

## Pupil premium strategy statement

1. Summary information					
<b>School</b>	Forncectt St. Peter CEVA Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP budget (March '17-'18)</b>	£14,520	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	104	<b>Number of pupils eligible for PP</b>	8	<b>Date for next internal review of this strategy</b>	Feb 2017

2. Current attainment & progress of Y6 in 2017 SATs		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standard or above in reading, writing and maths</b>	100%	67%
<b>% average progress in reading</b>	-1.43	+0.33
<b>% average progress in writing</b>	+0.28	+0.17
<b>% average progress in maths</b>	-1.74	+0.28
<b>Average scaled score in reading</b>	103.0	105.4
<b>Average scaled score in maths</b>	102.5	105.3
<b>% reaching a higher level of attainment in reading, writing and maths</b>	0%	11%

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>	Some of our PP children also have SEN. Depending on the nature of their SEN needs, they may have only made slow steady progress in school to date despite support and additional provision.
<b>B.</b>	Some PP children have weak speech, language and communication skills which have been slow to improve despite support.
<b>C.</b>	Some PP children have mental health and wellbeing issues, such as anxiety, which prevent them from participating fully and learning well.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	

<b>D.</b>	The high medical needs of some PP children can cause unavoidable attendance issues.	
<b>E.</b>	The attendance of a few PP children was below the NA last academic year (almost all due to illness).	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Higher rates of progress for PP children with SEN across the school.	PP children who also have SEN are clearly identified, set challenging targets and regularly tracked so that they make at least expected progress. Progress will be measured through formative and summative assessment and monitored through half-termly progress meetings and other leadership monitoring activities. All PP children with SEN will have a provision plan to ensure barriers to learning are clearly identified and catered for.
<b>B.</b>	Improved speech, language and communication skills for all affected PP children.	Children will be assessed using the Talk-Boost intervention and will participate in the 10 week programme. Post-programme assessments will show improvements in the children's speech, language and communication abilities. Children requiring a referral to a speech therapist will be referred and assessed. Any follow-up programmes will be run in school to support the children's development and show improvements in the children's skills.
<b>C.</b>	Improved mental health, wellbeing and behaviour for those affected PP children.	The mental health and wellbeing issues of PP children will continue to be addressed through work with our school pastoral worker, parents, staff and, where needed, outside agencies such as Point 1.
<b>D.</b>	Children affected by this issue feel well supported and do not fall behind.	Parents/Carers of affected children report feeling supported by school with school work at home and email contact from teachers about what's happening in school to keep the communication and sense of belonging going. Children affected report feeling supported by school to keep learning and keep in touch.
<b>E.</b>	Increased attendance rates for pupils eligible for PP.	The attendance gap between PP children closes to match that of non-PP children in the school. Parents and carers will continue to be strongly discouraged from taking short unauthorised leave during term-time.

5. Planned expenditure					
Academic year	2017/18				
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?
A. Improved progress rates for PP children, including those with SEN.	Continued CPD on assessment for learning strategies for staff in order to improve quality first teaching, learning and assessment for all PP children, including those with SEN.	Evidence-based research shows that using AfL methods and strategies properly give the greatest gains for all children including those with SEN.		English and Maths leads with SENCo	Feb 2017
<b>Total budgeted cost</b>					£902.00
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?
A. Improved progress rates for PP children with SEN.	Bespoke programmes of support as identified for children including maths clinics, guided reading challenge/support groups and 1:1 tuition including Read, Write Inc.  Training a further TA in RWInc. to undertake 1:1 tuition & group work which will include PP children.	Some of the children need targeted support to catch up. RWInc. is a proven resource for accelerating reading progress as is their 1:1 tuition programme. The maths clinics and targeted guided reading groups have been shown to have great success in two fellow hub schools so are being used here.	Identify children needing targeted support and establish a baseline. Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Set targets for the end goal and number of sessions. Resource the sessions with materials required.	KS2 class teachers for maths and reading.  Reading Leader for RWInc.	Feb 2017

