

Pupil premium strategy

| 1. Summary information | | | | | |
|------------------------|-----------------------------|----------------------------------|---------|--|---------------|
| School | St Paul's CE Primary School | | | | |
| Academic Year | 2016/17 | Total PP budget | £74,340 | Date of most recent PP Review | November 2016 |
| Total number of pupils | 273 | Number of pupils eligible for PP | 52 | Date for next internal review of this strategy | July 2017 |

| 2. Current attainment - based on July 2016 Key Stage 2 Results | | |
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| | <i>Pupils eligible for PP – 14 Yr6 pupils</i> | <i>Pupils not eligible for PP (national average)</i> |
| % Achieving Expected in Reading, Writing and Maths | 36% | 60% |
| % Achieving Expected or above in Reading | 50% | 71% |
| % Achieving Expected or above in Writing | 64% | 79% |
| % Achieving Expected or above in Maths | 43% | 75% |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers | |
| A. | Welfare and social issues |
| B. | Special educational needs |
| C. | Speech and Language including EAL |
| D. | Self-belief for Higher achieving PP |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| E. | Attendance rates for pupils eligible for PP are ...% (below the target for all children of 96%). This reduces their school hours and can cause them to fall behind on average. |
| F. | Lack of home/school engagement and support |

| 4. Desired outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Welfare and social issues of pupils and families are addressed in partnership with school and other agencies as appropriate | Pupils eligible for PP to make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. |

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| B. | Continued good rates of progress across the school for pupils eligible for PP, with additional SEND | Pupils eligible for PP, with SEN, continue to make as much progress as 'other' pupils across the school in reading, writing and maths. |
| C. | Improve speech and language skills for pupils eligible for PP with additional language issues | Rapid progress for SpL and EAL pupils eligible for PP to allow them to make expected progress in all areas of the curriculum |
| D. | Raised aspiration for all higher achieving pupils eligible for PP | Higher proportion of PP children reaching Higher standard or Greater depth |
| E. | Increased attendance rates for pupils eligible for PP. | Overall PP attendance improves from % to 96% in line with school attendance target for the academic year. |
| F. | To improve engagement with school for of some of our most vulnerable families | Increased attendance at Parents' Evening, increased up take of CAF/TAF and Child and Family Support |

| 5. Planned expenditure | | | | |
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| Academic year | 2016/17 | | | |
| How will Pupil Premium be spent in 2016/17? | | | | |
| Desired outcome | Chosen action / approach What is the evidence and rationale for this choice? | Success Criteria | Staff lead | When will you review implementation? |
| A. + F. | <p>Welfare and social needs are met through support from additional adults in school, the Inclusion Manager and Child and Family Support Worker. Bespoke work with individual children and families.</p> <p>Specialist 1:1 support for children experiencing significant difficulties in welfare and social needs such as work with the School Counsellor.</p> <p>Bespoke interventions led by the Child and Family Support Worker</p> <p>Nurture Group led by Child and Family Support Worker</p> <p>We will continue to track and monitor the data of PP children including achievement and welfare concerns.</p> | <p>Children and families welfare needs are supported and met so that children are able to learn and fully engage in school life.</p> <p>Progress of these children will be in line with their peers</p> | PPCo and Inclusion Manager | Jan 2017, termly thereafter |
| B. | <p>To continue to accelerate progress and close the gap in attainment for pupils eligible for PP with a particular focus on SEND PP pupils by employing additional adult support. Pupils undertake identified, targeted and measured intervention programmes.</p> <p>To redeploy, through our provision map, teaching assistants to provide small group and 1:1 intervention for children in receipt of pupil premium who are currently working below national year group expectations.</p> <p>To continue to ensure that, through our Inclusion Manager, appropriate SMART targets are set for identified SEND children and that these are closely monitored.</p> <p>Increase targeted support from TAs for phonics, reading and speaking. Focussed narrowing the gap support.</p> | <p>Pupils eligible for PP continue to make accelerated progress so they close the gap by the end of the academic year in 2017.</p> | PPCo, SENDCo and Inclusion Manager | January 2017, termly thereafter |

| | <p>Specialist 1:1 teaching for children experiencing significant difficulties in learning such Educational Psychologists and IDSS.</p> <p>We will continue to track and monitor data of PP children and exit data analysed for intervention programmes.</p> | | | |
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| Desired outcome | Chosen action / approach What is the evidence and rationale for this choice? | Success Criteria | Staff lead | When will you review implementation? |
| C. | <p>Improve speech and language skills for pupils identified and eligible for pupil premium in particular EAL pupils</p> <p>To redeploy, through our provision map, teaching assistants to provide small group and 1:1 intervention for children in receipt of pupil premium who are currently working below national year group expectations.</p> <p>As part of our ESB action plan we will aim to raise attainment in speaking and language.</p> <p>To continue to ensure that, through our Inclusion Manager and SENDCo, appropriate SMART targets are set for identified SEND children and that these are closely monitored.</p> <p>Increase targeted support from TAs for phonics, reading and speaking. Focussed narrowing the gap support.</p> <p>SALT Specialist advice for children experiencing significant difficulties.</p> <p>We will continue to track and monitor data of PP children and existing data analysed for intervention programmes.</p> | <p>Pupils eligible for PP make accelerated progress so they close the gap by the end of the academic year in 2017.</p> | <p>EAL Leader SENDCo Inclusion Manager</p> | <p>Jan 2017, termly thereafter</p> |
| D. | <p>Focus increased OOSH Learning towards higher achieving PP children through AGT Cluster and bespoke activity days.</p> <p>Planned programme of extracurricular events targeting higher achieving PP children</p> <p>AGT Cluster events with other local schools eg Annual Quiz and Super learning Events</p> <p>Targeted AGT events eg AGT Maths, Writing and Science events at Peel Park School</p> | <p>Higher achieving PP children will make accelerated progress and close the gap in attainment between them and their peers nationally</p> | <p>AGT Leader</p> | <p>Jan 2017 termly thereafter</p> |

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| E | <p>Increase attendance rates for pupils eligible for Pupil Premium.</p> <p>We will continue to track and monitor data of PP children and exit data analysed for intervention programmes.</p> <p>Continue to follow whole school attendance policy and procedure wrt letters home, regular phone calls and meetings with families about attendance where it is a concern.</p> <p>Introduce Home Visits to support families experiencing difficulties.</p> <p>Termly Attendance Panels to address ongoing issues</p> <p>Procedures will be followed and PAST involved if necessary to support our PP children.</p> | <p>Reduce the number of persistent absentees amongst pupils eligible for PP. Improve the attendance rates so that pupils' attendance rates are in line with other pupils.</p> | <p>PPCo , Ch+F Support Worker and Inclusion Manager</p> | <p>Jan 2017, termly thereafter.</p> |
| Total budgeted cost | | | | £77,808 |

Measure of impact for Pupil Premium expenditure in 2016/17:

B, C and D – Review termly tracking data of PP pupil progress to outline reduction in attainment gap and set appropriate targets.
Monitor intervention programmes and quality first teaching to identify that children have access to high quality support/teaching.

A,E and F - Monitor the work of the Inclusion Manager and Ch+F Support by half termly meetings for SEND and VC and termly HT reports to Governing Body.
Monitor the attendance of PP children
We will evaluate the impact on confidence and self-esteem through attendance.