



Leigh St Peter's CE Primary School

Pupil Premium Strategy Statement 2017-2018

Impact Statement

1. Summary Information					
School					
Academic Year	2017-2018	Total PP budget		Date of most recent PP review	27.01.2017
Total number of pupils		Number of pupils eligible for PP		Date of next internal review of this strategy	10.10.2017
2. Current attainment					
		Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)	
% achieving in reading, writing and maths				71%	
% making progress in reading				76%	
% making progress in writing				75%	
% making progress in maths				61%	
3. Barriers to future attainment (for pupils eligible PP, including high ability)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	The majority of children at St Peter's CE Primary School enter school below age expectation.				
B.	Learning behaviours, e.g. lack of independence or resilience.				
C.	'Challenge' within lessons needs to be used effectively.				
D.	Social, emotional and behavioural aspects affecting wellbeing and progress.				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
E.	Absence and lateness.				
F.	Development of Parents/ carers and school partnership to work together effectively to overcome barriers.				
4. Desired outcomes					
	Desired outcomes and how they will be measured		Success criteria		
A.	Good progress and higher attainment to be seen across school.		All pupil premium children, whatever their prior attainment, make at least expected progress, with some of those whose attainment is below age related expectations starting to catch up.		
B.	Improved learning behaviours.		Improvements in the learning behaviours demonstrated by targeted pupil premium children are evident through pupil interviews and reports from class teachers.		
C.	Effective use of Challenge		Children will make more progress within lesson to support rapid progress.		
D.	Good progress in PSED		Improvements in the overcoming barriers for specific children including reduced incidence of behavioural issues, increased participation in class, reduction in friendship/ social issues, increased social integration.		
E.	Attendance for PPG children is improved over time.		Attendance and punctuality percentage will improve for all PPG pupils.		
F.	Improved partnership with parents/carers.		Increased attendance by parents/carers at school meetings and events. Increased parental support for learning at home, e.g. hearing children read.		

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 of teaching for all					
Desired outcome	Chosen action/ approach	What is the evidence & rationale for the choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Continue to increase the percentage of pupil premium pupils who are working at expected levels in Reading, writing and Maths at KS 1 and KS 2.	Pupil Premium Lead and Assessment Manager to monitor standards and identify areas of success to share across the school. Pupil Progress meetings to focus on PPG attainment – especially pupils highlighted on the learning quadrant.	% of the school is Pupil Premium Highlight pupil premium children who are higher ability – provide challenge to develop greater depth of learning.	Pupil Premium Lead to report to SLT and the Governors on the spending and its effectiveness.	KM KR	In line with schools Data cycle.
Improved learning behaviours	Promote positive behaviour through house points. Focus on children's engagement in and responsibility for own learning – self and peer assessment, learning what to do if they are stuck with their work, discussions with teachers.	Pupil tracking meetings have highlighted some pupils for whom poor learning behaviours are preventing progress (e.g. children lack independence or are easily distracted).	Ongoing monitoring of school behaviour records. Pupil interviews (as part of ongoing monitoring programme). Observations and drop in visits to observe learning behaviours in the classroom.	VB	Pupil interviews completed and progress evaluated Autumn 1
Appropriate pitch in each class with appropriate support and challenge for all groups of pupils to enable rapid progress.	Differentiated input. TA's allocated to each class linked to needs of the class.	Lesson observations show the 'challenge' element needs to be developed throughout the school to ensure there is no lost learning time.	Lesson Observations TA CPD Book Scrutinities.	KM JR	Half termly.
Total budget cost:					£110,849

Impact –

Data Analysis

Cohort	Previous Years combined R/W/M ARE	Spring data combined R/W/M ARE
Year 1		26.5%
Year 2	44.1%	52.5%
Year 3	36 %	52 %
Year 4	38.8 %	49 %
Year 5	37.3 %	49 %
Year 6	51.9 %	59.6 %

The data shows that in all cohorts the percentage of children working at ARE had increased compared to the percentage working at ARE in the Summer data.

Progress

Progress scores for disadvantage pupils in our school show our children make significantly more progress compared to National average for non-disadvantaged children

	Reading	Writing	Maths
Schools Progress for disadvantaged pupils	+2.71	+4.53	+3.95
National average for non-disadvantaged children	+0.33	+0.17	+0.28
Number of disadvantaged children	36	37	35

Average Progress for Low, middle and higher groups for disadvantage pupils**Maths**

- Low attaining group is lower than national average
- Middle attaining group is higher than national average
- Higher attaining group is in line with that of national average

Reading

- Low attaining group is higher than national average
- Middle attaining group is higher than national average
- Higher attaining group is in line with that of national average

Writing

- Low attaining group is higher than national average
- Middle attaining group is higher than national average
- Higher attaining group is in line with that of national average

When looking at this information consideration must be given to the percentage of disadvantaged pupils within this cohort – 70%

Action from data – Monitor lower attaining group in Maths.

Attainment for Disadvantaged pupils

The percentage of children achieving the expected standard is lower compared to National average – School 45% compared to National 67%.

The percentage of disadvantaged pupils achieving higher standard is in line with National average at 11%.

Average Scale score are lower for disadvantaged pupils in

- Reading – 100.5 compare to NA of 105.4
- Maths – 102.2 compared to 105.3

However, looking at our schools' data overtime attainment is increasing. We have a renewed focus in Performance Management for teachers to report and be held responsible for Reading / Writing / Maths combined.

Learning Behaviours Impact of Growth Mindset Lead.

