

St Edmund's Pupil Premium Strategy Statement 2016-17

1. Summary information					
School	St Edmund's RC Primary School				
Academic Year	2016-17	Total PP budget	£21,145	Date of most recent PP Review	July 2016
Total number of pupils	219	Number of pupils eligible for PP	13 Services=4	Date for next internal review of this strategy	August 2017

2. Current attainment		
AS=achieved expected standard	Pupils eligible for PP (5 children)	Pupils not eligible for PP (national average)
% at AS or above in reading, writing & maths	60%	60%
% at AS in reading	60%	71%
% at AS in writing	60%	79%
% at AS in maths	60%	75%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	A number of children eligible for PP also have complex SEN/D resulting in lower attainment for PP pupils in Reading, Writing & Maths in Year 4 & 5 than non PP pupils in Year 4 & 5 (66% current Year 4 and 66% current Year 5)
B.	Many children eligible for PP have reduced literacy experiences which impacts on reading attainment in Key Stage 1.
C.	Many children eligible for PP can be effected by social, emotional and mental health issues.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Lower attendance for some PP pupils

E.	Some children eligible for PP do not experience a range of enrichment experiences outside of school because of the additional costs attached.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	% of Year 6 PP pupils achieving expected standard in Reading, Writing and Maths to at least equal the % of non PP pupils nationally achieving expected standard in Reading, Writing and Maths at the end of KS2.	Quality first teaching and an inclusive approach will help reduce barriers to learning. All children who are at risk of not making expected progress will be discussed at pupil progress meetings with the Headteacher and individual strategies to enhance learning will be planned with support from the SENCO and English and Maths Lead teachers..
B.	All children eligible for PP with SEN/D will make expected progress in Reading, Writing and Mathematics.	Quality first teaching and an inclusive approach will help reduce barriers to learning. All children who are at risk of not making expected progress will be discussed at pupil progress meetings with the Headteacher and individual strategies to enhance learning will be planned with support from the SENCO and English and Maths Lead teachers.
C.	All children eligible for PP will attain expected levels in the Y1 phonic screening and Year 2 Reading assessments.	Early intervention strategies and parental engagement will support children to make expected progress in reading and phonics ensuring that there is no gap for disadvantaged children. Targeted interventions in EYFS and Year 1 will support all children, particularly those who are at risk of falling behind.

D.	All children eligible for PP will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn.	An HLTA will complete the ELSA (Emotional Literacy Support) training to enhance expertise and resources to support the existing range of targeted therapeutic approaches including empowerment group, art therapy and Draw and Talk interventions. This will increase the wellbeing and engagement of all children maintaining a purposeful learning environment in all classes.
E.	All children who are eligible for PP will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.	Pupils will experience residential trips and educational visits. All of the children will learn an instrument in Year 5 and there will be opportunities for Key Stage 2 children to access music tuition if an aptitude is shown. Children will be encouraged to participate in a range of extra-curricular activities and funding will be provided to ensure all are included.

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	How will you ensure it is implemented well?	Staff lead	When will you review?

A	Disadvantaged pupils will know and understand the immediate Next Steps in their learning through teacher feedback and self-reflection as a result of the whole school Quality First Teaching approach. Extra TA time allows pupils to discuss their Next Steps in greater detail with an adult and to consider ways they can make additional progress.	Closely monitor evidence in pupils' work that indicates good or better progress through regular book scrutinies. Focus on PP pupils for all observations, work scrutiny, pupil interviews. Close analysis of progress and attainment for PP vs non PP pupils using school data tracking system.	MDW	Ongoing throughout the academic year. Termly
Total budgeted cost				£4422
ii. Targeted support				
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review?
A, B & C	Individual and small group English and/or Maths support for targeted children.	Assessment data will be monitored to ensure that progress is made after each targeted intervention. Learning plans will be reviewed each term. Pupil progress meetings will be held each term with the Head Teacher and Class Teachers.	MDW	Termly
A & B	Arch Readers 2x weekly 1:1 reading with a trained adult	Close analysis of Reading progress and attainment for PP vs non PP pupils using school data tracking system.	MDW	Termly
D	Emotional Support/ Nurture Group	Case studies for identified children will be developed and monitored during the year. SJ will keep class teacher, SENCO and HT informed of pupil progress and ongoing issues/concerns.	SJ	On going

D	Weekly Empowerment Group	Case studies for identified children will be developed and monitored during the year. TQ will keep class teacher, SENCO and HT informed of pupil progress and ongoing issues/concerns.	TQ	On going
A & B	Third Space Maths	Close analysis of Maths progress and attainment for PP vs non PP pupils using school data tracking system.	CHa	Termly
Total budgeted cost				£14,359
iii. Other approaches				
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review?
E	Support with funding for residential trip and school educational visits	Children engaging in a range of enrichment opportunities will be logged and tracked on individual PP Case Studies. Case Studies will be completed termly in order to build up the impact over time and the parent and pupil voice will be used to help inform the ongoing program of events and activities on offer.	MDW	July 2017
E	Support with cost of music lessons			
E	PP pupils will be given priority for places in after school clubs.			

