

Pupil premium strategy statement

"Pupils will be defined as disadvantaged ... if they are recorded as eligible for FSM in the last six years, looked after continuously for one day or more or adopted from care"

1. Summary information					
School	St Sebastian's CE Primary School				
Academic Year	2016- 2017	Total PP budget	£44880	Date of most recent PP Review	July 2016
Total number of pupils	125	Number of pupils eligible for PP (Sept 2016) 31 – 25% of school roll		Date for next internal review of this strategy	January 2017

2. Current attainment (Based on year end data July 2016)				
Number of pupils eligible for PP (July 2016) Whole School – 33 children; 26% of roll Y6 – 3 children; 30% of cohort Y2 – 4 children; 20% of cohort Y1 – 8 children; 40% of cohort FS – 1 child; 5% of cohort	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>	<i>All pupils (your school)</i>	<i>All pupils (National)</i>
% achieving ARE or above in reading, writing & maths at the end of KS2	33%	43%	40%	52%
% ARE in separate subjects at KS2	R=66%, W= 33%, M =33% SPAG = 66 %	R=86%, W= 42%, M = 71% SPAG 100=%	R=80%, W= 50%, M =50% SPAG =90%	R=66%, W= 74%, M =70% SPAG = 72%
% being at least in line with progress floors in reading (-5 or above)	100%	85%	90%	
% being at least in line with progress floors in writing (-7 or above)	100%	43%	60%	
% being at least in line with progress floors in maths (-5 or above)	100%	71%	90%	
% achieving ARE or above in reading, writing & maths at the end of KS1	50%	56%	50%	60%
% ARE in separate subjects at KS1	R=75%, W= 50%, M =100% SPAG = 75%	R=69%, W=63 %, M = 69% SPAG =63%	R=70%, W= 55%, M =70% SPAG =55%	R=74%, W= 65%, M =72% SPAG = 65%
% attaining the phonics screening check in Y1	87.5%	100%	95%	81%
% attaining GLD at FS	100%	65%	67%	70%

In-school barriers		
A.	Weaker writing skills in KS1 and 2	
B.	Weaker Maths skills in KS2	
C.	Low confidence and self-esteem	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Parental engagement/challenging home environments	
3. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Gap between PP and non PP pupils closes across all year groups in writing and attainment improves	For there to be no difference in the outcomes of pupils who are and are not eligible for pupil premium.
B.	Gap between PP and non PP pupils closes across KS2 in maths and attainment improves	For there to be no difference in the outcomes of pupils who are and are not eligible for pupil
C.	Good progress achieved by all PP children especially in KS2	PP childrens progress to be at least in line with non PP children and above floor standards
D.	Barriers to learning, stemming from challenging and vulnerable home lives and/or SEND, to be lifted through empathic and pastoral support	Full integration and engagement with no exclusions

4. Planned expenditure					
Academic year	2016-2017				
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 and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For all children to access quality first teaching, resulting in accelerated progress for all	For teachers and teaching assistants to be given time to work together to reflect on the progress made, impact of interventions and identify next steps. To provide opportunities for small teaching groups across the school to designate targeted support effectively	The DISS (Deployment and Impact of Support Staff) and MITA (Maximising the Impact of Teaching Assistants) findings show that without training and collaboration TA interactions are less academically challenging and the opportunity for preparedness is essential. The EEF research indicates provision of small teaching groups, including 1:1 tuition, to have good impact	For teaching to be consistently good to outstanding, resulting in accelerated progress for all. For Teaching Assistants to have the knowledge and confidence to deliver intervention programmes and to support pupil progress.	J Griffin	Mid year data review and end of year assessments
Total budgeted cost					£10000
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?
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 Teaching Assistants Head Teacher To provide quality CPD for teachers and TAs To provide non class-based SENDCO	Results from the randomised control trials funded by the Education Endowment Foundation in the UK have proved that the effects of researched led interventions on pupil learning is broadly positive. A small % of children in KS2 attained L3 in maths at KS1; targeted sessions led by Head Teacher to ensure good outcomes	Drop-Ins, Monitoring, Sharing best practice Individual intervention programmes will be in place. Data will show accelerated progress.	L Baldwin	July 2017
Total budgeted cost					£30000

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?
To ensure the social and emotional needs of our vulnerable learners are met, to reduce these barriers to their learning. To ensure all children have access to visits and experiences To ensure all children have 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 uniform Subsidise breakfast club	Within our existing staff we now have expertise in supporting our most vulnerable learners; however, there needs to be release time for all staff to fulfil this role and will include the HT running group meetings, teachers facilitating 1:1 pupil interviews etc Subsidising visits, uniform, breakfast club etc enables no child to be left behind or left out	Drop-Ins, Monitoring, Sharing best practice Full inclusion in all school life.	L Baldwin	Spring Term 2017
Total budgeted cost					£5000

5. Review of expenditure				
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
To diminish the difference between those eligible for pupil premium and those who are not.	Academic Interventions with a Teaching Assistant Provision of separate teaching sets in FS and KS1	In FS the PP child made GLD after receiving targeted bespoke intervention to address gaps in maths In Y1, 7/8 PP children attained the phonics screening and had received interventions from either the TA or Teacher In Y2, the PP children attained as well as the non PP children in all areas except maths In Y6, the PP children did not attain as well as the non PP children but did make comparable good progress. All 3 joined school mid way through KS2, all on the SEND register and with varying complex needs.	The provision of small, single aged classes in FS and KS1 has enabled teachers and TAs to plan and deliver bespoke interventions to 'plug gaps'. It is hoped that we shall be able to sustain separate class groups in the early years and not have to revert back to larger mixed age – and sometimes split – year groups.	£30000

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 ensure the additional SEND needs of PPreM children are fully met	To provide non-class based SENCO to map and co-ordinate provision and to provide high level of TA support to deliver interventions.	Looking at the current attainment of our PPreM children on the table on page 1 and in the section above it is evident that overall their attainment and progress was in line with non ppreM children.	The school has a high % of children with additional needs and/or disability and over 90% of the PPreM children are in receipt of either Wave 2 or 3 support. It is crucial their progress and needs are fully co-ordinated and met, including being able to access support from external agencies and liaison with families.	£8500
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 these barriers to their learning	Provision of a learning mentor to deliver bespoke interventions and sessions on both a 1:1 basis and small group	Our highly effective learning mentor was crucial in maintaining stability and providing bespoke packages of support to many of our emotionally vulnerable PPreM pupils. Crisis management was effective, provision mapping for PSPs and BSPs was successfully instigated, staff development and CPD was tailored to fit the needs of the school	Unfortunately, due to relocation, the learning mentor left school in July 2016. Her skills and experience in the field of pastoral support are being acutely felt across the school, not least by the children and their families. In many cases, the academic impact was not the focus; for many children it was about being able to provide them with the skills and tools to become resilient and independent in their learning. In some cases, it was also about being able to prevent exclusion, which through her support and liaison was achieved. She was also able to advise and upskill our staff in general and so it was felt prudent to reassess the needs of the school over the Autumn term and look towards appointment of pastoral support in the new financial year.	£5000

6. Additional detail

Other support:

To fund and/or subsidise educational experiences including visits, visitors and residentials = £1000 To ensure that all children are given the opportunity to attend to enhance their learning.

To fund and/or subsidise provision of school uniform = £200 To ensure all children have clean and tidy uniform and therefore support their self-esteem

To fund and/or subsidise place at breakfast club = £300 To ensure children have a settled and productive start to their day and encourage regular and punctual attendance

Provision of resources to support specific learning needs = ixl maths package £300; phonics resources including books and texts £1000