



St. Paul's Church of England Primary School Pupil Premium Strategy 2017/18

For the year 2017-18, St Paul's has been allocated £113100 for children entitled to the pupil premium funding. This has been allocated as follows and impact will be continually measured throughout the year.

Summary of main barriers to learning for pupils eligible for the Pupil Premium.	<p>Our pupil premium funding is allocated following analysis of need which may identify priority classes, groups or individual pupils. Barriers to learning for these pupils include:</p> <ul style="list-style-type: none"> - School deprivation index (0.31 on deprivation indicator: top 20% nationally) - Typical development of EYFS on entry to the school (below Local and National) - % of pupils with SEND double National (particularly SLCN, SEMH and MLD) - % of disadvantaged pupils considerably above National
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Initiatives in 2017-2018	Cost	Reason for Allocation	Evaluation/ Further Actions
Staffing Costs	£37758	To support children with barriers to learning. To provide targeted teaching through double staffing model in KS2 for literacy and maths (specifically Y3 and Y6)	<p>Y6: Average progress of disadvantaged pupils in Y6 in 2016-17 better than non-disadvantaged pupils nationally in all subjects as a result of effective double staffing model: Reading = + 3.64 (compared to national others +0.33), Writing = +5.43 (National others = +0.17) Top 20% nationally. Maths = +1.37 (National others = +0.28)</p> <p>Y3 Autumn: At least 78% PP pupils made better than expected progress in all reading and writing strands as a result of DS model. On average, PP pupils have deepened their understanding in all maths strands to date, however, focus for Spring intervention for pp girls to be on number and place value strand as 4 girls have not made adequate progress in this strand.</p>
Family Support	£24,050	To provide targeted focus work with families to enable them to support their children learning and wellbeing. To raise self-esteem, promote confidence and increased motivation To minimise disruption to learning	<p>Positive impact upon engagement in class of supported children Feedback from parents positive and evident in parent questionnaires. Action: To appoint new Lead of Pastoral Support and Well-Being following JG resignation in Dec.</p>
SATs Boosters	£2500	To target identified pp pupils in Y6 vulnerable to meeting end of Key Stage 2 expectations in reading, writing and mathematics.	<p>Y6: Average progress of disadvantaged pupils in Y6 in 2016-17 better than non-disadvantaged pupils nationally in all subjects as a result of effective double staffing model: Reading = + 3.64 (compared to national others +0.33), Writing = +5.43 (National others = +0.17) Top 20% nationally. Maths = +1.37 (National others = +0.28)</p>

			Attainment for disadvantaged pupils: R = 64% (compared to national others 77%), W = 82% (compared to national others 81%), M = 64% (compared to national others 80%),
Reading intervention	£1873	To provide PP children who do not read at home (primarily in KS1) with opportunities to read individually	Y2 - 6: PP pupil progress from Autumn 2016 – Spring 2018 exceeds that of others. 80% of PP pupils made better than expected progress in reading comprehension (67% KS1), 61% BEP in word reading (67% KS1).
Funding for residential trips and other visits		To support participation in school based activities and ensure all children are given the same opportunities to access extra-curricular activities as their peers.	Children have been able to access extra-curricular activities alongside their peers – something they may have been able to do without the financial subsidy. Learning has improved as a result of the educational visits and the swimming lessons have enabled children to learn to swim but also to develop their safety awareness around water. PP funding facilitated participation in the residential for 18 pupils.
Development of double staffed Phase 1 for Reception and Year 1 pupils	£20983	Previously applied double staffing model in Y6 has evidenced as the intervention to have greatest impact on pupils. Phase model will facilitate smaller group teaching and increase ability for targeting needs across developmentally targeted curriculum (see rationale for phase 1)	100% disadvantaged pupils in Y1 had achieved a GLD by November 17, compared to 71% in July 17. Attainment of PP pupils exceeded that of others in all DM strands. Predicted GLD for 17-18 @60%+ > others/all pupils.
Thrive Approach (CPD + pupil support)	£8288	To train staff in the use of THRIVE in order to support children to develop their social skills, to develop self-esteem and build resilience. Group support to address interruptions in learning and secure improved outcomes for pupils with SEMH difficulties and those at risk of disrupted learning.	Training underway – Lead Practitioners have a secure understanding of THRIVE principles which have now been shared with all staff. Personalised action plans for identified pupils and screening of all classes have identified pupils' development stages and facilitated specific intervention for those needing it. Impact of this to be measured in July 18.
CPD – phonics	£1600	To improve staff knowledge of the phonetic code and teaching of phonics in line with OFSTED priority 1.	Individual pupil scores show clear progress from baseline assessments to final assessment. However, disadvantaged pupils PSC outcomes at end of KS1 remain much lower than national and therefore, the teaching of phonics remains a key focus in Phase 1.
Cornerstones Curriculum	£2500	To provide an inspiring, engaging and creative curriculum that is well-matched to pupils' needs and interests. To develop a rich variety of learning experiences both in the classroom and beyond, giving pupils access to aspiration, knowledge and skills beyond their local understanding.	Pupil conferencing in December highlighted that pupils across the school are enthusiastic about their topics. The pupils stated that they would sometimes like to spend longer on a particular topic (this has been revised for Spring term). Monitoring of coverage across the school illustrates that pupils are receiving a broad a balanced curriculum. The curriculum now provides improved “hooks to learning” which have improved motivation and engagement and that the curriculum provides better opportunities for children to make links in their learning.
Enrichment week	£6000	To work with marine commandos to overcome challenges impacting on outcomes including behaviour, low confidence, lack of aspiration and self-esteem.	Pupil feedback outlined that Marines experienced helped them learn new skills, develop their confidence and courage to “have a go”. This impact has been identified for pp pupils

			across the school, specifically in Y3 and 5 in lesson observations.
Time to Talk meetings	£2100	To provide parents with opportunities to hold more in-depth learning reviews with teachers, thus identifying further barriers to learning and enabling parents to have a clearer picture of their child's progress	Time for talk meetings continued for all pupils. 96% attendance by parents –improvement to 16-17. Consequently, teachers have a greater understanding of the whole child and family. Parents able to contribute to, and develop a clearer understanding of own child's targets.
Total allocated	£107652		
Total	£5448	For sustaining double staffing model across the school and allocation to initiative to raise employment aspiration (June 2018)	
Total	£113100		

Report written: April 2017

Reviewed: April 2018