Pupil Premium Strategy Statement

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| **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** | **Date for next internal review of this strategy** | **July 2017** |

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| **2. Current Attainment** |
| 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. |

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| **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. |

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| B. | Some PP children have additional needs. 11 of our 17 children are also on the SEND register . |
| 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 |

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| **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 |

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|  | **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 | * 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) | Ongoing monitoring programme.   * Lesson Observations * Book Scrutiny * Learning Walks * Pupil Feedback * Data Reviews * Appraisal * Training /CPD | Maths and Literacy Leads / Head | Termly – Data Snap shots  Ongoing evaluation through Staff-Meeting Programme |
| C. Improved learning behaviours, self-confidence and self-esteem | 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 and behaviours.  Identify mentors / ELSA support | * 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 | Ongoing monitoring of learning behaviours through our rigorous monitoring programme( See Above) | Head/ SENCO | Ongoing through lessons  Weekly Staff Meeting Agenda item  Termly Appraisal meetings / data review meetings | |
| Total Budget Cost | | | | | £ 5 500 | |

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| **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 | * 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 | * 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; | Track ongoing progress of children  Feedback from Parents  Liaising with Social Care and other lead professionals | Head / Assistant Heads | Termly |
| B. Additional needs supported effectively | * 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) | Learning barriers faced by children highlighted through benchmark assessments and information from other lead professionals | Track ongoing progress of children  Termly SEND reviews | Head  SENCO  All staff / TAs LSAs | Termly |
| C. Improved self- confidence and self-esteem | Social skills sessions with small groups and where appropriate individuals( ELSA )  Mentors identified where appropriate  TA and staff CPD courses - autism, attachment.  Extra – curricular activities financed (sport, dance, music etc) | * Improve self-esteem and self-confidence, which is the key to ensuring engagement, aspiration and progress. * To promote resilience and enjoyment of learning | Feedback from Staff / Pupils / Parents  Observations  Monitoring of attainment / progress | Head / ELSA LEAD / SENCO | Termly |
| Total budget cost: | | | | | £11 200 |

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| **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 | * 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 | 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%)**  We can’t improve attainment if children aren’t attending regularly | Monitor attendance regularly  Share process with all stakeholders – review regularly  Liaise with other key agencies | Head | Attendance is monitored Termly  Key children are monitored weekly |
| Total budget cost: | | | | | £300 |

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| * **Review of expenditure To be completed July 2017** | | | | |
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| * **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** |
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| * **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** |

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| * **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** |
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* **Additional detail**

In this section you can annex or refer to **additional** information which you have used to support the sections above.