

Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
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| School | St Edmunds RC Primary School | | | | |
| Academic Year | 2016-17 | Total PP budget for Autumn and spring term (remainder of PP budget for financial year 16/17) | (£38040 less £11,263) £26,777 | Date of most recent PP Review | December 2016 |
| Total number of pupils | 388 | Number of pupils eligible for PP | 31 | Date for next internal review of this strategy | July 2017 |

| 2. Current attainment (Year 6 pupils not present 2015-16) | | |
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| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving in reading, writing and maths | | % |
| % making progress in reading | | % |
| % making progress in writing | | % |
| % making progress in maths | | % |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | | |
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| In-school barriers (issues to be addressed in school, such as poor oral language skills) | | |
| A. | Engagement of and support by parents in children's learning e.g. reading at home regularly, completing home learning tasks | |
| B. | Spelling of common exception words at key stage 1 & age related spelling at key stage 2 is preventing children from reaching age related expectations in writing | |
| C. | Rapid recall of maths facts to support conceptual understanding & application inc number bonds, times tables | |
| External barriers (issues which also require action outside school, such as low attendance rates) | | |
| D. | Attendance rates for pupils eligible for PP are 89% (below the national target for all children of 95%). This reduces their school hours and causes them to fall behind on average. | |
| 4. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Improved phonic scores | All PP pupils will pass phonic screener (Phonics check will indicate areas of weakness earlier so interventions can be put in place) |
| B. | Improved spelling accuracy | PP pupils will reach EXS in KS 1 & KS 2 GPS SATs. They will show |

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| | | an improvement in both SWST and rising stars score |
| C. | Secure recall of age related key maths facts | PP pupils will reach EXS in KS 1 & KS 2 SATS. There will be an improvement in key maths facts scores |
| D. | Increased attendance rates for pupils eligible for PP | Overall PP attendance improves from 89% to be in line with other pupils (National 95%) Attendance initiatives will promote better attendance rates |

5. Planned expenditure

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| Academic year | 2016-17 |
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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 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? |
|--|---|--|--|---------------------------|---|
| Improve phonic screening results to be in line with NA of 85% | Use of THRASS programme THRASS shared with parents via Home school diary Increased phonics teaching each day Early phonics check | Systematic synthetic Phonic Programme which is identified as most effective method of teaching phonics Parental support has been shown to increase progress and attainment Providing more opportunity for pupils to experience phonics means they will keep up. | Monitoring of delivery through observations of phonics sessions Half termly collection & analysis of data | KMC & MK | Termly |
| Improved spelling | No Nonsense Spelling programme used from year 2 to 6 Year group spelling expectations shared with parents at learning conversations. Dyslexia friendly strategies to be used in the classroom | Systematic spelling programme which provides clear structure and strategies for teaching and learning spellings. Parental support increases pupil progress and attainment. Dyslexia friendly strategies CPD for staff increases staff awareness of dyslexia and how to support pupils in the classroom | Monitoring of delivery through observations of session Use & analysis of Rising stars GPS half termly Increasing use of dyslexia friendly approaches including use of resources shared during CPD seen during monitoring | DS, KMC, MK & GP SENCo | Termly |
| Improved Maths | Magic 10-daily practise & recall of key facts Blocked planning using Maths Hubs resources | Magic 10 was identified as a successful strategy by school leading CPD attended by staff Maths hub resources recognised as high quality resource ensuring NC related expectations and strategies to support non specialists | Monitoring of delivery through observations Use of Rising stars to inform planning and Maths hubs end of term assessments to track progress and attainment | KC, MK & GP | Termly |

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| Total budgeted cost | | | | | £550 |
| 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? |
| Improved phonics attainment | Dancing Bears Toe by Toe | Previous data shows that these interventions have been successful in improving phonics | Analysis of entry and exit data Observations of delivery. | SENCo | Termly |
| Improved spelling attainment | Word Wasp | Used effectively in partnership school in 2015-16 where KS 1 & 2 results were in line or above national | Analysis of entry and exit data Observations of delivery | SENCo | Termly |
| Improvement in writing attainment | First Class@Writing | Specific pupils require small group support to catch up and this programme has a proven success rate. Previous statistics show 88% of pupils became more confident and motivated to write - 70% made more progress than their teachers had expected and their spelling scores improved by 42% | Analysis of entry and exit data Observations of delivery | SENCo | Termly |
| Improved attainment in Maths across the school with a focus on KS2 | HoS to provide small group tuition to High performing PP to secure GDS & to PP at risk of not reaching EXS TA to attend ECC Success@Arithmetic – Spring term. Provide small group intervention | HoS MaST trained specialist who can support pupils particular needs and ensure high attainment. This approach has external proven success eg EEF toolkit Success at Arithmetic has a proven success rate. On average children made an average Number Age gain of 17.5 months in 4.5 months – almost 4 times the expected progress. 92% of pupils achieved national expectations at the end of their school year. | Analysis of maths data Observations of delivery | SENCo, MK, KMC | Termly |
| Total budgeted cost | | | | | £6,030 |
| 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? |
| Improve parental | Workshops and drop ins | Opportunities for parents to work alongside | Feedback from parent drop in | All staff | July 2017 |

