

Pupil premium strategy statement (primary)

1. Summary information					
School	St Clement & St James CE Primary School				
Academic Year	2017/18	Total PP budget	£103,000		
Total number of pupils	203	Percentage of pupils eligible for PP	37%		

2. 2017 attainment				
	Pupils eligible for PP (your school)		All pupils (national average)	
	KS1	KS2	KS1	KS2
% achieving in reading, writing and maths	58%	43%	64%	61%
% achieving at expected standard or higher in reading	58%	57%	76%	71%
% achieving at expected standard or higher in writing	58%	50%	68%	76%
% achieving at expected standard or higher in maths	75%	64%	75%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Children with social, emotional and mental health needs on SEN register are making less progress than expected. Large percentage are PP.
B.	Increasing number of PP pupils entering school with speech and language needs.
C.	Breadth of vocabulary and range of reading at home is lower for PP pupils in some classes than for non PP.
D.	Low entry levels (in FS) in literacy and mathematical development.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Low attendance.

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Children on SEN register with social, emotional and mental health needs have provision that addresses needs appropriately.	Progress and attainment data shows this group making at least expected progress. Evaluations of provision show barriers overcome. Fewer behaviour incidents recorded for these pupils.
B.	Improve speech and language skills in targeted pupils.	SaLT targets met; gap narrowed to national expectations.

C.	Higher rates of progress and attainment in reading for PP pupils across the school.	Gap is narrowed between PP and non-PP attainment across the school. Progress data shows at least expected progress for PP.
D.	Higher rates of progress and attainment in maths and writing for PP pupils across the school.	Gap is narrowed between PP and non-PP attainment across the school. Progress data shows at least expected progress for PP.

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?
C. Higher rates of progress and attainment in reading for PP pupils across the school	Increased provision for one to one reading in Rec and KS1. Provision for phonics booster groups in KS1.	Reading logs show not all pupils have parents who read at home with them regularly. Mastering the technical decoding skills of reading earlier will allow us to spend more time on teaching higher order reading skills (eg inference) and broadening vocabulary.	SENCo to oversee TA delivering reading intervention programmes. Class teachers to oversee TAs delivering one to one reading and phonics boosters. Termly assessment reviews are used to evaluate effectiveness and identify pupils in need. TA CPD programme includes reading.	English lead, Phonics lead and SENCo	Jan 17, April 17, July 17
Total budgeted cost					£31,788

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?
D.Higher rates of progress and attainment for PP pupils in writing across the school.	Write Away Together one to one intervention programme.	Pilot use of this shows effectiveness and increased progress.	Regular evaluations of progress by individual pupils against individual targets.	English lead	Interim reviews after 6 weeks on programme; and after 12 weeks on programme.

<p>D.Higher rates of progress and attainment in maths for PP pupils in Y2, Y5 and Y6.</p>	<p>Small group teaching in Maths – deployment of Maths leader (Y2, Y5) and HT (Y6) x5 Maths lessons per week in each year group.</p> <p>Intervention groups for HA pupils, including PP, led by MaCo in Y2 and Y6.</p> <p>After school booster for Y6 pupils (majority are PP) led by MaCo.</p> <p>Intervention group for Y2 pupils entering Y2 at lower than expected attainment (majority are PP) led by TA.</p>	<p>Previous use of this strategy shows effectiveness.</p> <p>NB cost is part-funded by PP grant.</p>	<p>Regular assessment reviews, book looks, observations, learning walks.</p>	<p>Maths lead</p>	<p>Jan 17, April 17, July 17</p>
<p>C and D. Higher rates of progress and attainment in maths, reading and writing for PP pupils.</p>	<p>Individual Support Teacher x 1 day a week. <i>Working with children at SEN Support, most of whom attract Pupil Premium, and to work with class teachers/TAs to further support these pupils in class.</i></p>	<p>Progress shown by pupils receiving this support is good. Use of IST enables us to access expertise in specific areas of difficulty and improve provision in the class room as well as in out of class work.</p>	<p>Assessment reviews include evaluation of progress of targeted children and impact of support.</p>	<p>SENCo</p>	<p>Jan 17, April 17, July 17</p>
<p>A.Children on SEN register with social, emotional and mental health needs have provision that addresses needs appropriately.</p>	<p>Emotional Literacy Support Assistants providing individualised support for targeted pupils.</p>	<p>ELSA intervention has shown impact with individual children in previous years and nationally.</p> <p>NB cost is part-funded by PP grant.</p>	<p>ELSA TAs are overseen by Educational Psychologist.</p> <p>SENCo to oversee evaluations of individual pupils and effective targeting of support.</p>	<p>SENCo</p>	<p>half termly</p>
<p>B.Improve speech and language skills in targeted pupils.</p>	<p>Commission SaLT for children at SEN Support not given statutory support.</p> <p>TAs to do follow-up support daily.</p>	<p>Speech and language difficulties can impact attainment across the curriculum. Previous use of SaLT shows impact on individual children's progress.</p>	<p>Regular reports from SaLT and evaluations of progress.</p>	<p>SENCo</p>	<p>termly</p>

