

Pupil Premium Strategy Statement and Review

St. Sebastian's Primary School

2017 - 2018

1. Summary information

Total number of pupils	119	Number of pupils currently eligible for PP	31 (including 4 service children)	Total PP Budget	£42, 240
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2. Performance Indicators

These figures are based on 2 children	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in Read, Writing, Maths			68.3%
Reading scale score	99.5	103.8	105
GPS scale score		103.8	104
Maths scale score	92.5	100.3	105
Reading progress score	1.5	0.4	0.5
Writing progress score	-5.6	-5.2	2.8
Maths progress score	-6.2	-3.6	0.8
Attendance	94.84	96.2	96.5%

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.	Lack of aspiration and independent learning skills, particularly impacting on higher achieving and potential higher achieving pupils
B.	Poor maths skills, particularly reasoning and problem solving
C.	Social and emotional health issues are a barrier to learning for a significant amount of children.

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Lower attendance rates than others nationally.
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4. Outcomes (Desired outcomes and how they will be measured)		Success criteria	
A.	Quality first teaching is meeting the needs of all children, challenging higher attainers and encouraging independent thinking and learning skills. Success Criteria - Key Stage One and Two Outcomes	100% GLD for PP children 100% pass rate for pp phonics Monitoring and data analysis including: Lesson observations Book scrutiny Pupil interviews Progress dialogues End of FSU year 2 and 6 assessments shows that children are being challenged and targets for GD and ARE are achieved.	
	KS1 Reading 63 % of children at ARE 19% of children at GD 75% of pp children at ARE 25% of pp children at GD		KS1 Writing 56 % of children at ARE 13 % of children at GD 75 % of pp children at ARE 50 % of pp children at GD
	KS1 Maths 63 % of children at ARE 19 % of children at GD 100 % of pp children at ARE 25 % of pp children at GD		Key Stage 2 Reading 81 % of children at ARE 31% of children at GD 100% of pp children at ARE 33% off pp children at GD
	Key Stage 2 Writing 75% of children at ARE 16% of children at GD 67% of pp children at ARE 0 % of pp children at GD		Key Stage 2 Maths 63% of children at ARE 6% of children at GD 50% of pp children at ARE 0% of pp children at GD
	Key Stage 2 Combined 56% at ARE 0% at GD 50% of pp children at ARE 0% off pp children at GD		
B.	Gap in attainment between ‘reading’ and writing and maths in school is closed in all year groups.	A progress score of at least 0 in maths and writing. Gap between reading and writing and maths closes.	

C.	Children with emotional needs having access to appropriate interventions including BOSS.	SDQ assessments show a reduction in stress and anxiety levels. School Behaviour logs show a reduction in behaviour incidents in and out of class. Appropriate agencies are referred to to support children.
D.	Attendance rates for pupil premium children to be at national (96.5%) or above. Daily monitoring of attendance throughout school.	Pupil premium attendance at least at national

5. Planned expenditure					
Academic year		£42,240			
Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? (including EEF)	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All children to have access to high quality first teaching which enables all children to make at least good progress and 30% to make accelerated progress.	Class sizes limited to 25 in the mornings for all year R, 3,4, 5 and 6 children from January 2018.	EEF research shows smaller class sizes have a positive impact on progress made. We have made a school decision that this will help KS2 children to make accelerated progress.	SLT and middle leaders to continuously monitor provision. Teaching and Learning Lead to support professionals where appropriate. Lesson obs Work scrutiny Progress dialogues/ data analysis Learning walks etc	SLT	Ongoing through school monitoring plan and half termly through progress dialogues and data analysis. £10,000
Teaching and learning lead teacher to support the school’s aim that all teaching and learning in school is at least good with at least 30% outstanding.	Employment of a DHT with T&L responsibility from Easter 2018.	This has proved successful in other schools. This appointment allows the development of quality first teaching across school, identifying strengths and embedding these across school.	Teaching and Learning Lead to work closely with other leads in The Affinity. Regular monitoring to measure impact and identify focus areas.	LM	Ongoing as above but overall impact will be measured at the end of the academic year. £1500 for this academic year

