that they needed support to diminish the difference. Teachers provided afterschool support to these pupils to help support their progress / attainment	In year data demonstrated all pupils made good / better progress. 3 pupils not track to reach Exp in reading met expected. In maths 2 pupils not on track at the beginning of the year met exp.	NIL
EF	Targeted intervention intervention groups	Easter school SATS books	The Easter sessions and interventions both boosted children's interest and engagement in learning as well as allowing for targeted teaching to take place.	£900
	Targeted phonics support 3 pms per week. PP children all received this X2 sessions per week	X1 TA interventions 3 afternoons per week. Targeted phonics support for pp children x2 sessions per week. With only 20% on track at the beginning of the year 80% pp met the standard.	Internal data progress and final Data shows the impact of these interventions The quality of these is supported	NiL
C D	Staff training for SEND	Increased numbers of SEND pupils (100% increase in eighteen months)	Staff have improved their awareness of SEND within their own classes and beyond. Further specific training is needed and will be delivered this academic year.	NIL
C D	Staff to be more aware of strategies to cope with increased SEND numbers	Staff have improved their awareness of SEND within their own classes and beyond. They are actively seeking support as needed and have provision plans in place for all pupils.	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
A	Offer parental lessons in CORE subjects with/without pupils?	Target key families to engage more positively	Free programme now in place – city wide SOLIHULL approach – information has been shared with all parents. Other parenting support in given readily through wellbeing worker, teachers , staff	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 201819.

Learning Village cost (£1000) is less than one amount of Pupil Premium (£1320). Learning Village was used every day in school during 201718. Home use to be targeted for 201819.