

Pupil Premium Strategy Statement 2016-2017 Expenditure and Review

1. Summary Information					
School	St Nicholas CE VA School				
Academic Year	2016-2017	Total PP budget	£17 000	Date of most recent PP Review	February 2017
Total Number of Pupils	146	Number of pupils eligible for PP	17	Updated	September 2017

2. Current Attainment
<p>Statutory assessments and internal assessments show PP children making good progress. We have decided not to publish data on the attainment and progress of PP children by year group or in statutory assessments as with so few PP children in each year group, individuals would be identifiable. It is also inappropriate to base self-evaluation on such small cohorts, given the inevitable variability. Instead we focus on individual children. All PP children have targeted support that is regularly evaluated and reviewed. This is for children working towards, at or beyond expectations. Individuals are regularly monitored through our appraisal process, including termly data review meetings. Our Full Governing Body receive termly updates on our Pupil Premium Spend and a progress report on its impact.</p>

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. Some PP children have low prior attainment.

B. Some PP children have additional needs. 11 of our 17 children are also on the SEND register.
2 children left in the Spring Term 2017 (10 / 15 on SEND – 67%)

C. Social and emotional problems affecting confidence and progress ;weaknesses in learning behaviours e.g. lack of independence, focus or resilience

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

D. Absence

4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	Good progress	PP children, whatever their prior attainment, make at least expected progress, with some of those whose attainment is below age related expectations starting to catch up. Children by the end of KS2 are at least in line with the National Expected Standard. Higher Attaining Pupils achieving Greater Depth
B.	Any additional needs are supported effectively	Children with additional needs are supported through the school's SEND practice with recognition and support for any additional factors that PP face.
C.	Improved learning behaviours, self-confidence and self-esteem	Improvement in the learning behaviours demonstrated by targeted PP children are evident – recognised by children and staff alike Children feeling more confident to participate fully in school life and take risks with their learning.
D	Increased attendance	Attendance issues diminished

	5. Planned expenditure				
Academic Year	2016 - 2017				
	The three headings below enable the school 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?
A. Good progress	Continued focus on High quality Formative assessment with a particular focus on Effective feedback (oral and written) planning is linked to next steps and standards as a result high quality formative assessment Expectations are consistently high (Appraisal Focus 2016-17) implementation of Maths No Problem , RWI and Whole School Grammar and Spelling Scheme	<ul style="list-style-type: none"> • Research shows that high quality formative assessment significantly impacts on progress and attainment • We needed to develop consistency in relation to the teaching of SPAG so have trained staff in RWI , to help address underachievement in writing • We also wanted to develop mastery in maths and increase the % of children achieving Greater Depth by the end of EYFS , KS1 AND KS2 (SDP / Appraisal Focus) 	<p>Ongoing monitoring programme.</p> <ul style="list-style-type: none"> • Lesson Observations • Book Scrutiny • Learning Walks • Pupil Feedback • Data Reviews • Appraisal • Training /CPD 	Maths and Literacy Leads / Head	<p>Termly – Data Snap shots</p> <p>Ongoing evaluation through Staff-Meeting Programme</p>

<p>C. Improved learning behaviours, self-confidence and self-esteem</p>	<p>Continue to promote positive learning behaviours – resilience, focus etc Increase pupil engagement in their own learning – raise self esteem Develop AFL – effective feedback Pupil / Pupil (Appraisal Focus 2017) Employ strategies : gallery time ; Continue to reinforce school values and learning attitudes</p>	<ul style="list-style-type: none"> Progress meetings have highlighted some children for whom learning behaviours are preventing progress e.g. children are easily distracted, lack focus or confidence ; emotional needs impacting 	<p>Ongoing monitoring of learning behaviours through our rigorous monitoring programme(See Above)</p>	<p>Head/ SENCO</p>	<p>Ongoing through lessons Weekly Staff Meeting Agenda item Termly Appraisal meetings / data review meetings</p>
<p>Total Budget Cost</p>					<p>£ 5 500</p>

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?
A. Good progress	<ul style="list-style-type: none"> • A range of 1:1 interventions directed at improving basic skills in reading , writing and maths as well as movement and coordination difficulties • Close collaboration with specialist TA/ regular reviews • Involving Parents – reading journals , workshops ; SEND Reviews Termly to involve parents in target setting ; home-school projects ;homework provision 	<ul style="list-style-type: none"> • Targeted well planned support , delivered by trained staff and regularly evaluated boosts progress • Research (EEF) Found parental involvement had moderate impact for moderate cost. We believe home – school partnership is vital to ensuring children reach their potential; we recognize that those ‘hard to reach families ‘ need an holistic approach if we are to maximise the benefits for the child: 	<p>Track ongoing progress of children</p> <p>Feedback from Parents</p> <p>Liaising with Social Care and other lead professionals</p>	Head / Assistant Heads	Termly

<p>B. Additional needs supported effectively</p>	<ul style="list-style-type: none"> • An experienced SENCO is available to support teachers, children and parents with any disability and special needs issues. • Extra – Curricular activities • Funding for holiday clubs • Working directly with parents (See Above) 	<p>Learning barriers faced by children highlighted through benchmark assessments and information from other lead professionals</p>	<p>Track ongoing progress of children Termly SEND reviews</p>	<p>Head SENCO All staff / TAs LSAs</p>	<p>Termly</p>
<p>C. Improved self-confidence and self-esteem</p>	<p>Social skills sessions with small groups and where appropriate individuals(ELSA) Mentors identified where appropriate</p> <p>TA and staff CPD courses - autism, attachment.</p> <p>Extra – curricular activities financed (sport, dance, music etc)</p>	<ul style="list-style-type: none"> • Improve self-esteem and self-confidence, which is the key to ensuring engagement, aspiration and progress. • To promote resilience and enjoyment of learning 	<p>Feedback from Staff / Pupils / Parents</p> <p>Observations Monitoring of attainment / progress</p>	<p>Head / ELSA LEAD / SENCO</p>	<p>Termly</p>
<p>Total budget cost:</p>					<p>£11 200</p>

