

Pupil Premium Strategy Statement 2017-2018:

Priddy & St. Lawrence's C of E Primary School Federation

1. Summary information					
School	Priddy Primary School & St. Lawrence's CE School (combined data) <i>(*the school has individual schools data, but for the purpose of this published document, data is presented as a federation, also to protect identification of individual pupils)</i>				
Academic Year	2017/18	Total PP budget	£9,240 *with in-year adjustments (£10,560-£1,320)	Date of most recent PP Review (for website information)	July 2017 / April 2018 / July 2018
Total number of pupils	92	Number of pupils eligible for PP	7 (July 2017) 6 (July 2018)	Date for next internal review of this strategy	Half termly

2. Current attainment (July 2018 – whole school)		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected age related expectations (ARE) or above in reading	33%	58%
% achieving expected (ARE) or above in writing	33%	47%
% achieving expected (ARE) or above in maths	50%	58%
% achieving expected (ARE) or above in reading, writing and maths	33%	30%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	29% (2) have Special Educational Needs (MLD/SPLD/SLCN)
B.	29% (2) have some emotional and/or social barriers
C.	Not all received regular support at home with homework/reading.

D.	Parent decision of withdrawal from additional support (booster/wave 2)
E.	Narrowing identified gaps between Pupil Premium and Non-PP in attainment and progress
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Specific targeted support – linked to IEP (Individual Educational Programme), to fill in gaps in learning.	Personal targets are met on IEP, support services involved where needed, advice implemented. Close monitoring by SENCo with additional support programmes. Parent IEP surgeries with teacher and SENCo. Training for staff where applicable.
B.	For children’s self-esteem and emotional wellbeing to be stable.	Use of emotional/social programmes and targeted support in class (ie. Working with peers). Key contact person: TA/ELSA. Use of external support – PFSA (Parent Family Support Advisor). Children/parents to complete regular questionnaire to check on wellbeing. Training where applicable.
C.	Focus/supported in class, parent given other opportunities to engage them within their children’s learning.	Parent workshops, Curriculum/termly overview for topics, letters, events (performances/PTA events), parents evenings, seeing parents in playground, Termly drop in coffee mornings with SENCo etc.
D.	Focus/supported in class, move interventions to another time when possible.	Explanation to parent importance of additional support after identifying where a child needs it. Support time moved. Child highlighted and supported more in class / High Quality First Teaching.
E.	Gaps identified and addressed	Half termly tracking and data analysis. Quality First Teaching & booster/intervention groups / 1:1 tailored to individual needs. Discussed at Pupil Progress Meetings. Parents kept in the loop. PP co-ordinated and website kept up to date.

5. Review of expenditure	
Financial Year 2017-2018	
	Pupil Premium funding with in-year adjustments £9,240
	Carry forward from previous year £10,471
	Total £19,711

i. 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
Educational Support (within class: TA)	Teaching Assistant in class.	Supporting children with their learning. Moving children on in their next steps, quicker feedback in what they have achieved and areas to improve.	Children really value having a member of staff there to support them in their learning. Positive impact and supportive approach. TA working 1:1 giving feedback or as a group with children. May also free up teacher to allow time for teacher to work with other children. Also TA has been a key contact person for children who have needed that extra bit of emotional support / confidence.	£8,775
ii. 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
1:1 reading (Beanstalk readers) & Rapid Reading starter books : resources.	1:1 reading time twice a week New books / resources	Reading ability has improved – evidence of progress. Rapid Reading books – part of 1:1 intervention.	Supports children academically and also offers 1:1 quality time. Reading ability/accuracy and comprehension progression.	£731.66
Educational Support (wave 2 booster group / wave 3 1:1 support)	Wave 2 booster groups. Wave 3 1:1 support.	To support those with making progress academically / socially and/or emotionally. Progress seen through collected intervention data.	Targeted support has helped those with identified gaps. Positive impact. Supports a child's confidence / self-esteem. Support has also been given emotionally and/or to help develop social/friendship skills. Academic and speech and language interventions also were in place and had a positive impact.	(as above)
Staff cover for IEP surgeries.	Class teacher is able to come out of class to attend meeting with SENCO /parents.	Parents are part of joint discussions about how their child is achieving academically/socially / emotionally. Review of targets and planning next steps. Decisions on additional provision. Parents invited for those of children with SEND. Also time for teacher to raise any concerns to SENCo.	Positive joint-coordinated approach from school and home. Parents aware and part of planning provision for their child. Works well with continuing support at home. Teacher raising any concerns to SENCo. Can have detailed discussions, share strategies/advice or plan for wave 2 booster groups. Supports the graduated approach (SEND Code of Practice).	£410
iii. Other approaches				
Desired outcome	Chosen	Estimated impact: Did you meet the	Lessons learned	Cost

	action/approach	success criteria? Include impact on pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach)	
Swimming	Reduced swimming lessons	Inclusive – all children participated. Supports a 'healthy living' lifestyle and also important skills for safety in/around water.	Supported parents financially and also enabled child to be part of learning opportunities outside of the classroom. Extended P.E. curriculum. Safety skills taught.	£23.20
Milk / FSM (continue within E6)	Continuation of milk after 5 th birthday and access to a hot meal when on E6.	Support of healthy eating/balanced diet. Children well-nourished and ready for afternoon learning.	Access to a hot meal / good lunch to enable them to maintain concentration and to work to their full potential in the afternoon.	£209 £1995
Trips	Subsidised trips	This follows the inclusive ethos of the school – for all children to have the opportunity to participate in these extra-curricular activities. There has been very positive feedback from children following the trips. This provides valuable experience (and memories) for children. Learning out of the classroom environment can be very beneficial.	All children involved and shared same experience/opportunity. Positive learning opportunity which continued into the classroom.	£110

