

Pupil premium strategy statement (primary)

1. Summary information					
School	St Edward's CE Academy				
Academic Year	2016-2017	Total PP budget	£155223	Date of most recent PP Review	TBA
Total number of pupils	752	Number of pupils eligible for PP	130	Date for next internal review of this strategy	May 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school) Year 6</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	29% (39% nationally)	60%
Average Scaled Score in Reading	96	103.8
Progress score in Reading	-5.05	N/A
Progress score in Writing	-7.22	N/A
Average Scaled Score in Maths	97.2	104.1
Progress score in Maths	-4.26	N/A

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Challenging prior attainment especially in maths. Some PP are SEN or previous low attainers and have gaps in their Maths and Literacy skills.
B.	Home circumstances and social intervention /attendance Lack of support/capacity at home in terms of reading and homework completion. May be due to learning difficulties of parents , mental health or extensive work commitments
C.	Low aspirations / low learner self-regard Emotional difficulties, low self- esteem or low aspirations of pupils about themselves. Low expectations of some staff.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Lower attendance rates

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher rates of progress across KS2 for high attaining pupils eligible for PP. All PP children completing homework and regularly reading which should led to raised standards of attainment and progress.	Improved rate of progress for PP and more able PP

		Reduced detentions for PP children for homework. Attendance of PP pupils at homework club. PP using Reading Scheme. GL shows raised standards. Half termly tests and VL assessments
B.	Increased attendance rates for pupils eligible for PP.	Improved attendance Increased attendance of individual PP pupils but also as a group in school.
C.	Increased aspirations for PP with clear future strategy PP have high aspirations and high self- esteem through extra- curricular activities, responsibilities and aspiration targets and teaching by all staff	PP case studies Attendance at Clubs: e.g. Synapse, Science, Lang. High Targets by all staff for PP children
D.	Improved Pass scores for pupils in self-regard All PP pupils from different prior learning points making at least good progress through expert teaching; providing stretch and challenge for the most able disadvantaged and differentiation that effectively scaffolds the work for the less able and special needs pupils, whilst still exposing them to ARE related work. <i>Lesson observations, learning walks, book trawl etc.</i>	Pass analysis

5. 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?
Higher rates of progress across KS2 for high attaining pupils eligible for PP. Improved Pass scores for pupils in self regard	Half term report / tracking and intervention with LOL and PL Use of growth mindset and questions for PP pupils. Target across all groups	EEF toolkit indicates that high quality targeted support to small groups over a limited time period has a beneficial impact on progress. Teachers already use data well to address underperformance quickly. Staff are deployed effectively (NFER research) Growth mindset and question technique suggested from Outstanding PP conference	Use meeting time for agenda review. List produced of interventions and success rated. Shared learning in staff room Liaison between SENCO, maths and English staff to identify pupils and areas of weakness, tracking and monitoring of progress and outcomes Lesson observations and learning walks to ensure PP question focus	DH	Feb 2017
Higher rates of progress especially across KS2 for pupils eligible for PP Lower ability pupils aim to achieve the same standards as those of a similar ability	Tracking of LT pupils as a focus group including weekly updates on individual pupils during pastoral briefings.	We want to ensure that all staff are aware of pupils who encounter barriers to their learning and this has proven an effective way of communicating in previous years	Minutes of briefings are kept and distributed to all staff on a weekly basis.	JB	
Specialist Primary Teacher to teach small groups Disadvantaged pupils to make more rapid progress	Small groups focus the ability to work on one to one basis with pupils to enhance progress	EEF toolkit indicates that high quality targeted support to small groups over a limited time period has a beneficial impact on progress. Teachers already use data well to address underperformance quickly. Staff are deployed effectively (NFER research)	Lesson observations and tracking of PP pupils within English and maths on half termly referral	DH	
Total budgeted cost					
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?
The aim of the support is to give pupils from disadvantaged backgrounds the confidence to participate more in school life and raise self esteem	Learning mentor responsible for pupils with behavioural issues to run specific projects. Behaviour support programmes and anger management/ circle time and follow-up group/one to one work in Pupil Support Centre. One to one mentoring of targeted pupils.	EEF toolkit suggests that targeted interventions matched to specific students with behavioural issues can be effective.	Parents of pupils informed, tracking and monitoring of progress and capture half-termly to assess behaviour improvements.	AS	Feb2017
Increased attendance rates for pupils eligible for PP.	Employment of EWO and in school attendance officer to monitor attendance and home visit, run meetings with parents, attendance support through Learning Support Centre. Rewards and strategies half-termly to motivate attendance.	NfER briefing for school leaders identifies addressing attendance as a key issue in improving attainment.	Pupil premium attendance increases to above 95%. Number of pupil premium persistent absentees reduces.	LN	Half termly
PASS used to assess attitude and prompt interventions for those pupils exhibiting issues from the data Tailored individual support	Tailored individual support is provided across the curriculum and arrangements are made for support resources to be available for each pupil as needed. Staff take responsibility for determining the additional support and parental liaison that pupils need in order to achieve well. Pupils may need additional support based on PASS analysis	EEF toolkit suggests that targeted interventions matched to specific students with behavioural issues can be effective.	Retest on PASS to check improvement in targeted areas. Gain feedback from pupils, parents and outside agencies running courses. Monitor teaching, learning and assessment to check that staff are using effective feedback. Track numbers of pupil premium pupils involved in extra-curricular activities and leadership roles, visiting places for first time, taking family to those places.	AS	Mid-year