Total budgeted cost					£73,290
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?
E.Increase attendance of PP pupils.	Use of Assertive Mentoring programme includes attendance targets; to give framework to mentoring sessions with pupils and to parent/teacher consultations.	Low attendance is linked to low attainment.	Reviews of Pupil Profile sheets used by teachers with pupils and parents. Analysis of attendance data.	HT	Half termly
A.Children on SEN register with social, emotional and mental health needs have provision that addresses needs appropriately.	Work with outside agencies and professionals (eg CAMHS, Art Therapist, A Place to Be, Early Years and Autism Intervention Team, Behaviour Intervention Team) to address individual needs.	Needs are individual for each child therefore individualised provision should be planned.	Regular liaison with professional and with parents. Regular review of all aspects of pupils' achievements in school.	SENCo	Half termly
Total budgeted cost					not funded by PP grant

6. Review of expenditure				
Previous Academic Year				
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
Ensure good behaviour at lunchtimes.	TA deployed for ½ hour each lunchtime to run collaborative games to develop social skills. <i>Part-funded by Pupil Premium.</i>	Low number of Time Outs and Red Time Outs from playground. Pupil relationships constructive and positive.	Continue.	£500
Gap narrows between PP and non-PP in Y1 phonics screening test (summer 2016).	TAs to run phonics booster sessions.	100% of PP pupils passed screening test in Y1. Cohort as a whole 86% (above national average).	Boosters to start from at least January. Regular assessment and regrouping required. Continue.	£600
Reading progress and attainment data in Rec, Y1 and Y2 is good.	TA deployed to one-to-one reading in Rec, Y1 and Y2 for 11.5 hours per week. <i>Part-funded by Pupil Premium.</i>	Attainment is at national average. Reading attainment raised in Reception.	Current SATs tests have a greater emphasis on breadth of vocabulary and higher order reading skills including inference; we need to adjust our one to one support to ensure we are preparing children for this sufficiently.	£3,000
Improved progress and attainment and narrowing gap between PP and non-PP in KS2 classes.	Increased cover provision (sports, drama, music) and changes to PPA arrangements to enable KS2 teachers to do at least 2 hours one to one/paired work with children once per fortnight. <i>Part-funded by PP grant.</i>	Success criteria met in some classes, not all.	This measure is too costly and will not be continued.	£5,710

Narrow gap in attainment between PP and non-PP.	High number of TAs used to provide individualised catch-up, pre-teaching and in-class support, directed by class teachers. <i>Part-funded by PP grant.</i>	Success criteria met in some classes, not all.	This has worked well where there is regular liaison between TA and teacher and where clear objectives for each session are set and children targeted effectively. To continue in 17/18 – all TAs deployed in this way in the afternoons.	£12,059
75% of disadvantaged pupils on track for achieving GLD by end of Reception	Full-time places for all Nursery children: 9 places funded by LA, remaining places funded by the school. <i>Part of cost of extra staff member in afternoons funded by Pupil Premium.</i>	67% of PP pupils on track for GLD. Area of need is CL. PP group includes children on SEN register with identified communication difficulties. NB not all nursery pupils transfer to our Reception class.	To be reviewed with nursery funding changes.	£9,582
Attainment raised.	Senior leaders (HT, DHT, MaCo) deployed to raise standards in Maths in Y5, grammar in Y6, reading in Y6. <i>Part-funded by pupil premium grant.</i>	Cohort at national average in Y6 in maths and reading, above in grammar.	Review with assessments – deploy senior leaders to cohorts where needed.	£5,000

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
Y6 PP progress and attainment in maths to be increased.	HT deployed to teach maths in Y6 – class teacher and HT to take small group each.	PP and non-PP groups made comparable progress. 36% of PP made more than expected progress. However, gap between achievement of PP and non-PP remained.	We will continue with this approach as in-year progress of whole cohort good. Assertive Mentoring will help us work more closely with children and parents to identify and work towards key targets.	£10,000

Y2 PP progress and attainment in maths to be increased.	3 pms per week skilled TA to run Numicon and other Maths interventions in Y2. 37% Pupil Premium. <i>Part-funded by PP grant.</i>	Target children made more than expected progress by end Y2.	Tight oversight by MaCo enabled programme to be tailored to group and to address skills gap. To be continued.	£1,000
Y2 and Y5 PP progress and attainment in maths to be increased.	Maths teacher to raise standards in Maths in Y5 and Y2. Spring/summer term only – class teaching responsibilities in autumn 2016. <i>Part of cost is funded by Pupil Premium.</i>	Progress and attainment data is good for Y5 and Y2 (above national for Y2). Progress for PP in Y2 above that of non-PP, narrowing gap.	To continue – effective in both year groups.	£7,000
All children engage with home learning tasks.	2 TAs to run after-school Homework club targeted at children who do not have help/space for homework at home.	Targeted pupils enabled to complete homework.	Liaison with other out of school homework clubs also effective (eg Rugby Portobello Club) for pupils who do not wish to attend our club (clash with other clubs).	£1,200
Improve speech and language skills of those on SEN register for speech and language or communication difficulties.	Speech and Language therapist x ½ day a week. <i>Working with children at SEN Support.</i>	SaLT targets are met.	Frequent changes of therapist difficult. Regular liaison with SENCo needed. Follow-up sessions with TA to be timetabled and SENCo to ensure they take place.	£6,590
Ensure children on SEN register for social, emotional and mental health needs make expected progress or better.	TA to work 15 hours with children on SEN Support for social and emotional needs, most of whom attract the Pupil Premium. <i>Work includes in-class support re learning attitudes and behaviour; lego therapy. Part-funded by Pupil Premium.</i>	Good progress made by some of the children supported.	Regular evaluation needed to ensure provision is correct for the individual child.	£9,000

