

Pupil Premium Strategy Statement 2017-2018

At The District CE Primary School, we are committed to ensuring all our children have equal opportunities to achieve their full potential. To ensure this happens, schools in England are provided additional funding through a pupil premium grant.

Pupil Premium is additional to main school funding. It is used to address inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The funding for the academic year is split in two. The first half is September-March and the second half is April-August.

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as Ever 6 FSM). Schools also receive funding for children who have been looked after for 1 day or more, adopted from care or are the children of service personnel.

Schools decide how the Pupil Premium Grant is spent since they are best placed to assess what additional provision should be made in supporting individual pupils and they use this to narrow the attainment and achievement gap between pupil premium and non-pupil premium students. The 2017-2018 pupil premium funding in primary schools is £1320 per child.

'It is for schools to decide on how the pupil premium, allocated to schools per free schools meal pupil, is spent since they are best placed to assess what additional provision should be made for the individual pupil within their responsibility' DfE.

At The District CE we aim to provide quality first teaching as a priority to support pupils to further develop and improve their knowledge, skills and understanding. We invest in improving the quality of teaching and learning and providing research based interventions to diminish the difference in the attainment gap between our disadvantaged and non-disadvantaged pupils. We aim to develop practice and provision of the highest standard to enable all pupils to achieve their potential through a relentless focus on the attainment and progress of our disadvantage pupils and an awareness of their needs in everything we do.

Around 47% of our students are eligible for Pupil Premium which is significantly higher than the national figure. The District CE recognises that each pupil has different needs, concerns and aspirations and we aim to provide a tailored offer of education, care and support within the framework of our Christian ethos and values, ensuring the best possible outcomes for everyone.

At The District CE Mrs Shelford the Headteacher has overall strategic responsibility for pupil premium and is the school Pupil Premium Champion. She is supported by the Business Manager - Mrs Cliffe, the Deputy Head - Mrs Clewes and Mrs Swift the lead for Safeguarding and Extended Services. The lead Governor for Pupil Premium is Frank Maguire. The Headteacher presents a pupil premium report to Governors termly and the impact of spend is evaluated and reviewed.

Annex 2c: Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
|-------------------------------|--------------------------------|---|----------|---|--------|
| School | The District CE Primary School | | | | |
| Academic Year | 2017/2018 | Total PP budget | £200,310 | Date of most recent PP Review | Mar 18 |
| Total number of pupils | 347 | Number of pupils eligible for PP | 163 | Date for next internal review of this strategy | Jul 18 |

| 2. Current attainment | | |
|---|---|--|
| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving expected in reading, writing & maths | 32% | 67% |
| expected progress in reading | -2.46 | |
| expected progress in writing | -2.37 | |
| expected progress in maths | -2.23 | |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
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| In-school barriers | |
| A. | Attainment on entry is below age related expectation for almost all pupils (on entry into Nursery and Reception) in some instances significantly so. |
| B. | Pupils demonstrate limited language skills. Acquisition is poor due to narrow experiences and 'language deficit' environment at home. |
| C. | Under stimulation within the home learning environment, lack of books, access to enriching experiences and other parental priorities/issues which affect parental mental health and well-being. |
| D. | Children's learning and progress can be inconsistent and affected by home circumstances including poor routines (impact on attendance/punctuality), lack of boundaries, low aspirations/expectations or more troubling circumstances such as domestic abuse and substance misuse. |

