

St Edmund's Pupil Premium Strategy Statement 2017-18

1. Summary information					
School	St Edmund's RC Primary School				
Academic Year	2017-18	Total PP budget	£22,920	Date of most recent PP Review	August 2017
Total number of pupils	221	Number of pupils eligible for PP	18 Services =5	Date for next internal review of this strategy	September 2018

2. Current attainment			
AS=achieved expected standard	<i>Pupils eligible for PP (number of children)</i>	<i>Pupils eligible for PP (national average 2016)</i>	<i>Pupils not eligible for PP (national average 2016)</i>
% reaching GLD in Reception 2017	33% (1 of 3)	52%	69%
Year 1 Phonics	50% (1 of 2)	70%	81%
KS1 % expected or above reading	67% (2 of 3)	62%	74%
KS1 % expected or above writing	67% (2 of 3)	53%	66%
KS1 % expected or above maths	67% (2 of 3)	60%	73%
% at AS or above in reading, writing & maths	100% (2 of 2)	39%	53%
% at AS in reading	100% (2 of 2)	53%	66%
% at AS in writing	100% (2 of 2)	64%	74%
% at AS in maths	100% (2 of 2)	58%	70%

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	A number of children eligible for PP also have complex SEN/D resulting in lower attainment for PP pupils in Reading in Year 2, 3 & 5; lower attainment in Year 2, 3, 5 & 6 in Writing; & lower attainment in Maths in Year 2, 3, 5 & 6 than non PP pupils in those year groups.	
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 <i>(issues which also require action outside school, such as low attendance rates)</i>		
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.	Gap between % of Year 2, 3, 5 & 6 PP pupils achieving age related expectations in Reading, Writing and Maths compared to the % of non-PP pupils achieving age related expectations in Reading, Writing and Maths to have significantly narrowed by the end of the academic year.	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 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	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	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				10 hours per week £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/interventions 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	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				TBC

6. Review of expenditure				
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
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. Given the small number of PP pupils in each year group comparison of attainment by group to non-PP pupils is not statistically viable. However, progress in Years 4 & 5 in Reading and writing is slightly below non-PP pupils. Similarly, PP progress in Year 1 in writing and Maths is below non-PP pupils.	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. We will continue to closely monitor the attainment, progress and engagement of all pupils throughout each academic year.	£5337
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 interventions continued via class TAs throughout the academic year. One extra TA also targeted individual pupils in Year 2 & 3 for 16.5 hours per week as the data showed these year groups were the lowest attaining, with most vulnerable PP and SEND pupils.	All bar one of the Year 2 & 3 targeted children now have a reading and comprehension age above their chronological age (one child had significantly accelerated progress resulting in reading and comprehension ages now over two years above his chronological age).	This approach will continue next academic year as it has significant impact on the attainment and progress of the children who need it most.	£9011
A & B	Arch Readers 2x weekly 1:1 reading with a trained adult	Reading attainment data, teacher questionnaires and pupil voice shows Arch Reader support has significant impact on targeted pupils, especially in their engagement and motivation to read.	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.	£1260
D	Weekly Empowerment Group	Targeted pupils displayed an increase in self-confidence and resilience after taking part in the Empowerment Group sessions. Unfortunately, the teacher was off sick from January onwards and is now not continuing to offer this intervention.	Now no longer available.	£400

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.	This intervention has significant impact on pupil progress, engagement and attainment in Maths and will continue next academic year.	£2985
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.	£693
E	Support with cost of music lessons	All PP pupils had access to music lessons this year		£368
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 continue to address next academic year.		No extra cost to school
E	Daily transport for 2 pupils.	Bus fares were paid for throughout the academic year until the children left our school.	No longer applicable.	£105

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.