Total spent £12,253.86

Carry forward 2018/19 £7,457

6. Planned expenditure / allocation of funding

Financial year	2018/19 (set April 2018)
	Carry forward £7,457
	Pupil Premium funding £9,240

The three headings below enable schools 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	Chosen action /	What is the evidence and	How will you ensure it is	Staff lead	When will you
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outcome	approach	rationale for this choice?	implemented well?		review implementation?
Raising levels of achievement and progress	<p>Training courses for staff to improve quality of teaching.</p> <p>Required resources.</p> <p>Training may also extend into reading and writing to support overall quality of teaching.</p>	<p>Gaps being identified through regular analysis of data.</p> <p>Training and teaching constantly being updated to improve standards of teaching and learning against the new National Curriculum.</p> <p>Sutton Trust: Collaborative Learning Approaches +5 months Sutton Trust: Feedback +8 months Sutton Trust: Mastery Learning +5months</p>	<ul style="list-style-type: none"> • Training attended. • Link to Maths/English Action Plan/SDP. • Lesson observations. • Book scrutiny. • Learning walk. • Governor monitoring • Evidence of attainment and progress of PP children in line with peers and national. • Differences diminished. • Evidence of accelerated progress. • Pupil Premium Co-ordinator: monitoring expenditure and impact. 	RT LC Maths and English Co-ordinators.	<ul style="list-style-type: none"> • Pupil Progress Meetings. • Working alongside Maths / English Action Plan. • Feedback from observations / book scrutiny etc. • Regular data analysis throughout the year. • End of academic year 2017-2018 data.
Taking part in trips and extra-curricular learning opportunities outside of the classroom.	Subsidised trips	<p>This follows the inclusive ethos of the school – for all children to have the opportunity to participate in these extra-curricular activities. There has been very positive feedback from children following the trips. This provides valuable experience (and memories) for children. Learning out of the classroom environment can be very beneficial.</p> <p>Sutton Trust: Outdoor adventure learning +4 months</p> <p>Sutton Trust: Social and emotional learning +4 months</p>	<ul style="list-style-type: none"> • Letters sent home to parents advising of this subsidised cost (and in some circumstances, covers the total cost). • Check who is due to attend the trips. • Approach those not due to attend to discuss. 	RT	<ul style="list-style-type: none"> • During trip arrangements. • Uptake following trip.
Total budgeted cost					£500

ii. Targeted support

Desired	Chosen	What is the evidence and	How will you ensure it is	Staff lead	When will you
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outcome	action/approach	rationale for this choice?	implemented well?		review implementation?
Raising levels of achievement and progress	<ul style="list-style-type: none"> TA 1:1 or group interventions (Rapid Writing/Reading, Rapid Maths, social skills etc. TA in class with targeted group work. TA in class, keeping children on task, emotionally supporting. 	<p>Target groups / children identified.</p> <p>Sutton Trust: One to one Tuition +5 months</p> <p>Sutton Trust: Early Years Intervention +5 months</p> <p>Sutton Trust: Reading Comprehension Strategies +5 months</p> <p>Sutton Trust: Small Group Tuition +4 months</p>	<ul style="list-style-type: none"> Reading ages. Writing moderation Link to Maths / English Action Plan/SDP. Lesson observations. Book scrutiny. Learning walk. Governor monitoring Evidence of attainment and progress of PP children in line with peers and national. Differences diminished. Evidence of accelerated progress. <ul style="list-style-type: none"> SENCO / Pupil Premium Co-ordinator: monitoring expenditure and impact. 	LC RT Maths / English co-ordinators	<ul style="list-style-type: none"> Intervention tracker logs and meetings with SENCo. Pupil Progress Meetings with SENCO and Head. Regular data analysis throughout the year. End of academic year 2017-2018 data.
Supporting with individual needs to enable child/ren to be more emotionally literate which will also impact academically.	<ul style="list-style-type: none"> TA 1:1 or group interventions TA in class, keeping children on task, emotionally supporting 	<p>Target groups / children identified. Children with a better mind set and emotionally well balanced achieve better.</p> <p>Sutton Trust: One to one Tuition +5 months</p> <p>Sutton Trust: Behaviour Intervention +3 months</p> <p>Sutton Trust: Social and emotional learning +4 months</p>	<ul style="list-style-type: none"> PPM, discussions with teachers – identified children. SENCO advice / ELSA trained. Joint discussions with staff and parents. Teachers more aware of vulnerable children and how best to meet their needs. Barriers to learning identified. Use of PFSA 	LC / SENCo Class teachers RT	<ul style="list-style-type: none"> Consultation meetings (with external agencies and SENCo). Meetings with SENCo / parents. Pupil Progress meetings with Head and SENCo.
Total budgeted cost					£10,000
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?

Milk / FSM (continue within E6)	Continuation of milk after 5 th birthday and access to a hot meal when on E6.	Support of healthy eating/balanced diet. Children well-nourished and ready for afternoon learning.	Access to a hot meal / good lunch to enable them to maintain concentration and to work to their full potential in the afternoon.	RT	Half termly orders
Total budgeted cost					£2,500
TOTAL PLANNED EXPENDITURE					£13,000