| External barriers | | |
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| E. | Poorer attendance and punctuality due to parental support to attend school regularly on time, but also affected in part by more prevalent illnesses, due to poor housing conditions and diet. | |
| F. | Higher than average social deprivation and limited life experiences. | |
| 4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>) | | Success criteria |
| A | Data (206-17) indicates that there is a persistent in school attainment and progress gap between pupil premium and other pupils. | Data analysis demonstrates that pupil premium children in 2017/2018 are attaining below non-pupil premium children. However, the percentage of pupil premium pupils attaining the expected standard in the combined measure has increased on 2016. There has also been an increase in the percentage of PP at the expected standard in R, W, M and GPS and in the higher standard in R and M at the end of KS2. Prior attainment measures demonstrate that there were 11 PP pupils with low prior attainment in comparison to 1 non PP and 9 SEN support PP compared to 0 non PP. |
| B&D | Children experience a broad range of learning experiences and enrichment activities to enhance their ability to engage with the curriculum. | Pupil engagement is high, they are enthused and engage in learning in and out of school. Evidence of independent, self-motivated learning and pupil feedback demonstrates some impact. Evidence of impact on language development (EYs data). |
| B | Parental engagement is improving over time. | Parents of PP pupils attend in school events and further develop their understanding of curriculum expectations and pupil experiences – rock pool experience/deep sea dive week, big bed time story, MFL celebration. |
| D | Removal of barriers to learning. | A team around the child approach through the work of the Safeguarding and Extended Services lead and the pastoral team has succeeded in the removal of some barriers to enable pupils to access education (EHATs to identify strengths and concerns, support for parents, referral to other agencies for pupils, in house interventions to support emotional health and well-being and to enable teachers to work with pupils to plug gaps in learning). Attendance is improving, as is punctuality (see attendance data and analysis). |

| 5. Planned expenditure | | | | | |
|--|---|--|---|----------------------------------|--|
| Academic year | | 2017/2018 | | | |
| 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 first 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 |
| Increase the percentage of pupil premium pupils who are working at the expected level in Reading Writing and Maths combined in Key stage 1 and Key Stage 2 so that it is comparable to non-pupil premium children. | <p>Headteacher and AHTs to use FFT, prior attainment and knowledge of pupils to set end of year individual pupil and disadvantaged group targets.</p> <p>Headteacher/DHT/AHTs to monitor progress and attainment. Identify gaps termly and plan and implement interventions and support required</p> <p>Rigorous focus on PP during lesson observations, book reviews, during pupil progress meetings and following termly data analysis.</p> <p>Monitoring, review and evaluation of interventions implemented</p> | Only 32% PP pupils achieved the expected standard in the combined measure in 2017. Senior leaders must ensure that practice and provision is of the highest standard to meet the needs of PP pupils and ensure rapid progress. | <p>A sustained focus and rigorous monitoring calendar will enable SLT to monitor impact.</p> <p>The Headteacher and Business Manager will oversee funding to ensure value for money and measure impact.</p> <p>Reports for governors and other stakeholders will evaluate the effectiveness of PP grant spending.</p> <p>The impact of interventions will be evaluated through establishing clear protocols and procedures (baseline established and ongoing review and assessments).</p> | LS KC JC SS CC TS | November 17 March 2018 July 2018 |

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|---|--|---|---|--|---|
| <p>Provide quality first teaching which is never less than good. Teachers use effective assessment (formative) to identify gaps in knowledge and skill and differentiate lessons to ensure adequate challenge and support.</p> <p>Teachers use summative data to review progress and identify gaps to inform groupings and interventions.</p> | <p>A bespoke curriculum and enrichment events to engage and enrich the learning of all children but especially the pupil premium.</p> <p>A tailored teaching approach to maximise the use of the teachers' time and ensure all pupils are directly taught by the teacher in each lesson, facilitating improved pupil conferencing/feedback.</p> <p>Effective and streamlined assessment systems to facilitate ease of access to data, identifications of areas of strength and weakness for each child/group and gaps to inform planning and interventions</p> | <p>Current data indicates that pupil premium children require a more bespoke curriculum and teaching approach.</p> <p>Most vulnerable children need to be taught by highest quality staff each day.</p> <p>The use of formative assessment and quality feedback is proven to aid progress.</p> | <p>Focused monitoring of teaching over time and support plans where any is less than good. Regular planning and book scrutiny.</p> <p>A focus on tracking the progress of PP children and review of each child at half termly progress meetings.</p> <p>Implementation of a provision map for each class to identify how weaker areas will be supported and higher ability children will be challenged.</p> <p>Pupil and parental consultation.</p> | <p>LS JC CC TS MB HW KH</p> | <p>November 17, March/July 18</p> |
| <p>Teachers and LSAs further develop curriculum subject knowledge and a greater understanding of effective pedagogy. There is an increased awareness of how to address barriers to learning and a better understanding of effective interventions and how these can be measured.</p> | <p>Implement a programme of staff CPD to improve the quality of teaching and delivery – all teachers and LSAs.</p> <p>Establish an effective system for the identification of suitable interventions, planned implementation, monitoring and review. Use quantifiable assessments to measure impact of all interventions.</p> | <p>Staff CPD has been limited in recent years and there has been a lack of ongoing professional development, both in house and external. There are in house inconsistencies around policy, procedure and practice. This has impacted on the quality of provision, standards and attainment.</p> | <p>Implement a planned programme of in-house and external CPD informed by an in school audit of teaching and analysis of data.</p> <p>Improve pedagogy through good practice visits, peer to peer support and personal improvement plans where required.</p> | <p>LS JC SS CC TS KH MB HW</p> | <p>November 2017 March 2018 June 2018</p> |