E	Daily transport for 2 pupils	BP/HT to regularly review attendance and punctuality of vulnerable pupils and flag concerns to class teachers. HT & Teachers to proactively engage with parents / carers re attendance and punctuality both formally and informally.	MDW/BP	On going
Total budgeted cost				£1800

6. Review of expenditure				
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

A	Disadvantaged pupils will know and understand the immediate Next Steps in their learning through teacher feedback and self-reflection as a result of the whole school Quality First Teaching approach. Extra TA time allows pupils to discuss their Next Steps in greater detail with an adult and to consider ways they can make additional progress.	Evidence in pupils' work through regular book scrutinies and focus on PP pupils for all observations, work scrutiny, pupil interviews showed engagement of PP pupils in all lessons and similar levels of motivation towards learning as non PP pupils. However, close analysis of progress and attainment for PP vs non PP pupils using school data tracking system shows a continued gap across the school for attainment for PP pupils in Year 1, 2, 4 & 5 in writing and maths; and lower attainment in Year 1, 2 and 5 in reading. Progress is similar to non PP	Focusing on Quality First Teaching for all pupils will continue to be the priority for next academic year as it has the most impact on all pupils in all groups. As attainment for PP continues to be lower than non PP pupils in all three core areas in Year 1, 2, 5 and 4 (except for reading) raising PP attainment needs to be a key area for next year's School Development Plan.	£4422
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

A, B & C	Individual and small group English and/or Maths support for targeted children.	Targeted support was delivered by one TA throughout the school until Christmas. Due to a change in staffing this role was reassigned to individual class TAs from January who know the children better and are able to work more closely with the class teacher and fit in with the overall objectives and plans for the group/class as a whole. The impact was closely monitored and discussed during class teacher/ Headteacher Pupil Progress meetings three times per year.	Individual and small group interventions will continue via class TAs in September as they appear to have the most impact. However, one extra TA will also target individual pupils in Year 2 & 3 for 16.5 hours per week as the data shows these year groups are the lowest attaining, with most vulnerable PP and SEND pupils currently.	£6633
A & B	Arch Readers 2x weekly 1:1 reading with a trained adult	Reading attainment data and pupil voice shows Arch Reader support has significant impact on targeted pupils, particularly in Years 4 & 6 where all PP pupils are now at ARE for reading.	Arch Reader support has a significant on pupil engagement, enjoyment of reading and progress and attainment data. We will definitely continue this next academic year.	£840
D	Emotional Support/ Nurture Group	Unfortunately the TA responsible for nurture support and small group work left school in February 2017. This role has now been reassigned to class TAs who know the individual pupils best.	This will continue to be part of role of class TAs in September with extra TA hours been given to Year 6 where vulnerable PP pupils need more nurture and adult support than their peers.	£5812

D	Weekly Empowerment Group	Targeted pupils display a marked increase in self-confidence and resilience after taking part in the Empowerment Group. This intervention benefits individuals who are particularly vulnerable or lacking in confidence, PP and non PP alike.	This will continue next academic year as the children who need it vary from term to term and all benefit emotionally and with self-confidence and engagement issues.	£1280
A & B	Third Space Maths	All the Year 6 pupils who took part in the Third Space Maths intervention achieved the Expected Standard in their Maths SAT: 2 with a scale score of 100, 2 with a score of 105 and 1 with a score of 108.	This intervention has significant impact on pupil progress, engagement and attainment in Maths and will continue next academic year.	£3387
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
E	Support with funding for residential trip and school educational visits	All PP pupils took part in residential and day trips so that no child was disadvantaged for financial reasons.	We will ensure that all pupils have the same access to educational opportunities and activities to widen their horizons and we will continue to use PP money for this purpose next academic year.	£200 TBC
E	Support with cost of music lessons	All PP pupils has access to music lessons this year		£180
E	PP pupils will be given priority for places in after school clubs.	All PP pupils are given priority access to clubs. Some PP pupils and families have yet to take up this offer and this is something we will address next academic year.		No extra cost to school

E	Daily transport for 2 pupils	Bus fares were paid for throughout the academic year. Unfortunately their attendance has dipped due to extenuating family circumstances.	We will continue to pay for transport for these pupils next academic year.	£414
E	Daily meal for Pupil Premium children	School is required to pay the catering company for the cost of the daily meal for all pupil premium children as this is provided free for the parents.	This will continue next academic year.	£4182
			TOTAL PUPIL PREMIUM SPENT 2016-17	£27350