Accelerated progress for all children in year 6 through targeted high quality first teaching in small classes. HA and potential HA children to achieve targets set.	Small class size of 19 from January 2018 with an experienced TA every morning. (7 PP children within this group)	EEF research shows that class sizes below 20 have a positive impact on progress and outcomes. This is a strategy that was successful in school last year and we have decided to continue this approach.	Two weekly meeting between year 6 and HT to monitor, evaluate and plan next steps.	MW	Ongoing review but main review at end of the academic year once external data has been released. £7000 (cost of TA from January)
All children to have access to and act upon quality feedback – verbal and written. This will impact positively on their progress.	All teachers and TA's to focus on quality feedback in lessons and through response interventions. New Marking and feedback policy.	The EEF research shows that this impacts positively on progress.	Book scrutiny Lesson observations Data analysis Progress dialogues	MW	Ongoing through monitoring plan. Termly when evaluating the SIP
All staff are aware of best practice and use strategies to meet the needs of PP children.	Appointment of PP Champion PP champion to attend regular CPD and networks. PP Champion to deliver CPD and share good practice with staff.	EEF strategies FHT and national information	Ongoing through monitoring and CPD plan.	LM	Termly
Total budgeted cost					£18, 500
Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? (including EEF)	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Academic interventions, SEMH interventions and support from outside agencies appropriately sourced, analysed and co-ordinated	Non-contact time for SENCo to co-ordinate support, liaise with outside agencies, attend progress dialogues and draw up packages of support for pp children.	WE have lots of children who are SEN and PP who require complex support. This allows for a cohesive and joined up approach to support their needs.	Regular discussion with HT and SENCO. Regular analysis of provision maps and support being given to children.	JG	At the end of the academic year. £7200
Employment of a specialist Teacher for 3 hrs a week.	Bespoke interventions targeting assessed areas of need delivered on 1:1 or 1:2 basis following comprehensive and specialist assessment.	Many of our SEND children require complex support. Access to a specialist teacher can provide accurate and specialised assessment to both support and advise Class Teachers in best practise to support the individual needs of each child.	Half termly planning meetings with SENDCo to ensure that the children most in need of support are accessing the service. Opportunities to discuss each child to provide guidance and best practise strategies.	JG	At the end of the academic Year £3000
Improved phonics and KS1 outcomes (to meet set targets) for pupil premium children.	KS1 Interventions delivered by an experienced TA 4 x afternoons per week.	This approach allows children access to interventions in small focussed groups. We are using interventions that have already been proven to work to allow for accelerated progress to meet ARE expectations at the end of KS1.	Observations Regular monitoring and data analysis of phonics and KS1 data. Half Termly progress dialogues	JG	Half termly £6000

Accelerated progress in Maths and Writing for all PP children.	KS1 and 2 interventions delivered for PP children 4 x afternoons per week.	This approach allows children access to interventions in small focussed teaching groups. We are using interventions that have already been proven to work and response interventions to allow for accelerated progress to meet ARE expectations at the end of KS1 and KS2.	Observations Regular monitoring and data analysis of phonics and KS1 data. Half Termly progress dialogues	MW	Half termly £15 000
Booster sessions in Y6 to address gaps and accelerate progress and attainment and target more pp children to achieve GD.	Targeted Booster Groups	EEF data shows this has positive impact as does school data from previous years.	Booster groups will be planned and reviewed half termly through progress dialogues and data analysis.	MW	Half termly during progress dialogue meetings. £2000
Gaps in learning/potential barriers to learning quickly identified and met to allow full participation in all class lessons.	Pre teach and Response interventions across school.	This is an approach we have found successful across school. To allow children to fully access the next day's lesson we plan timetables to allow teachers to work with children identified as requiring response interventions prior to the next lesson.	Work scrutiny, lesson observations, data analysis shows identified children are making progress.	MW	Half Termly during progress dialogue meetings.