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? |
|---|--|--|--|--|--|
| <p>Improve progress and attainment in reading and writing for pupil premium children in all year groups (particularly boys, middle and high prior attainers) to increase the number of pupils achieving Exp+ and the higher standard.</p> | <ul style="list-style-type: none"> -Employ sufficient class teachers to maintain single year groups to enable targeted teaching (falling rolls). -LSA support to facilitate small group phonics teaching, 1:1 reading and delivery of Accelerated Reader assessments. -Reorganise LSA support to support a tailored teaching approach and facilitate targeted teaching by highly experienced teachers. -Introduce a whole school approach to writing, spelling and handwriting. -Introduce a daily reading lesson into all year groups. -Organise reading buddies for Reception and targeted pupils in KS1 and LKS2. -Deploy a part time teacher into Y6 to provide a more rigorous targeted approach to raising attainment. -Introduce a 'get on track' approach with each class teacher -Run additional intervention groups as required led by the Reading Champion and 2 additional L3 LSAs, including Better Reading -Train all LSAs to deliver agreed interventions -Implement a more rigorous approach to assessment, including Benchmark reading and NFER termly tests -Purchase additional resources to improve writing and comprehension skills -Develop the EYs PIP programme | <p>Attainment and progress of disadvantaged pupils is below that of non-disadvantaged (see ASP/FFT disadvantaged summary). Pupil premium boys are an identifiable group who underperform across school.</p> <p><u>EEF Toolkit:</u></p> <ul style="list-style-type: none"> -Reducing class size +3mths -Phonics +4mths -Small group tuition +4mths -Peer tutoring +6mths -1:1 tuition +5mths -Reading comprehension strategies +5mths -EYs intervention +6mths -Parental involvement +3mths | <p>The Headteacher will work with the Business Manager to reduce other expenditure to secure sufficient budget for class teachers and LSAs.</p> <p>The implementation of all actions will be supported and monitored by the Headteacher.</p> <p>Clear expectations will be established for other senior and middle leaders in implementing agreed approaches and interventions, with stringent accountability measures implemented. AHTs will lead on assessment and moderation.</p> | <p>LS KC JC CC TS KH MB HW</p> | <p>November 2017 February 2018 June 2018</p> |

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| <p>Improve progress and attainment in maths for pupil premium children in all year groups (with a focus on the progress of PP girls) to increase the number of pupils achieving Exp+ and the higher standard</p> | <ul style="list-style-type: none"> -Employ sufficient class teachers to maintain single year groups to enable targeted teaching (falling rolls). - Reorganise LSA support to support a tailored teaching approach and facilitate targeted teaching by highly experienced teachers. -Train all LSAs to deliver agreed interventions -Implement a more rigorous approach to assessment, through the use of NFER termly tests -Participate in the maths mastery programme and train other staff in practice and techniques -Introduce Maths Whizz intervention for targeted pupils | <p>Attainment and progress of disadvantaged pupils is below that of non-disadvantaged (see ASP/FFT disadvantaged summary). Pupil premium girls make less progress than boys, particularly higher attainers.</p> <p><u>EEF Toolkit:</u> -Mastery learning +5mths</p> | <p>As above</p> | <p>LS KC JC CC TS KH MB HW</p> | <p>November 2017 February 2018 June 2018</p> |
| <p>Improve pupils' language acquisition and range of vocabulary.</p> | <ul style="list-style-type: none"> -Purchase, implement and embed the use of appropriate assessment tools to inform planning and support for individuals and groups (Wellcomm toolkit, Elklan, BPVS, etc). -Develop a whole school language and communication strategy -Introduce class based activities to increase the focus on language and vocabulary (word of the day, knowledge organisers, etc). -Introduce strategies into Early Years to improve children's early speech, language and communication including Talking Tables, Communication Friendly spaces, Every Child a Talker, etc. | <p>Children's range of vocabulary is limited which affects access to age appropriate texts. EYs data indicates the children's communication and language skills are 20% below those of children within the Local Authority.</p> <p><u>EEF Toolkit:</u> -Oral language strategies +5mths</p> | <p>Led, implemented and monitored by the DHT/SENCo. 1:1 meetings with the Headteacher to monitor the timescales and implementation.</p> | <p>JC LS KH</p> | <p>November 2017 January 2018 June 2018</p> |