- Introduced new completed MM poster.
- Grid maker – looked at year 1-6 overviews and fitted in the 7 c's to different topics. Added MM information to the grid.
- Staff meeting – 7c's pre planned packs explained and given to all year groups for them to deliver over a 7-week block.
- Monitored MM displays which were apparent in all year groups.
- Completed pre 7c's pupil questionnaires as a starting point. Answers less than 20% for each 'c'.
- Completed staff questionnaires – showed improvement in communication.
- Completed follow up questionnaires after taught 7c block – showed a definite improvement across the school of MM language e.g. 81% year 5 could explain confidence, 65% of year 6 could explain a challenge.

ii. Targeted support

Desired outcome	Chosen action/ approach	What is the evidence & rationale for the choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved outcomes for all pupils in receipt of PP in Maths and English, including higher attaining groups.	High quality TA intervention. Specific Intervention timetable in place for pm sessions.	From the data analysis it shows a gap in their attainment and progress levels. Target high quality interventions to help in narrowing this gap.	Consistent and proven high quality systems and training, half termly analysis, class teacher consultation (Pupil Progress Meetings) on a	KM KR JR	Half termly through Target Tracker information from teachers

	New tracking in place to monitor interventions	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective.	regular basis, curriculum leader support, book scrutiny.								
Social, emotional and behavioural development promoted through the curriculum and through school life.	Appointment of TLR – PSED Staff meeting for teachers led by PSED Led.	Ofsted in 2017 recognises that the school needs to develop opportunities for pupils to have a deeper understanding of other faiths and cultures in modern Britain.	Regular management time to develop subject area. Work with colleagues to gain SMSC award.	JC ELT/SLT/JC	On-going termly chronology of management time. Achievement of SMSC award.						
Total budget cost:					100,993						
<p><u>Impact –</u> Higher Attaining Groups</p> <p>Percentage of disadvantaged pupils achieving the higher standard</p> <hr/> <p>Number of disadvantaged pupils = 38</p> <p style="text-align: center;">Percentage of disadvantaged pupils achieving the higher standard data for Leigh St Peter's CofE Primary School</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 20%; text-align: center;">School</th> <th style="width: 20%; text-align: center;">National average for non-disadvantaged pupils</th> </tr> </thead> <tbody> <tr> <td>Percentage of pupils achieving the higher standard in English reading, English writing and mathematics</td> <td style="text-align: center;">11%</td> <td style="text-align: center;">11%</td> </tr> </tbody> </table> <hr/> <p><u>Social, Emotional and behaviour Development Impact of PSED Lead</u></p> <ul style="list-style-type: none"> ▪ Reviewed how PSHE could fit in to the Thematic curriculum across KS1 and KS2. ▪ Provided staff with a list of which PSHE areas link to their topics. ▪ Completed initial pupil questionnaires. ▪ Completed initial staff questionnaires. ▪ Staff meeting so staff could discuss the PSHE areas linked to their year group. ▪ Organised and resourced Anti-Bullying week. ▪ Monitored work completed during Anti-Bullying week. 						School	National average for non-disadvantaged pupils	Percentage of pupils achieving the higher standard in English reading, English writing and mathematics	11%	11%	
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Percentage of pupils achieving the higher standard in English reading, English writing and mathematics	11%	11%									

<ul style="list-style-type: none"> Created a new scheme of work and resourced it for all year groups. 					
iii. Other approaches					
Desired outcome	Chosen action/ approach	What is the evidence & rationale for the choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
An increase of opportunities outside school for children in receipt of PP.	School to use PP funding to provide places in after school, holiday clubs, residential visits and music lessons.	Clubs they participated in outside of school and during holidays was limited.	Monitor attendance of after school clubs, keep track of PP children's attendance.	KM AF	Thursday of Each Half term
Parental engagement to improve the attainment and progress of PP pupils.	EYFS Home Visits Parent Enrichments Coffee Mornings Use of social media to improve knowledge of curriculum and enrichment. Specific workshops for parents	Direct link with parental engagement and attainment and attendance. Some children would benefit from more support with their learning at home. We feel that we could improve our communication and support so that we help parents to help their children and communicate more clearly what we are doing at school.	Monitor attendance. Informal feedback from parents. Parent survey.	Teacher KM	Teachers to gain parental feedback after parent enrichment at other school events during the academic year.
Improve attendance and punctuality of PP pupils.	Rigorous monitoring of attendance data. Clear system in place to inform parents. Early support where necessary. Reward systems in place. Penalty notice system in place via LA	Children need to attending school regularly to enable attainment to be raised.	Attendance officer to work directly with families and the Pastoral team.	AF KM	On-going throughout the academic year.
Improve pupil experiences outside of the classroom.	As part of the thematic curriculum, teachers to organise visitors and educational trips throughout the academic year.	Children need to experience additional activities outside of classroom learning.	Student surveys Regular updates from teachers showing that links/activities form part of classroom teaching	AA MF	Termly throughout the year. Throughout subject leadership time.
Total budget cost:					£30,318.00
<u>Impact –</u> Increased Opportunities and experiences outside the classroom					

Experience	Cost
Martin Mere	£212.68
Curious Critters	£140
History Alive	£207
Curious Critters	£140
Living Eggs	£260
KS 2 Trip	£964.67
Baking	£42
1 Year Membership	£92.75

Parental Engagement
As a school we have seen an increase in the numbers of parents attending parents' evenings and Parent Enrichment. Comments collected from these events have been positive.

Improve Attendance
End of Spring attendance was 93.8% out of this percentage 38 children were PPG. It is now 94.49 % with 22 children were PPG. This has improved due new initiative that have been introduce at the beginning of this term.