

# Pupil Premium Strategy St Andrew's Church School 2017-2018

## 1. Summary information

<b>School</b>	St Andrew's Church School				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£60,600	<b>Date of most recent PP Review (external or Internal)</b>	November 2017
<b>Total number of pupils</b>	235	<b>Number of pupils eligible for PP</b>	50	<b>Date for next internal review of this strategy</b>	January 2018

## 2. Current attainment (2016-2017)

Year 6 data 2016-17 – 35 pupils, 18 boys and 17 girls, 7 SEN pupils, 2 EAL pupils and 10 Pupil Premium pupils

	% ARE or above	% GD	% non PP ARE of above	% non PP GD	% PP ARE or above	% PP GD	National ARE or above	National ARE or above PP
Maths	80%	11%	80%	8%	80%	10%	75%	58%
Reading	77%	23%	68%	16%	90%	40%	71%	53%
Writing (TA)	68%	20%	68%	24%	70%	10%	76%	64%
SPAG	77%	26%	80%	26%	70%	20%	77%	
R,W,M combined	54%		52%		60%		61%	

Year 2 data 2016-17 – 34 pupils, 18 boys and 16 girls, 5 SEN pupils, 2 EAL pupils and 10 Pupil Premium pupils

	% ARE or above	% Greater Depth (GD)	% non PP ARE of above	% non PP GD	% PP ARE or above	% PP GD	National ARE or above	% GD
Maths	76.5%	29%	80%	38%	80%	10%	75%	21%
Reading	76.5%	32%	68%	38%	90%	20%	76%	25%
Writing	76.5%	24%	68%	29%	70%	10%	68%	16%

Year 1 Phonics Screening Test – 2016-17 – 34 pupils, 2 Pupil Premium pupils, 2 EAL and 3 SEN pupils

	% passed	% non PP passed	% PP passed	National 2015-16
Phonics	82.4%	81.3%	100%	81%

EYFS Good Level of Development – 2016-17 – 34 pupils, 6 Pupil Premium pupils, 3 EAL pupils and 6 SEN pupils

	% GLD	% non PP GLD	% PP GLD	National GLD
Good Level of Development (GLD)	62%	68%	33.3%	71%

Year 6 target setting data 2017-18 – 31 pupils, 22 boys and 9 girls, 10 SEN pupils, 2 EAL pupils and 11 Pupil Premium pupils

	% ARE or above	% GD	% non PP ARE of above	% non PP GD	% PP ARE or above	% PP GD
Maths	74.2%	38.7%	80%	45%	63.6%	27.3%
Reading	77.4%	35.4%	85%	50%	63.6%	9.1%
Writing (TA)	77.4%	22.6%	85%	45%	72.7%	9.1%
SPAG	77.4%	38.7%	90%	50%	54.5%	18.2%
R,W,M combined	71%	22.6	80%	30%	45.5%	9.1%

Year 2 target setting data 2017-18 – 34 pupils, 3 SEN pupils, 2 EAL pupils and 2 Pupil Premium pupils

	% ARE or above	% Greater Depth (GD)	% non PP ARE of above	% non PP GD	% PP ARE or above	% PP GD
Maths	85.3%	20.6%	87.6%	18.8%	100%	0%
Reading	85.3%	29.4%	77.5%	31%	100%	0%
Writing	76.5%	23.5%	81.3%	25%	100%	0%

Year 1 Phonics Screening Test – 2016-17 – 34 pupils, 6 Pupil Premium pupils, 3 EAL and 6 SEN pupils

	% pass	% non PP pass	% PP pass
Phonics	75%	88%	50%

EYFS Good Level of Development – 2016-17 – 34 pupils, 8 Pupil Premium pupils, 4 EAL pupils and 4 SEN pupils

	% GLD	% non PP GLD	% PP GLD
Good Level of Development (GLD)	61.8%	69.2%	37.5%

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	A number of the children are subject to social and emotional factors which could have an impact on their academic outcomes.	
<b>B.</b>	In addition to being eligible for pupil premium funding, a number of the children have a special educational need or disability.	
<b>C.</b>	A number of the children lack parental support at home with reading and Homework.	
<b>D.</b>	Access to day visits and residential visits as curriculum enrichment.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>A</b>	While the average attendance subject to PP is good, there are a small number of children where lateness and persistent absenteeism has been an issue.	
<b>B</b>	Lack of access to extra –curricular activities for some PP children.	
<b>C</b>	Low levels of parental engagement for some PP children.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To improve the resilience and confidence of targeted children to ensure they are able to take risks in their learning within a supported environment.	Observations show that children are happier and more independent in their learning and achieving their academic potential.
<b>B.</b>	Pupils to attend residential and day trips, that enrich the curriculum, who otherwise would not have done so.	Pupils to attend Y6 residential trip and all day trips.
<b>C.</b>	The use of ELSA and LSA individual or small group work will have a direct impact on targeted pupils achievement and well-being as a result of improved resilience and confidence ensuring that they are able to take risks in their learning within a supported environment.	Observations show that children are able to access learning and are more independent in their learning therefore ensuring they are achieving their academic potential.
<b>D.</b>	To increase the level of parental engagement, specifically in reading. Children are heard read on a regular basis and parents are involved in regular conversations with the class teacher regarding reading progress.	Parents are more involved in the learning process, particularly reading and can see tangible progress.
<b>E.</b>	Children working at age related expectations are given opportunities to maintain or accelerate progress to greater depth.	By the end of the academic year, children will have made accelerated progress number of tracking points