| Total budgeted cost | | | | | See costings below |
|--|--|--|--|----------------------|---|
| 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? |
| Continue to improve attendance and punctuality of pupil premium children to be comparable to that of non-pupil premium children. | <ul style="list-style-type: none"> -Maintain the Safeguarding and Extended Services lead role, along with the pastoral team to ensure that pupils receive a 'team around the child' approach to the removal of barriers to learning. -Purchase and implement 'My Concern' to facilitate swift alerts and referral -Continue with the EWO SLA. -Introduce a weekly class attendance reward and a termly whole school reward. -Utilise the Insight data system to further analyse attendance data at individual pupil level and evaluate the impact on pupil progress and attainment. -Introduce rag rating alerts for parents to flag up when a child's attendance drops below the expected target. | <p>Case studies demonstrate that removal of barriers is essential to pupils' access to education. Improved attendance and punctuality ensures that children access all lessons, which in turn improves progress.</p> <p>Increased parental contact with a key individual.</p> | <p>Led by Safeguarding & Extended Services lead.</p> <p>Parental engagement strategy developed and implemented. Regular supervision delivered by Headteacher. Analysis of attendance data and impact of any specific intervention.</p> | SS KK DB LS | November 2017 January 2018 June 2018 |
| Ensure that children have appropriate support and intervention to improve their behaviour, health and well-being | <ul style="list-style-type: none"> -Maintain the Safeguarding and Extended Services lead role, along with the pastoral team to ensure that pupils receive a 'team around the child' approach to the removal of barriers to learning. -Purchase and implement 'My Concern' to facilitate swift alerts and referral. -1:1 pupil mentoring. -Team building workshops for identified year groups. -Creative arts provision to support health and well-being (music and dance 6 week workshops). -1:1 pastoral intervention and supportive transition. | <p>Contextual information about the school and individual pupils. Evidence based research of the impact of pupil well-being on attainment and progress.</p> <p><u>EEF Toolkit:</u></p> <ul style="list-style-type: none"> -Social and emotional learning +4mths -Mentoring +1mth -Behaviour interventions +4mths -Arts/sports participation +2mths | <p>Led by Safeguarding & Extended Services lead and DHT/SENCo. Impact of intervention monitored through Boxall Profile, SDQ, pupil questionnaires, etc.</p> <p>Regular 1:1 meeting/supervision with Headteacher.</p> | JC SS LS | November 2017 January 2018 June 2018 |

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| Enriching the curriculum, broadening the life experiences of pupils and raising aspirations. | <ul style="list-style-type: none"> -Awards for good attitude and achievement -Enrichment visits and visitors (outward bound, curriculum enrichment weeks, patron of reading, e cadets, Crucial Crew, etc.) -Performances in school -Subsidise identified trips -Purchase of additional resources -Parental engagement events | All of these experiences enrich the life of the child and promote a holistic approach to supporting pupil well-being and are interrelated to good attainment and progress. Opportunities such as these provide enriching language experiences. <u>EEF Toolkit: Adventure learning +3mths</u> | SLT to monitor and review impact of all events and activities. | SLT | |
| Total budgeted cost | | | | | £224. 360 |

| 6. Review of expenditure | | | | |
|---------------------------------------|---------------------------------|---|------------------------|-------------|
| Previous Academic Year | | 2016/2017 – See attached report. New Headteacher in post Sep 2017. | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action / approach | Estimated impact: | Lessons learned | Cost |
| | | | | |
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| ii. | | | | |
| Desired outcome | Chosen action / approach | Estimated impact: | | Cost |
| | | | | |
| | | | | |
| 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 |
|------------------------|---------------------------------|---|--|-------------|
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7. Additional detail