TA/ teacher learning support interventions through Booster	Small groups focus the ability to work on one to one basis with pupils to enhance progress based on need	EEF toolkit indicates that high quality targeted support to small groups over a limited time period has a beneficial impact on progress. Teachers already use data well to address underperformance quickly. Staff are deployed effectively (NFER research	Close scrutiny of half termly target s and progress towards these	DH	Jan 2017
Total budgeted cost					
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 build the self-esteem and confidence of PP pupils	Educational experiences	The full range of educational experiences. Support is given to ensure that all pupils have full access to broad educational experiences, such as residential courses, competing in sporting events and musical initiatives	Evaluation from pupils after each trips is done	RR	ongoing
Unifying approach to PP pupils	LSC Co-ordinator	A detailed dover view of PP pupils is obtained using all the combined inputs and this is tracked and modified according to progress. The EEF toolkit suggests that targeted interventions matched to specific students with behavioural issues can be effective	Review by Smart link governor with SLT	JP	Feb 2017
Total budgeted cost					

6. Review of expenditure				
Previous Academic Year 2015-2016				
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
<p>Specialist Primary Teacher to teach small groups Disadvantaged pupils to make more rapid progress</p> <p>Data tracking is used rigorously across the whole school and identifies all underachieving pupils. A disproportionate number of these are disadvantaged pupils. This information will provide robust data to drive intervention support and improve outcomes.</p>	<p>Primary School Teach April - August 2015 Sept - End March 2016</p> <p>Data Tracking</p>	<p>Specialist Primary Teacher to teach small groups in Mathematics to develop the progress of disadvantaged pupils. Creating smaller class sizes to allow teachers to spend more time with pupils. Disadvantaged pupils to make more rapid progress</p> <p>PP students perform in line with or above non PP students and the gap is narrowing year on year. PP students are performing above expected progress when compared to national data for all students. Additional staffing to specifically monitor PP data and tracking Admin Support to track PP students Pro-rated cost of data packages to support PP monitoring</p>	<p>Improvement in reading gaps between the PP e.g. Year 6 and year 8 gaps maths gap 30.5% down to 10.1%, reading gap 29.9% down to 0.3%, writing gap 28.7% down to 0.3% using new framework.</p> <p>Those pupils who were not on track were identified and additional support given. The communication with staff allowed them to address underperformance with given strategies.</p>	<p>£44,180.00</p> <p>Staffing to specifically monitor PP data and tracking Admin Support to track PP students Pro-rated cost of data packages to support PP monitoring £4400</p>
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on	Lessons learned (and whether you will continue with this approach)	Cost