For pp children to have access to social and emotional support.	Train 2 x teaching assistants in Draw and Talk. Regular sessions allocated every week for 4 children to access at one time.	We have high numbers of children in school who require social and emotional support.	Close liaison between SENCo and TAs delivering the sessions.	JG	Reviewed at the end of each set of sessions with a child. £500 training 1 x afternoon per week TA time £1300 from Jan 18
For PP children to have access to off site educational visits, school uniform and breakfast club.	All school off site visits to be subsidised for PP children. PP children to access uniform and breakfast club where appropriate.	All children benefit from educational off site visits. This supports the learning in the classroom.	Budget for each year group accordingly. Ensure procedures are in place to identify families that may require additional support with costs.	MW	Reviewed at the end of the academic year. £1500
Improved attendance and punctuality for all PP children.	Regular monitoring of PP children's attendance. HT to meet and support families with attendance as required. Attendance and punctuality rewards Attendance certificates Whole class attendance incentives	Whole school approaches to improve general attendance is proven to work. Families with persistent levels of absenteeism often need a more complex package of support.	MW and governors to review attendance regularly for PP children.	MW	At the end of each half term. £200 for prizes
Total budgeted cost					£36 700

Other approaches- Parental involvement and engagement with school					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? (including EEF)	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Parents to understand how to support their children's learning at home.	Various workshops throughout the year. Eg phonics, maths workshops, reading	Lots of research over many years shows the positive impact that parents feeling able to support their child's learning has.	Planned events throughout the year. Parental questionnaires to find out ways in which they would like support.	SLT	At the end of the academic year.
Total budgeted cost					£0

6. Review of expenditure *in 2016/2017 (see 2016/17 strategy)*

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
For all children to access QFT, resulting in accelerated progress for all	For teachers and TAs to be given time to work together to reflect on impact of interventions. To provide opportunities for small teaching groups across the school to designate targeted support effectively.	Several TA's are now confident in delivering a range of interventions supporting maths, phonics and writing. Some interventions were found to be ineffective. Where this was the case they were stopped. Get Writing successful at KS1 – this is to carry on.		£10 000

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
To diminish the differences in writing and maths outcomes between those eligible for pupil premium and those who are not and ensure challenge for the more able PP children at KS2.	Academic Interventions with: Teachers TA's Headteacher To provide quality CPD for TA's and teachers Smaller class sizes at KS1 To provide non-class based SENCo	KS2 data shows there is still a gap in progress and attainment of between pp and non-pp children. However there were only 2 children in the KS2 2017 data. Progress and attainment in writing and maths is significantly below national. Smaller class sizes at KS1 do not seem to have impacted on KS1 attainment this academic year.	Look at new approaches to the teaching of Maths and Writing across school. Continue with interventions that have proven to work and booster groups for children where these will benefit PP children. School to look at class sizes across school to allow for a more even spread of class sizes.	£30,000

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
To ensure the social and emotional needs of our vulnerable learners are met, to reduce barriers to learning. To ensure all children have access to visits and experiences. To ensure all children have the correct uniform. To ensure all children attend school punctually and regularly.	Provision of mentoring support to deliver bespoke interventions and sessions on both a 1:1 basis and small group. Subsidise visits Subsidise school uniform Subsidise breakfast club	Mentoring support was successful in providing emotional support to pupils. All PP children attended an off-site visit and received school uniform where it was needed. Breakfast club was well attended by 4 PP children. Attendance PP children = 94.8% Attendance of non-PP children = 96.2%	Funding to subsidise trips, school uniform and breakfast club to continue. School to continue to support families where children's attendance is lower and look at strategies to support excellent attendance and punctuality.	£5000