Due to the appointment of a new Headteacher the rigour of the implementation of the pupil premium strategy and expenditure has been reviewed. During the next 12 months the approaches and interventions documented in the tables above will be implemented and evaluated to ensure impact on outcomes. New procedures will be established to ensure that all practice and interventions are fully implemented, monitored and evaluated, with agreed methods of documenting the impact of these on individual and groups of pupils.

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| PUPIL PREMIUM COSTINGS SEPTEMBER 2017- AUGUST 2018 | | | | | | |
| | | | TOTAL | | | |
| Teacher | M6/U1 | 0.6fte Start 15/5/17 (15/16 pay spine) | 21,342.60 | | | |
| Teacher | M1 | From Sept 17 to Aug 18 | 22,467.00 | | | |
| Teacher | M3 | From Sept 17 to Aug 18 | 26,192.04 | | | |
| TOTAL STANDARD | | | 70,001.64 | | | |
| NI | | | 7,329.17 | | | |
| SUPERAN | | | 11,536.27 | | | |
| | | | | | | |
| TOTAL MONTHLY | | | 88,867.08 | | | |
| | | | | | | |
| Release time AHT x 2 | | TA3 x 6.5 hrs x 2 days | | | | |
| Release time Leadership | | 1 x TA3 every other week pm 5 staff (based 3 hrs) | 9,455.18 | | | |
| Language & Commun. | | 1 x TA2 3hrs/week/year N-Y6 | 9,532.74 | | | |
| Clubs (after school) | | 1 x TA2 5hrs per week/year | 1,985.99 | | | |
| | | | | | | |
| LSA | L3 | 30 mins phonics per day | 1,153.07 | | | |
| LSA | L3 | | 1,153.07 | | | |
| LSA | L2 | | 993.00 | | | |
| LSA | L3 | | 1,153.07 | | | |
| HLTA | HLTA | 30 mins phonics per day x 3 | 5,294.03 | | | |
| LSA | L2 | | 993.00 | | | |
| LSA | L3 | Reading interventions | 10,000.00 | | | |
| | | | | | | |
| Pastoral Support | | | 26,261.12 | | | |
| | | | 12,851.45 | | | |
| | | | 9,304.37 | | | |
| Inclusion | | | 27,110.46 | | | |

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|-----------------------|-----|------------------------------------|----------|-------------------|---------|-----------------------------|
| AHT & TLR holders | TA3 | Good Practice time 3 days each x 5 | 1,183.65 | | | |
| Salary totals | | | | 207,291.28 | | |
| 50% of following | | | | | | |
| Accelerated Reader | | | 1,000.00 | | | |
| Junior Librarian | | | 1,000.00 | | | |
| Library services SLA | | | 2,300.00 | | | |
| Reading Events | | Patron of Reading | 300.00 | | | |
| Focus Weeks | | Under the Sea/STEM | 1,500.00 | | | |
| EWO SLA | | Targeted support | 1,950.00 | | | |
| Attendance Rewards | | | 150.00 | | | |
| TSA SLA | | Training | 500.00 | | | |
| ecadets | | | 50.00 | | | |
| Schools Music | | | 1,900.00 | | | |
| Curriculum Enrichment | | | 3,000.00 | | | |
| Trips | | | 1,000.00 | | | |
| Extended Clubs | | | 1,000.00 | | | |
| Military | | | 1,750.00 | | | |
| | | | | | | |
| Misc. totals | | | | 17,400.00 | | |
| | | | | | | |
| GRAND TOTAL | | | | 224,691.28 | | pupil premium alloc. |
| | | | | | -331.28 | overspend |

Pupil Premium Report for Governing Body – Review of 2016/2017

The purpose of pupil premium funding is to close the gap within attainment between those pupils eligible for funding (disadvantaged pupils) and others (non-disadvantaged pupils). At The District CE Primary School we aim to:

- Close the attainment gap between disadvantaged pupils and others
- Improve the attendance and punctuality of disadvantaged pupils
- Evidence the impact of targeted interventions on pupil progress and attainment
- Improve pupil's behaviour and evidence incidents reducing over time

Evidence and impact will be presented through a range of methods including:

- Data
- Case studies
- Evaluation of intervention documents

Context

Of the 2017 leavers there were 32 disadvantaged pupils. There were 14 boys and 18 girls, 9 of which were DSEN (7 of which were boys). There were 3 pupils new to Y6 (Sept, Jan & Apr) and 11 pupils within this cohort had moved to the school during KS2. 2 pupils were from a travelling background. 6 pupils had attendance below 90%.

| Pupil Premium Allocated £ | How will the allocation be spent? | Strategy/Intervention | Impact | Next steps |
|----------------------------------|--|--|--|--|
| 88,500 | Teachers | <ul style="list-style-type: none"> • Focused support for Y2 and Y6, smaller class sizes at year 1 • Additional teachers to facilitate 2 form entry throughout school – smaller class sizes • More focused teacher support with pupil premium groups • 1:1 tuition for targeted individual or small groups of | <ul style="list-style-type: none"> • The school is above the DfE 2017 floor standards • Progress in Reception was outstanding with more than 90% of pupils making at least expected progress from well below age typical starting points in all but 2 aspects. 80%+ of pupils made rapid progress in all but 3 aspects. GLD remains below National GLD • KS1 results demonstrate an upward trend in all subjects from 2016. Results remain below local and National | <ul style="list-style-type: none"> • 2 additional teachers employed to maintain straight year groups (GD/DA) • Additional teacher in Y6 (SA) to facilitate flexible groupings and targeting • Targeted teaching groups to raise attainment of |

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| | | <p>pupils</p> <ul style="list-style-type: none"> • After school clubs | <ul style="list-style-type: none"> • KS2 Maths and Reading results demonstrate an upward trend on 2016 results at the higher standard. Maths and EGPS results at EXS+ are up on 2016 • <u>Writing</u> - At the end of Y5 only 13 disadvantaged pupils were at the expected standard. (21 pupils were targeted). 18 disadvantaged pupils attained the expected standard at end of Y6. 7 of these pupils, including a January start, made accelerated progress. Of the disadvantaged pupils who did not meet the expected standard 11 made expected progress from their starting point • <u>Reading</u> - At the end of Y5 there were 10 disadvantaged pupils at the expected standard (SAT assessment). (22 were targeted). 15 disadvantaged pupils met the expected standard for Y6 in 2017. 16 made accelerated progress using the accelerated reader measure • <u>SPAG</u> - At the end of Y5 there were 4 disadvantaged pupils at the expected standard. (22 were targeted). 17 disadvantaged pupils met the expected standard for Y6 • Maths - At the end of Y5 there were 12 disadvantaged pupils at the expected standard. (21 were targeted). 18 PP pupils met the expected standard for Y6 • Small class sizes maintained • Additional teacher taught identified groups of pupils • 1:1 reading tuition facilitated by reading champion and teachers assistants led increased levels of reading, more confident pupils and improvements in the increased reading ages (AR) • Funded breakfast, holiday and homework club - supported identified pupils in the removal of barriers to access to school activities and | <p>disadvantaged</p> <ul style="list-style-type: none"> • All class teachers to have a targeted 'get on track' group for R, W and M • Teachers to identify and lead booster groups as required • Y1 and 2 class teachers to deliver phonic booster sessions • Class teachers to run weekly homework groups for identified pupils • Continue to provide enrichment opportunities through a range of after school and sports groups • Purchase additional reading resources to improve the teaching of reading • Deliver staff CPD on teaching comprehension and agreed reading strategy (reciprocal, guided, whole class read) |
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| | | | <p>improved emotional health, well-being and social skills</p> <ul style="list-style-type: none"> • A wide range of after school clubs were attended a large numbers of pupils to improve engagement and enrichment opportunities - football, cheerleading, reading and robots, nails and novels, craft, ICT, rugby, boxercise, etc | |
| 32,500 | Teaching Assistants | <ul style="list-style-type: none"> • Small group tuition • Targeted phonics support • Home Learning and revision groups (SPAG, Maths, etc) • Specialist TAs delivering speech and language support | <ul style="list-style-type: none"> • The planned strategy did not have the impact required (Y1 phonics screening 36%) • Homework club • Senior pastoral support assistant funded • In-house bespoke language programme delivered to EYs and KS1 | <ul style="list-style-type: none"> • All LSAs to have targeted groups for phonics, spelling and reading • LSAs to provide targeted support for PP/SEN pupils • Develop Early Years PIP sessions for disadvantaged pupils below ARE (1 day per week L3 TA) • TA delivery of whole school language and communication strategy L2 TA (3 hrs per week per yr group) Talking tables/Talk Boost/Elkan • Facilitate smaller phonics groups (30 mins per day led by HLTA and 5 other LSAs daily) |
| 10,000 | Reading Champion | <ul style="list-style-type: none"> • Use of Accelerated Reader, school library, outdoor reading garden to encourage a love of reading throughout school • Library visits so that all pupils are members of the local library and can access books | <ul style="list-style-type: none"> • AR – children read more frequently (millionaire club). Raised profile of reading. Developed independence and reading stamina. Ease in terms of access to levelled books. Assessments to inform forward planning • Events – Reading patron (3 visits). Engagement, reading for pleasure, real life author to raise aspirations. STEM activities | <ul style="list-style-type: none"> • Continue with Accelerated Reader and Junior librarian • Purchase library loans to ensure PP pupils have access to a wide range of books • Reading Champion to |

