

Pupil Premium Strategy Statement 2017-18

1. Summary Information					
School	St Nicholas CE VA School				
Academic Year	2017-2018	Total PP budget	£17 320	Date of most recent PP Review	September 2017
Total Number of Pupils	150	Number of pupils eligible for PP	17	Date for next internal review of this strategy	February 2018

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.	Low prior attainment for some children
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B.	Additional Needs – 41 % of our PP are also SEND
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C.	Social and emotional problems affecting confidence and progress ;weaknesses in learning behaviours e.g. lack of independence, focus or resilience
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External barriers (issues which also require action outside school, such as low attendance rates)

D.	Absence
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E	Lack of routine (sleep, food, home learning support)
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4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	Children to make 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 Specific interventions have a measured success
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. Specific interventions have a measured success
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. Improved friendships Children need less support to resolve friendships Specific interventions have a measured success
D	Increased attendance	Reduce the number of persistent absentees among pupils eligible for PP Attendance is at least in – line with the National Average – 96% and at least 50% of PP are above the NA
E	Emotional and mental health of our pupils and their families are improved (SDP Priority 2017-18)	Families report an improvement in family routines Families are seeking support and honing parental skills Children attending extra – curricular; improved self-esteem and progress.

	5. Planned expenditure				
Academic Year	2017 - 2018				
	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 Teaching for all				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	Success Criteria / Impact
<p>A. Good progress As a result of increased accountability and High-quality teaching those children eligible for Pupil Premium make at least good rates of progress in year and through Key Stages. Linked to SDP Priority 1: Leadership & Management: To continue to strengthen accountability Linked to Governors Action Plan (GAP) Priority 2 To increase the impact of the governors in securing sustained improvement</p>	<ul style="list-style-type: none"> Maintain the FOCUS on developing High Quality Formative Assessment to further enhance the quality of teaching and learning, with a particular focus on Marking /Effective feedback (oral and written) Teacher – Pupil; Pupil to Pupil (Appraisal <i>Focus 2017-18</i>) Further develop the teaching of Maths, promoting fluency alongside mastery from EYFS to Year 6; Embed Science assessment and monitoring Develop comprehension skills to enable our more able and those who could exceed expectations in Reading. Homogenous groupings /Targeted 1:1 / small group support, regularly reviewed Peer Mentoring (Teacher- Teacher Pyramid Initiative 2017) Pupil – Pupil <p><i>Linked to SDP 2017-18: Priority 2 Teaching and Learning: Teaching is remains consistently good leading to outstanding across the school</i></p>	<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 and phonics so have trained staff in RWI, to help address underachievement in writing and reading; results in July 2017 showed these initiatives and Maths No Problem had positively impacted on all aspects of children’s learning; Peer mentoring reduces bullying, promotes self-esteem, deepens understanding and strengthens relationships 	<p>Data reviews Appraisal Scrutiny: Book / Pupil Interview / Learning Walks / Planning</p>	<p>H T</p>	<p>Targeted well planned support, delivered by trained staff and regularly evaluated boosts progress. Children make accelerated progress and ‘narrow the gap’ (SDP Priority 3: Outcomes 2017-18) By the end of KS2 PP children reach at least the expected standard in RD WR MA, with AA children reaching GD</p>

					2 800
	Total budget				
	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	Success Criteria / Impact
B. Any additional needs are supported effectively	<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>7 out of the 17 children have SEND (41%)</p>	<p>Track ongoing progress of children</p> <p>Termly SEND reviews</p> <p>Termly data Mtg</p> <p>Appraisal</p> <p>Monitoring updates to Staff / FGB</p> <p>Parent Consultation feedback</p>	<p>Head SENCO</p> <p>All staff / TAs LSAs</p>	<ul style="list-style-type: none"> SEND / PP children make accelerated progress and ‘narrow the gap’ (SDP Priority 3: Outcomes 2017-18) Attendance at Extra – curricular clubs increased Home – school links strengthened Children move off the SEND register
C. Improved learning behaviours, self-confidence and self-esteem	<p>Promote School’s positive learning behaviours</p> <p>ELSA support where appropriate</p> <p>Develop AFL – effective feedback Pupil / Pupil in</p> <p>Celebrate successes</p> <p>Increase responsibilities (jobs etc.)</p> <p>Peer Mentoring</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 Research (The Mentoring & Befriending Foundation) shows PM reduces bullying, raises self-esteem & confidence and deepens understanding. 	<p>Ongoing monitoring of learning behaviours through our rigorous monitoring programme (See Above)</p>	<p>Head/ SENCO</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>D. Increased attendance</p>	<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 • Revisit Attendance Policy to align with revised county and DFE guidelines 	<p>School attendance hovers around 96%, with some individual attendance issues. Identified as an area of Weakness in our Data Dashboard Attendance was low for the group: FSM (in the lowest 10%) Persistent absence was high for the group: FSM (in the highest 10%)</p> <p>Progress has been made (CASE STUDIES) but this remains a key objective in our SDP 2017-18</p>	<p>Monitor attendance and lateness regularly (Classes weekly) Whole School /Key Groups – monthly Key children – weekly Share process with all stakeholders – review regularly</p> <p>Liaise with other key agencies Involve the children directly</p>	<p>Head/ Head's PA</p>	<ul style="list-style-type: none"> • All key players are aware of their roles and responsibilities • Attendance is monitored effectively and interventions lead to significant improvements for all pupils • Increased attendance results in improved outcomes
<p>E. Emotional and mental health of our pupils and their families are imported (SDP Priority 2017-18)</p>	<p>Set up Family Support Days every half term</p> <p>Involve parents in their child's learning</p> <p>Develop adult mentoring for our parents</p>	<ul style="list-style-type: none"> • Emotional and mental health issues are a significant barrier to learning • We have seen an increase in family breakdown affecting pupils and their families • 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 a holistic approach if we are to maximise the benefits for the child; 	<p>Feedback from outside agencies</p> <p>Family support day</p> <p>Observations</p> <p>Pupil / Parent interviews</p> <p>Review of impact (Welfare / CP reviews</p>	<p>SENCO HT</p>	<p>Improved attendance</p> <p>Relationships strengthened</p> <p>Pupils home – learning increasingly supported</p> <p>Increased confidence amongst parents to seek support</p>
<p>Total Budget Cost</p>					<p>10 360</p>

