

# Pupil premium strategy statement (primary)

1. Summary information					
School	St Edmunds RC Primary School				
Academic Year	2017-18	Total PP budget	£78,100	Date of most recent PP Review	Sept 2017
Total number of pupils	381	Number of pupils eligible for PP	47	Date for next internal review of this strategy	July 2018

2. Current attainment 2016-17		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	56%	67%
Average progress score in reading	-0.3	0.3
Average progress score in writing	-0.5	0.2
Average progress score in mathematics	-3.7	0.2

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Engagement of and support by parents in children's learning e.g. reading at home regularly, completing home learning tasks
<b>B.</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
<b>C.</b>	Rapid recall of maths facts to support conceptual understanding & application inc number bonds, times tables
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance rates for pupils eligible for PP are 90% (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>
<b>A.</b>	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>B.</b>	Improved spelling accuracy & GPS outcomes at KS 1 & 2	PP pupils will reach EXS/Higher scaled scores (linked to PAG) in KS 1 & KS 2 GPS SATs. They will show an improvement in both SWST and rising stars score
<b>C.</b>	Secure recall of age related key maths facts	PP pupils will reach EXS/Higher Scaled score (linked to PAG) in KS 1 & KS 2 SATS. There will be an improvement in key maths facts scores

<b>D.</b>	Increased attendance rates for pupils eligible for PP	Overall PP attendance improves from 90% to be in line with other pupils (National 95%) Attendance initiatives will promote better attendance rates
-----------	---	--

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2017-18</b>				
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Improve phonic screening results to be in line with NA of 85%</b>	review of tracking and interventions	identify pupils at risk of not passing screening earlier and provide targeted intervention	English Lead & SEND will complete review by Oct 2017 Tracking shared with Leadership team half termly	DS & CB	<b>Termly</b>
<b>Improved spelling</b>	Ninja Vocabulary trialled in year 6	Has been used effectively in partner school	Monitoring of delivery through observations of session Use & analysis of Rising stars GPS half termly	DS, KMC, MK & SENDCo	<b>Termly</b>
<b>Improved Maths</b>	Whole school CPD visual strategies (Bar Method)	use of Visual strategies based on Shangai methods	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	<b>Termly</b>
	Introduce use of Ninja Maths in year 6	Used successfully in partner school where results improved significantly	Maths lead to monitor and track pupils progress	GP	
	MaST CPD for maths leader	Well known professional qualification based on research into subject specific pedagogy	Whole school project led by Maths leader needed for successful completion and award of qualification	GP	<b>July 2018</b>
<b>Total budgeted cost</b>					£3717

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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	<b>Termly</b>
Improved spelling attainment	Word Wasp	Used effectively in partnership school where KS 1 & 2 results were in line or above national	Analysis of entry and exit data Observations of delivery	SENCo	<b>Termly</b>
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	<b>Termly</b>
Improved attainment in Maths across the school	HoS to provide small group tuition to High performing PP to secure GDS & to PP at risk of not reaching EXS	HoS MaST trained specialist who can support pupils particular needs and ensure high attainment. This approach has external proven success eg EEF toolkit	Analysis of maths data Observations of delivery	SENCo, MK, KMC	<b>Termly</b>
<b>Total budgeted cost</b>					£28,964
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve parental engagement in and support for learning	Workshops and drop ins Termly learning conversations with Teacher/Parent/Pupil	Opportunities for parents to work alongside 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.	Feedback from parent drop in sessions to evaluate attendance, satisfaction. Parent and pupil feedback from LC Staff feedback from LC	All staff	termly
Improved GPS & Maths	Provision of revision guides for year 2 & 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 Feedback from pupils	Yr 2 & 6 teachers and SLT	termly

Improved progress and attainment of KS1 & 2 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 2 & 6 class teachers	July 2018
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 Class awards termly Awards for full attendance annually	Admin/SLT/SENCo	PP monitored half termly
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 2018
<b>Total budgeted cost</b>					£43,437

<b>6. Review of expenditure</b>				
<b>Academic Year</b>		<b>2016-17</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>Improve phonic screening results to be in line with NA of 85%</b>	Use of THRASS programme THRASS shared with parents via Home school diary Increased phonics teaching each day Early phonics check	Training completed for all staff Phonic results for year 1 improved but did not reach national expectations. All disadvantaged pupils achieved the Phonics screening	Review of tracking to be completed by English subject leader and KS 1 staff to enable earlier identification of pupils at risk of not passing	<b>£1300</b>
<b>Improved spelling</b>	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	Staff attended Dyslexia training in September 2016. Feedback from staff was positive regarding Dyslexia friendly strategies to use in the classroom.	Develop further use of word aware across all subject areas to increase range of vocabulary  Staff to share best practice in staff meetings and SENCo to monitor classroom practice.	<b>£100</b>
<b>Improved Maths</b>	Magic 10-daily practise & recall of key facts Blocked planning using Maths Hubs resources	Magic 10 implemented Hub resources used Rising stars Maths cold tasks	Continue to use Implement use of Ninja maths in year 6	<b>£1000</b>