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| | | <p>outside of school</p> <ul style="list-style-type: none"> • Events and activities to engage pupils in reading | <p>incorporating reading. Supported a cross curricular approach to reading</p> | <p>deliver Better Reading with targeted pupils</p> <ul style="list-style-type: none"> • Reading Champion to train LSAs and parents in delivery of Better Reading • Continue to provide reading events to maintain the profile of reading for pleasure - reading patron, focus weeks termly, bedtime story, etc • Purchase assessments and resources to support identification of gaps in reading and improve scaled scores at KS1 and 2 |
| 58,000 | Pastoral Support & Safeguarding | <ul style="list-style-type: none"> • Funded posts to: • Improve relationships with hard to reach students and families • Raise self-esteem and confidence in students • Improve behaviour and support to get pupils in school | <ul style="list-style-type: none"> • In 2016-17 the pastoral team had supported the following number of pupils and their families: <ul style="list-style-type: none"> ✓ Looked After Children-1.6% of the total number of pupils on role ✓ Children who were subject to a Child Protection Plan-2.7% of pupils ✓ Children who were subject to Early Help level 3 statutory supports-4.5 % of pupils ✓ Children who were subject to Early Help support level 2 school support-4.8 % of pupils • Diagnostic tools (All About Me, Boxall Profiles, SDQ's) were used to assess the support needs for individual pupils and to promote emotional well-being, resilience and positive behaviour • Other tools (Early Help Assessments (EHAT) and Graded Care Profiles) were utilised to support families at level 2 as defined by the St Helens Continuum of Need in order to facilitate multi-agency targeted support to the whole family | <ul style="list-style-type: none"> • Continue to fund posts to facilitate extended safeguarding and pastoral support within school (KK, DB, SS) • Continue with the SLA for the EWO to continue to improve attendance • Introduce a range of attendance incentives to promote and reward good attendance and punctuality |