Review of Premium Grant Spending 2017-18

Quality of Teaching	Desired Outcome	Impact Update
<p>Actions</p> <ul style="list-style-type: none"> Maintain the FOCUS on developing High Quality Formative Assessment to further enhance the quality of teaching and learning, with a particular focus on Marking /Effective feedback (oral and written) Teacher – Pupil; Pupil to Pupil (Appraisal <i>Focus 2017-18</i>) Further develop the teaching of Maths, promoting fluency alongside mastery from EYFS to Year 6; Embed Science assessment and monitoring Develop comprehension skills to enable our more able and those who could exceed expectations in Reading. Homogenous groupings /Targeted 1:1 / small group support, regularly reviewed Peer Mentoring (Teacher- Teacher Pyramid Initiative 2017) Pupil – Pupil <p><i>Linked to SDP 2017-18: Priority 2 Teaching and Learning: Teaching is remains consistently good leading to outstanding across the school</i></p>	<p>A.Good progress As a result of increased accountability and High-quality teaching those children eligible for Pupil Premium make at least good rates of progress in year and through Key Stages. Linked to SDP Priority 1: Leadership & Management: To continue to strengthen accountability</p> <p>Linked to Governors Action Plan (GAP) Priority 2 To increase the impact of the governors in securing sustained improvement</p>	<p>February 2018 / September 2018</p> <p>All Pupil Premium made more than expected progress in Reading (1.1) and Maths (1.2)</p> <p>In writing they made less than expected (0.8)</p> <p>Reading -88% made expected progress and 19% made more than expected; 56% are currently on track to reach the expected standard in RD; 19% ON Track to achieve Exceeding</p> <p>In Maths 100% made expected progress and 21% made more than expected; 50% are on track to achieve the EXP standard and 14% are on track to exceed</p> <p>IN Writing 75 % made expected progress and 6% made more than expected; 43% are on track to achieve the EXP standard and 6% are on track to exceed.</p> <p>Effective marking and feedback ensures provision is relevant and challenging;</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>B.Any additional needs are supported effectively</p>	<ul style="list-style-type: none"> * SEND Reviews and Data review meetings with staff have taken place; interventions reviewed * Effective Formative assessment ensuring curriculum is relevant and matches children’s next steps * Family days have signposted parents to support – improved engagement and helped promote our proactive ethos * SEND parent consultations have informed parents of their child’s provision and highlighted next steps and ways they can support their children- aiding continuous provision for our learners
<p>Promote School’s positive learning behaviours</p>	<p>C. Improved learning behaviours, self-confidence and self-esteem</p>	<p>Autumn Monitoring shows ➤ Good levels of engagement and increased</p>

<p>ELSA support where appropriate</p> <p>Develop AFL – effective feedback Pupil / Pupil in</p> <p>Celebrate successes</p> <p>Increase responsibilities (jobs etc.)</p> <p>Peer Mentoring</p>		<p>confidence due to a consistent focus on promoting keys learning behaviours and attributes</p> <ul style="list-style-type: none"> ➤ Children experiencing emotional / social difficulties have received ELSA and behavior support that has led to improvements – this work is ongoing ➤ Peer mentors are positively impacting e.g a child receiving daily support for spellings has resulted in increased self esteem and scores! – we are continuing to develop this mentoring scheme
<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>Revisit Attendance Policy to align with revised county and DFE guidelines</p>	<p>D. Increased attendance</p>	<ul style="list-style-type: none"> • Direct interaction with individuals has positively impacted on attendance • Through directly involving the whole community we have seen an increase in attendance.
<p>E. Emotional and mental health of our pupils and their families are imported (SDP Priority 2017-18)</p>	<p>E. Emotional and mental health of our pupils and their families are improved (SDP Priority 2017-18)</p>	<p>* Family support days have been introduced and been well received</p> <p>* impacted positively on relationships and increased confidence and engagement</p>