<b>ii Targeted support</b>				
Improved phonics attainment	Dancing Bears Toe by Toe	14 Children in year 1 and 5 in year 2 took part in the Dancing Bears intervention this year. All children made progress. Feedback form T noted improved confidence and attitude to phonics both in reading and spelling. 1 child took part in the Toe by Toe intervention and showed overall progress of 2 years.	SENCo to ensure the consistent use of entry and exit data across year groups and format for recording each session.	<b>£13,650</b>
Improved spelling attainment	Word Wasp	The average progress over 3 terms in year 3 was 13 months and in year 4 was 9.5 months.	SENCo to ensure the consistent use of entry and exit data across year groups.	<b>£17,300</b>
Improvement in writing attainment	First Class @ Writing	One group of year 5 pupils took part this year in the programme, All children showed an improvement in their spelling and in their attitude to writing. Teachers reported that progress was faster than before in the following areas; transcription, composition, vocabulary, punctuation, grammar and writing as a whole.	To continue next term with a new cohort. Aim to run two cohorts by end of the year.	
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 in KS 1  TA to attend ECC Success@Arithmetic – Spring term. reach expectations and/or it Provide small group intervention	Increase in number of pupils gaining GDS at end of KS 1 (22%)	Continue in spring term 2018	
<b>iii Other approaches</b>				
Improve parental engagement in and support for learning	Workshops and drop ins Modelling of tasks by TAs for specific parents & pupils	TA modelled playing games with a child with SEND with their parent. This had some success but sessions were irregular.	TA modelling of tasks and games to continue in the Autumn term. Fixed times to be agreed with the parent, games / tasks to be sent home and feedback encouraged from home.  Continue this year	

	<p>Extension of Learning Logs to Year 2</p> <p>Termly learning conversations with Teacher/Parent/Pupil</p>	<p>Learning Logs were successfully implemented and completed by majority. Examples posted on Twitter &amp; in Newsletter encouraged participation</p> <p>Learning conversations-Parents were clearer about ways in which to support their child at home and about year group expectations</p>	<p>These will be continued.</p>	<p><b>£41,000</b></p>
Improved GPS & Maths	<p>Provision of revision guides for year 6 to support preparation for SATs</p>	<p>Materials were provided for all pupils &amp; used to revise and identify gaps which were then reviewed in class</p>	<p>Continue for 2017-18</p>	<p><b>£9,800</b></p>
Improved progress and attainment of KS2 PP	<p>Weekly learning conversations with class teacher to address misconceptions. PP to secure GDS</p>	<p>Staff CPD January 2017-Introduction of the pupil premium profiles. These provided a clearer focus to address barriers to learning and clear steps to reach SMART targets set by the teacher. When these occurred children were clearer about how to improve their work to address any misconceptions.</p>	<p>Staff need to ensure that clear targets are set so children reach at least GDS.</p> <p>Increased monitoring by SENCo and SLT in pupil progress meetings. CPD to be given to new staff Autumn 2017.</p>	
Improved SCLN across the school	<p>SaLT training of TAs to deliver specific SMART targets</p>	<p>SaLT trained 2 TAs to support / deliver targets to pupils in EY/Y1 and Y1/2/4. All the pupils have made progress.</p>	<p>SaLT to ensure work covered and progress made in each session is recorded consistently. Also feedback is given to both the SaLT and class teachers weekly.</p>	
Improved personal, social and emotional development of EYs/KS1	<p>SENCo to run a social skills group</p>	<p>The SENCo ran groups for EY and Y3children. Boxall profiles and SDQ analysis showed improved scores for all pupils. Whole school Lego therapy training by CISS April 2017. Intervention groups started in Y1 and 2. Feedback so far has been very positive.</p>	<p>Groups to be continued. Liaison with class teacher and other supporting adults is crucial in ensuring targets are SMART and activities tailored to support individual needs.</p>	
Increased attendance rates	<p>Absences followed up quickly</p> <p>Letters issued to parents who show a drop in attendance rate</p>	<p>Attendance is now @ 90%</p>	<p>continue</p>	
Pupils will engage in and enjoy learning music in school	<p>Funded music sessions in yr 3 (Violin)</p> <p>Optional sessions available to year 4/5 pupils</p>	<p>Children participated in performances at Apex</p> <p>5 disadvantaged pupils accessing peripatetic music lessons</p>	<p>continue</p>	