5. Planned expenditure					
Quality First Teaching and Curriculum					
Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
Raise attainment in writing across the school	Book scrutiny and end of year data shows writing is an area for development. Writing is a whole school focus for development.	£100	Book scrutiny. Pupil progress meetings. In year data drop. Feedback from pupils, teachers and advisors.	PS/KF/TW	January 2018. PP meetings
Intervention Class Teacher to narrow the gap between Pupil Premium and non Pupil Premium Peers in Year 6 in core subjects	A clear gap between Pupil Premium Pupils and non Pupil Premium peers in Year 6 in core subjects – aim to narrow this gap and more Pupil Premium pupils to reach ARE or GD	£6,493	Secure an intervention teacher with a good record of achievement outcomes, monitor lessons, half termly assessments, book scrutiny, PP meetings	PS/TW	March 2018 and July 2018
<b>Total budgeted cost</b>					<b>£6,593</b>
Targeted Support					
Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
ELSA support for targeted pupils	EEC report that social and emotional learning interventions provide +4 months impact and behaviour interventions +3 months impact. The aim is to provide children with increased confidence and self-esteem. This improves their ability to access the curriculum and develop holistically.	£5,415	Monitoring and evaluating by SLT with TA · 1:1 discussions during structured conversations. Observations show that targeted children are receiving this provision.	HG	January 2018
Small group intervention by TA to accelerate progress in writing i.e Booster groups; Phonics interventions ;Spelling Detectives, Memory group, 1:1 work.	To ensure pupils reach their learning potential to ARE or GLD	£25,445	Monitoring and evaluating by SLT with TAs · 1:1 discussions during structured conversations with evidence from interventions. Observations show that targeted children are receiving this provision.	HG/ TW/KF	January 2018

Study Club for homework	To ensure children make the best possible progress through additional support and teaching. This club allows pupils the opportunity to have extra adult support for Maths and English work which is set for homework to extend and consolidate their class time.	£860	Monitoring and evaluating by SLT with TA · 1:1 discussions during structured conversations. Observations show that targeted children are receiving this provision.	HG/PS/TW	January 2018
Beanstalk reading support	To ensure children reach their learning potential to ARE or GLD	£1,800	Monitoring and evaluating by SLT with Beanstalk staff. 1:1 discussions during structured conversations with evidence from intervention.	PS/HG	January 2018
External Forest School provision	EEC report that social and emotional learning interventions provide +4 months impact and behaviour interventions +3 months impact. Funding is for 2 individual PP children	£6,840	Monitoring and evaluating by SLT with teacher and Forest school during structured conversations with evidence from external provision	PS/HG	January 2018
<b>Total budgeted cost</b>					<b>£40,360</b>
<b>Attendance</b>					
<b>Area of Spend</b>	<b>Evidence and rationale for this choice including desirable outcome</b>	<b>Cost</b>	<b>How we will ensure it is implemented well</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Monthly attendance meetings by key staff involved in monitoring attendance	The reasons for pupils' absences are very closely monitored and early intervention is made to minimise the impact on their academic progress and general well-being	£620	Monitoring by SLT and governors of the minutes from attendance meetings · School attendance percentages	PS	January 2018
<b>Total budgeted cost</b>					<b>£620</b>
<b>Other Areas (eg Well Being, Enrichment/Engagement)</b>					
<b>Area of Spend</b>	<b>Evidence and rationale for this choice including desirable outcome</b>	<b>Cost</b>	<b>How we will ensure it is implemented well</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To provide counselling support for individual pupils in Years 4,5 and 6	For specifically targeted children this will increase their levels of resilience and confidence to make progress in their learning. Pupils will know that they are being understood and supported. EEC report that social and emotional	£4,350	Monitoring and evaluating by SLT in conjunction with the counsellor. 1:1 discussions with evidence.	<b>HG/PS</b>	January 2018

	learning interventions provide +4 months impact and behaviour interventions +3 months impact.				
ELSA support	EEC report that social and emotional learning interventions provide +4 months impact and behaviour interventions +3 months impact. The aim is to provide children with increased confidence and self-esteem. This improves their ability to access the curriculum and develop holistically.	As above detailed in targeted support	Analysis of PPM data. Ongoing progress analysis by class teachers using SPTO. Regular feedback between class teacher, SENCO and ELSA.	<b>HG</b>	January 2018
PFSA support	EEC report that social and emotional learning interventions provide +4 months impact and behaviour interventions +3 months impact. EEC also reports +3 months impact for parental involvement. Additional hours for our PFSA enable more families to receive this support	£1,175	SENCO to monitor. Discussion held weekly.	<b>HG/PS</b>	January 2018
Extra- curricular activities including Forest School, and general trip subsidy	EEC report +2 months impact for arts participation. The aim is to encourage wider participation and enjoyment of extra-curricular activities, particularly for those families that may not be able to provide this independent of support.	£7,066	Parental communication and feed back	<b>PS</b>	January 2018
Residential trip year 6	EEC report Meta-cognition and self regulation provide pupils with +8 months. EEC also report that outdoor adventure learning provides +4 months impact. The aim is to encourage wider participation and enjoyment of extra-curricular activities, particularly for those families that may not be able to provide this support	£436	Feedback from staff and pupils attending	<b>PS</b>	January 2018
<b>Total budgeted cost</b>					<b>£13,027</b>