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| engagement in and support for learning | Modelling of tasks by TAs for specific parents & pupils Extension of Learning Logs to Year 2 Termly learning conversations with Teacher/Parent/Pupil | their children help them to understand the curriculum and provides modelling of tasks. Specific tasks modelled by TAs ensure both child and parents understand and have the skills to complete the task. | sessions to evaluate attendance, satisfaction. Monitoring of Learning Logs to analyse quality, quantity and engagement in home learning. Parent and pupil feedback from LC | | |
| Improved GPS & Maths | Provision of revision guides for year 6 to support preparation for SATs | Use at partner school increased pupil confidence and understanding of SATs format and expectations leading to outcomes in line or above national | Sharing of good practice from Partnership school Feedback from pupils | Yr 6 teachers and SLT | July 2017 |
| Improved progress and attainment of KS2 PP | Weekly learning conversations with class teacher to address misconceptions. PP to secure GDS | 1:1 time spent with class teacher effective in supporting learning. Pupil perceptions indicate this had a positive impact on learning. | Feedback from pupils through perception interviews Teacher pupil progress meetings used to discuss impact of sessions Tracking of LC time with PP | SLT/SENCo Yr 6 class teachers | July 2017 |
| Improved SCLN across the school | SaLT training of TAs to deliver specific SMART targets | Qualified SaLT sharing expertise to support more children across the school. This has been an effective strategy. | Regular liaison between SaLT and SENCo and monitoring of SaLT reports. | SaLT/SENCo | July 2017 |
| Improved personal, social and emotional development of EYs/KS1 | SENCo to run a social skills group | Small group intervention has proved successful in developing, self-esteem and confidence. Increase in Boxall scores. | Boxall profiles and SDQ analysis used at point of entry and exit. SENCo to feedback to teachers | SENCo | Spring term 2017 |
| Increased attendance rates | Absences followed up quickly Letters issued to parents who show a drop in attendance rate | Children's outcomes will improve if they attend school regularly. Attendance initiatives used previously across the school have contributed to a better attendance rate | Regular review of attendance data (HT weekly) Continuation of EWO | Admin/SLT/SENCo | July 2017 |
| Pupils will engage in and enjoy learning music in school | Funded music sessions in yr 3 (Violin) Optional sessions available to year 4/5 pupils | Children's engagement and self-esteem is improved. | Monitoring of sessions and feedback from pupils and parents | SLT | July 2017 |
| Total budgeted cost | | | | | £9744 |

| 6. Review of expenditure | | | | |
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| Previous Academic Year | | 2015-16 | | |
| 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 |
| Improved progress and attainment in writing | Use of Talk for Writing implemented across the school inc CPD for staff, leadership time for subject leader to work with colleagues & evaluate progress | DS (literacy leader) and LM (SaLT) ran a parent workshop 87% of parents who attended the session said their knowledge of vocabulary was better or much better. Following terms drop in sessions focused on Talk4Writing (across the whole school) | By providing a parent workshop and Talk4Writing parent drop ins parents were more engaged and confident in supporting their children at home. Parents comments found in 'Parent Information session on Talk4Writing and Vocabulary feedback notes' | £500 |
| Improve maths attainment | Training for 2 TAs in promoting Mathematical learning | TAs have increased subject knowledge which increased pupil enjoyment and engagement in maths | Feedback form TAs beneficial to see the impact of the training on their CPD. | £300 |
| 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 |
| Improved Maths progress | First Class@number | A trained TA ran an intervention for a small group Estimated average number age gain of approx. 12 months over a term Expected gain in confidence and interest in learning in maths Actual gain 11 months average progress (one cohort). The class teacher commented on Increased confidence and willingness to attempt and answer questions | It is an effective intervention but must be run consistently as programme requirements to ensure it is effective | £1500 |
| iii. 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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| Improved home/school partnership through the use of learning conversations | Termly learning conversations with teacher, parent and pupil | Parents were clearer about ways in which to support their child at home and about year group expectations | These will be continued | £2420 |
| Improved speech, language and communication across the school with a particular focus on vocabulary | Employment of SaLT to support pupils speech, language and communication needs and embed strategies e.g. ELKLAN to support them across the school | T and SaLT attended ELKLAN training and support sessions given to all staff. Feedback from staff positive (particularly from TAs and middays) Learning walks showed more vocabulary displays and support in place. Pupil perceptions showed more children were aware of topic vocabulary and could refer to this. 87% of parents said their knowledge of vocabulary was better or much better after a workshop. | Embed the use of STAR (Anchor, Goldilocks and step on words) across the school. Continue with staff CPD and parent/pupil engagement e.g. joke competition Initiatives such as no pen's day were enjoyed by the pupils and overall feedback positive. Staff al need to be on board to ensure this is successful in the future. | £530 |
| Improved school attendance | Attendance initiatives Letters sent out to pupils who show a dip in attendance EWO involvement | Classes responded well to the attendance initiatives and were keen for their class to win the best attendance. | Attendance will continue to be promoted as PP average 89% below NA. | £250 |
| Pupils will engage in and enjoy learning music in school | Funded music sessions in yr 3 (Violin) Optional sessions available to other KS2 pupils | Children's engagement and enjoyment improved. | | £1215 |
| To develop pupils personal, social and emotional development | Nurturing/social skills group | Boxall profiles and SDQ analysis showed improved scores for all pupils. | Groups will be continued. Liaison with class teacher and other supporting adults is crucial in ensuring targets are SMART and activities tailored to support need | £600 |