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| | | | <ul style="list-style-type: none"> • 15 Triple P referrals were made to support parents with behaviour management strategies • 6 parents were supported on a 1-1 basis • There has been a significant reduction in the number of fixed period exclusions as a result of the interventions used by pastoral team (15/16- 16/17-) • No PACE referrals required during this period, • 2 referrals have been made to the Behaviour improvement team, with work focusing on transition to high school • The pastoral team have also referred five pupils to the CAMHS service, all of whom have received counselling services • The support of the pastoral team for 9 disadvantaged pupils (emotional/ social/ behavioural difficulties) enabled these pupils to access the curriculum and improved behaviour for learning, freeing the teacher to teach. The support enabled 3 pupils, who were at risk of exclusion/ vulnerable, to fulfil their year in Y6 and sit their SAT tests and attain the standard in RWM combined and become secondary ready | |
| 18,000 | Extended Services Extra curricular Enrichment | <ul style="list-style-type: none"> • Support to access a range of activities in order to widen pupil experiences, enrich their lives and enable them to have knowledge to draw upon when engaging in curriculum activities: <p>Local library visits Bikeability Holiday club Visits inc - Cadburys World Clubs inc - Cheerleading Hawkshead residential Pupil/parent science workshops</p> | <ul style="list-style-type: none"> • Magical maths – raised profile of maths. Better attendance at KS1. Improved engagement in maths and increased pupil confidence | <p>Planned delivery of:</p> <ul style="list-style-type: none"> • Extra-curricular clubs – choir, computing, arts, drama, etc • Y6 residential • Curricular enrichment - workshops, trips, visits, etc |

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| | | <p>Ecadets Dinosaur week Pirate week World Book Day Slow down for Bobby (Road Safety) Magical Maths Transition work from primary and secondary (release time for AHT for transition meetings)</p> | | |
| 16,600 | Inclusion Services | <ul style="list-style-type: none"> EWO support to increase attendance and punctuality, reduce persistent absences and meet new national targets for both attendance and PA Transition work throughout primary key stage/secondary In-house inclusion room to support learning and to assist in making correct choices in behaviour | <ul style="list-style-type: none"> School attendance (95.5%) exceeded the school target of 95% in 2016-17 Attendance meetings held regularly with parents when pupil's attendance fell below the attendance target – supported improved attendance rates for individuals Parent contracts initiated for pupils identified as persistent absentees Fixed penalty notices issued to reduce the number of persistent absentees and the number of leave of absence requests for taking holidays in term time Home visits completed by the pastoral team to address, attendance and safeguarding concerns Pastoral team lead on reducing lates on a daily basis in order to improve punctuality | <ul style="list-style-type: none"> Non-teaching deputy (Inclusion and vulnerable groups) to ensure high quality provision, practice and intervention for disadvantaged pupils 3 distinct roles within pastoral team to continue to safeguard pupils, improve attendance/punctuality, provide family support and address pupils emotional well-being and learning needs |
| 4,000 | Staff/pupil Training | <ul style="list-style-type: none"> ECM Leadership training for SLT Governors bespoke training on identifying progress of pupil premium children National Pupil Premium Conference attended by Deputy Head Release time for AHTs to support teacher planning for disadvantaged TSA Maths and English | <ul style="list-style-type: none"> SLT gained an improved understanding of strategic leadership, e.g. SIP, SES, monitoring, appraisal, etc Conference attendance provided an insight into effective use of PP funding Specific CPD sessions improved staff knowledge and understanding of identified areas | <p>Based on a review of teaching and learning, the current use of PP and staff development and training needs a full CPD calendar will be implemented. PP funding will support the implementation of:</p> <ul style="list-style-type: none"> New reading strategies and resources St Helens TSA Maths Hub/mastery work |

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| | | <ul style="list-style-type: none"> • Training for teachers • EYFS training for Nursery Teacher on mark making for boys • Speech and language intervention training (HLTA) • ASD training to support pupil premium children who also have ASD • Moderation training | | <ul style="list-style-type: none"> • Crucial Crew activities • E cadets • Music for Y4 • Good practice visits (15 days in total for practitioners working with 2-11 years) • Other CPD as identified to support the improvement of attainment and progress |
| 5,000 | Resources | <ul style="list-style-type: none"> • Lumino (maths) subscription and training • Twinkl • Test base • Charanga music • Reader support during SATS | <ul style="list-style-type: none"> • Resources facilitate teacher knowledge and understanding of a wide variety of strategies to increase attainment and rates of progress | <ul style="list-style-type: none"> • Purchase additional resources in line with the school improvement plan, e.g guided reading books, comprehension materials, Language and communication toolkits, programmes to provide more efficient and effective use of systems (My Concern, Insight Tracking, etc) |
| 232,600 | Total Allocated | | | |