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?
D. Attendance is at least good	<ul style="list-style-type: none"> • Updates in newsletters • Monthly checks • Involve the children – rewards / incentives • Letters to parents / reminders • Involve County Attendance Officer where appropriate 	<p>School attendance hovers around 96%, with some individual attendance issues.</p> <p>Identified as an area of Weakness in our Data Dashboard Attendance was low for the group: FSM (in the lowest 10%)</p> <p>Persistent absence was high for the group: FSM (in the highest 10%)</p>	<p>Monitor attendance regularly</p> <p>Share process with all stakeholders – review regularly</p> <p>Liaise with other key agencies</p> <p>Involve the children directly</p>	Head	<p>Attendance is monitored Termly</p> <p>Key children are monitored weekly</p>
Total budget cost:					£300

Review of Pupil Premium Grant Spending 2016 -17

Quality of Teaching	Desired Outcome	Impact
Actions		
<p>Continued focus on High Quality Formative assessment with a particular focus on Effective feedback (oral and written) planning is linked to next steps and standards ; as a result, high quality formative assessment, expectations are consistently high (Appraisal Focus 2016-17)</p> <p>implementation of Maths No Problem, RWI and Whole School Grammar and Spelling Scheme</p>	<p>Pupil Premium children make good progress in all aspects of their learning (Emotional, Social and academic)</p>	<p>Of the 15 children eligible for PP, 10 (67%) were also SEND.</p> <p>Internal data shows that Pupil Premium children across the school made at least good progress in Writing (3.0), Maths (3.0) and Reading (3.1) and Science (3.1)</p> <p>RWI and homogenous groupings and regular intervention reviews all positively impacted on raising self – esteem, attendance and progress.</p> <p>Specific interventions have positively impacted</p>
<p>Continue to promote positive learning behaviours – resilience, focus etc.</p> <p>Increase pupil engagement in their own learning – raise self esteem</p> <p>Develop AFL – effective feedback Pupil / Pupil (Appraisal Focus 2017)</p> <p>Employ strategies: gallery time;</p> <p>Continue to reinforce school values and learning attitudes</p> <p>Support from Behaviour support</p>	<p>Improved learning behaviours, self-confidence and self-esteem</p>	<p>Improved attendance (case studies)</p> <p>Good or better progress</p> <p>Raised self – esteem – one child even became Headteacher for the day!</p> <p>Less behavioural issues</p> <p>Children displaying a real desire to succeed</p> <p>Increasingly doing homework</p> <p>Pupil interviews / feedback from staff reported increased motivation</p>
Targeted Support		
<ul style="list-style-type: none"> • A range of 1:1 interventions directed at improving basic skills in reading, writing and maths as well as movement and coordination difficulties • Close collaboration with specialist TA/ regular reviews • Involving Parents – reading journals, workshops; SEND Reviews Termly to involve 	<p>A. Good progress</p>	<p>Work scrutiny / Pupil Interview / SEND reviews show good rates of progress as a result of effective interventions, that were regularly monitored through SEND reviews: Daily 1:1 Reading / Peer Mentoring (which we aim to develop 2017-2018 (SEND Report and Pupil Premium Update to FGB June 2017)</p> <p>As a result of work targeted at improving self –</p>

parents in target setting; home-school projects; homework provision		efficacy, the vast majority made good progress and relationships between home – school have been strengthened.
<ul style="list-style-type: none"> An experienced SENCO is available to support teachers, children and parents with any disability and special needs issues. Extra – Curricular activities Funding for holiday clubs Working directly with parents (See Above) 	B. Additional needs supported effectively	<p>Homogenous groups significantly impacted on progress.</p> <p>Supporting Extra – curricular / holiday clubs helped raise confidence and strengthen home – school links.</p>
<p>Social skills sessions with small groups and where appropriate individuals (ELSA)</p> <p>Mentors identified where appropriate</p> <p>TA and staff CPD courses - autism, attachment.</p> <p>Extra – curricular activities financed (sport, dance, music etc.)</p>	C. Improved self- confidence and self-esteem	<p>Peer mentoring really help to boost the self-confidence and learning of all those involved; developing this strategy is a key objective on our SDP 2017 -2018 (Priority 4: Behaviour, well – being and Safety of our Pupils)</p> <p>Inhouse and external training has helped deepen Staff’s understanding and honed vital skills</p>
Other Approaches		
Action / Approaches	Desired Outcome	Impact
<ul style="list-style-type: none"> Updates in newsletters Monthly checks Involve the children – rewards / incentives Letters to parents / reminders Involve County Attendance Officer where appropriate 	D. Attendance is at least good	<p>All Pupil Premium 95.6 % ; Whole School 96.5 %</p> <p>We have case studies to illustrate improved attendance as a result of direct intervention, with individual children; this work is ongoing.</p> <p>Improving attendance for all children is a focus of our 2017-18)</p>