Improved aspiration, motivation, resilience and independence leading to improved attainment.	Be the Best You Can Be – 21 st Century Legacy programme for Y4, from January 2017. <i>This class 43% PP and includes children with significant social and emotional needs. KS1 results below national at L2b for writing and maths, and below national at L3 for reading, writing and maths.</i>	Success criteria not met.	Social and emotional needs too complex to be met by this programme. Class teacher and TA unable to give enough time to ensure sustained use of programme.	£748
Attainment at national expectations in these classes.	Skilled TA working alongside teachers to intervene with immediate “catch-up” sessions in Y5 and Y6. <i>Part-funded by Pupil Premium.</i>	Progress good in Maths in these classes. Y6 at national average.	Continue – not funded by Pupil Premium. Flexibility needed each week and good liaison with class teachers to address specific needs. Has worked well.	£5,000
To raise aspiration and broaden horizons – targeted places for specific children, 3 terms	2 TAs to run after-school Art Club	Attended by 30 pupils per term when running. Artwork on display around the school. Staff long term sickness meant changes to provision. Individual children gained from attendance.	Review when lead staff member is back to full health.	£927
Gap to national expectations narrowed for target children.	Individual Support Teacher x 1 ½ days a week. <i>Working with children at SEN Support, most of whom attract Pupil Premium, and to work with class teachers/TAs to further support these pupils in class. Part funded by Pupil Premium.</i>	Learning Plan targets met. Gap to national expectations narrowed for some pupils.	Continue for 1 day per week in 17/18. Regular liaison with class teachers and SENCo to ensure correct children are targeted and teachers can continue strategies in class.	£19,500

To raise standards in reading and writing.	EAL/writing intervention teacher to work part-time with targeted pupils in Y2, 3, 4 and 6. <i>From September 2016. 2/3 target pupils PP. 2/3 funded by PP grant.</i>	Target pupils made expected or more than expected progress.	Continue.	£8,223 (aut and spr terms)
To raise standards in Maths.	1 TA to run after-school Mathletics club targeted at children who are not able to access Mathletics at home.	Analysis of mathletics use shows improvement in mental maths recall. KS2 tests in Y3, 4, 5, 6 show good scores in arithmetic tests. Mathletics enjoyed by children and attitudes towards maths are good.	Continue. Not funded by Pupil Premium in 17/18.	£600
iii. Other approaches				
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
Children able to complete home learning and are able to read with adults at home.	Supply cover to enable leaders of phonics, English and maths to lead parent workshops on how to support children at home.	Phonics – 100% of PP pupils passed screening test. No noticeable impact on standard of or amount of home learning completed by pupils.	Phonics workshop to be repeated for new parents in Sept 17. Consider other ways of supporting parents in this area, including use of Assertive Mentoring in parent/teacher consultations.	£360
Gap narrowed in reading/writing for PP pupils in Y1, Y2, Y3.	2 TAs to run after-school literacy clubs. 1/3 of pupils in club attract Pupil Premium. Pupil Premium children given priority for these clubs. <i>1/3 of cost funded by Pupil Premium.</i>	Gap narrowed in some cases.	Club is voluntary and not all target children attend. For 17/18 focus to be tighter – Book Club, including exposure to high quality texts and follow up phonics activities. Will not be funded by Pupil Premium.	£1,200

Capacity to support children with poor emotional well-being increased.	<p>Training for additional ELSA TA.</p> <p>9 hours per week TA ELSA time. 2/5 of target pupils PP. Part-funded by PP. Pupils referred for social and emotional difficulties including bereavement, low self-esteem, difficulties with relationships, past trauma.</p>	<p>Training completed and capacity increased.</p> <p>Individual evaluations show impact such as improved social skills; improved emotional self-management skills.</p>	Regular oversight by SENCo needed to ensure children are correctly identified and impact is seen, and that capacity is used.	<p>£200 (part of cost)</p> <p>£2,000</p>
Improved relationships and social skills seen in class after visit.	Subsidy Y5 residential school journey.	Success criteria met.	Continue. Not from PP grant.	£1,000