		pupils not eligible for PP, if appropriate.		
<p>1)The aim of the support is to give pupils from disadvantaged backgrounds the confidence to participate more in school life and raise self esteem</p> <p>2) PASS used to assess attitude and prompt interventions for those pupils exhibiting issues from the data</p> <p>3) Tailored individual support</p> <p>4) Pupil Premium funding is used to support disadvantaged pupils with literacy difficulties.</p> <p>5) Pupil Premium funding is used to support disadvantaged pupils with literacy difficulties.</p>	<p>Withdrawal Room Assi April - August 2015 Sept - End March 2016</p>	<p>Achievement – pastoral support. The aim of the support is to give pupils from disadvantaged backgrounds the confidence to participate more in school life. To support disadvantaged pupils in raising achievements and well-being. To review on regular basis any issues and use PASS to manage and chart progress.</p>	<p>Support for pupils was provided. PASS runs show improvements for some key pupils. Some pupils also registered on the second run where family issues had occurred. Support in this manner has been reviewed under staffing restructure and examination of pastoral care provision. Staffing structure changed.</p>	£20,456.0
	<p>Attitudinal tracking software – PASS</p>	<p>PASS used to assess attitude and prompt interventions for those pupils exhibiting issues from the data</p>	<p>PASS runs show improvements for some key pupils. Some pupils also registered on the second run where family issues had occurred.</p>	£ 950
	<p>Learning Mentor(2)</p>	<p>Tailored individual support is provided across the curriculum and arrangements are made for support resources to be available for each pupil as needed. Staff take responsibility for determining the additional support and parental liaison that pupils need in order to achieve well. Pupils may need additional support based on PASS analysis</p>	<p>Support provided to PP pupils over the period of the year and parents for whom contact was beneficial</p>	£19,166.00 Programme support £6,485.00
	<p>TA interventional support & Booster intervention</p>	<p>To raise standards for PP pupils needing targeted support to improve their RA and Maths understanding</p>	<p>Reading and writing booster has secured improvements for some key PP pupils. For some despite intervention they fell below the raised standard for the SATS tests</p>	£ 16,984
	<p>Literacy Support</p>	<p>Pupil Premium funding is used to support disadvantaged pupils with literacy difficulties. PP funding is used to improve the Library environment and stock. To improve reading skills and accelerate progress in reading through the Focused Reading programme based around the new library and reading area in newly</p>	<p>The PP pupils have been involved in determining changes to the Library to support the new reading initiatives for 2016. Reading has made good progress against the new standards in Year 6.</p>	£ 9, 952.00

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 build the self-esteem and confidence of PP pupils	Educational experiences	The full range of educational experiences. Support is given to ensure that all pupils have full access to broad educational experiences, such as residential courses, competing in sporting events and musical initiatives	Pupils welcomed the educational experiences and exit surveys showed that the value as in both enjoyment and improved relationships for some. Access to performance opportunities also helps enhance self-esteem of some of the pupils	£ 3749.00
Parental support	Meeting attendance cover	PP pupils involved in case conferences and management of early intervention work with outside agencies Pupil needs addressed with family support provided in conjunction with external organisations	Family meetings with outside agencies to secure improved attendance or relieve family issues with numerous SS meetings	£4000
Unifying approach to PP pupils	LSC Co-ordinator	Leader of LSC unit designed to coordinate the progress of PP pupils across the curriculum and develop and monitor progress towards objectives	An over view of the progress of 130 pupils is needed to maintain and address any issues that may arise for the large cohort of pupils. The co-ordinator is also in charge of LAC pupils to coordinate and liaise with the differing authorities who have differing rules and regulations on reporting	£6385

7. Additional detail

In this section, you can annex or refer to **additional** information which you have used to inform the statement above.

We also received whole school staff training on 'Growth Mindset Training' improving the quality of lessons that we observed to give pupils more choice and more challenge within their learning.

Maths teachers received a number of updates from JG SLE in Maths including Mastery Maths, Reasoning and liaison with Chinese teachers in national project.

This academic year(2016 -2017) the new interim Head Teacher will focus on PP School Self Evaluation process and Target Setting.

Focus on SEND provision within school to target need of PP within this cohort SLT appraisal focus for MA pupils