	Purchase of low reading age/high interest age texts	New engaging texts for those PP SEN children struggling to become fluent readers are graded and proven to be appealing to those having difficulties.	As above	As above	
B. Improved speech, language and communication skills for all affected PP children.	Using Talk-Boost and referring those outside its scope to speech therapy for an assessment.	Talk-Boost is a tried and tested evidence-based resource for improving the speech, language and communication skills of children.	Making pre- and post-assessments. Providing a very capable and competent fully trained TA to lead sessions. Ensuring parents and carers are aware, supportive and 'on-board' with the programme (there are home activities). Ensuring the time resources and space (quiet) are found to run the programme.	Talk-Boost Lead TA	Feb 2017
<b>Total budgeted cost</b>					£14,098
<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>
C. Improved mental health, wellbeing and associated behaviours.	Identify personalised, targeted wellbeing/behavioural interventions. Use school pastoral support worker to engage with parents before and during intervention. Develop ability to use/think with a growth mindset, grow resilience and promote strategies for positive healthy behaviours and thought patterns.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for KS2 pupils.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviours and whether improvements in behaviour also translate into improved attainment and progress.	School Pastoral Support Worker and Head	Feb 2017
E. Increased attendance rates for those few PP children with poorer attendance due to authorised and unauthorised absences.	Follow up immediately on any absences. Hold individual meetings with families to re-explain detrimental effect of unauthorised holidays with	Attainment and progress rates can only be improved if children attend school. NFER briefing for school leaders identifies addressing attendance as a key step to securing improvements.	Ensure attendance policy and procedure is all clear, transparent and ensure it is well-communicated to all families. Ensure staff trained to alert office/headteacher to PP absences that	Head	Feb 2017

	data sharing about progress rates compared to others (using real but anonymised data)		morning so swift contact can be made with parents/carers. Liaise with attendance officer to ensure support and advice is sought.		
<b>Total budgeted cost</b>					£2,520

<b>6. Review of expenditure</b>	
<b>Previous Academic Year</b>	<b>2016-17</b>
<b>The school received £19,800 for the support of 11 PP children.</b>	
<p><b>How was the money spent:</b></p> <ul style="list-style-type: none"> <li>• Employing an additional 0.2 qualified teacher and additional part-time TA hours for specialist support &amp; bespoke programmes - £18,496</li> <li>• Employing a school pastoral support worker to work with PP children with their mental health, wellbeing &amp; behaviour issues - £583.33</li> <li>• Providing milk to all PP children. £60.72</li> </ul> <p><b>Impact/Lessons learned:</b></p> <ul style="list-style-type: none"> <li>• The impact of the PP spend has been analysed and the results have helped to inform the 2017-18 PP Strategy and the school's improvement and development plan. It is not possible to publish the EYFS/KS1 and KS2 impact in detail here because of the very small numbers of children involved e.g. 1 child in a class, as it is likely to lead to the identification of that child by the school community.</li> <li>• Small cohorts and small PP numbers mean data has to be treated with caution as it varies widely year on year and may not be statistically significant. A case by case study approach seems more helpful and informative.</li> <li>• It is proving more challenging for the school to secure good progress for a few PP children who also have SEN or mental health, wellbeing and behavioural challenges in addition to their PP entitlement. This needs looking at in more depth to find a solution across the school although it seems that the school pastoral support worker's work has a good, positive impact.</li> <li>• Overall, progress in reading, writing &amp; maths in 2016-17 was improved for all Y6 children, including those receiving PP. Non-PP progress scores in reading and maths were lower than those receiving PP. This was due to the higher prior attainment of one child who did not progress as well over KS2 despite support. We are looking at how we can prevent this happening in future although this was one child with individual issues over KS2. PP children who are high prior attainers in school currently are all progressing well and do not seem to have the same issue.</li> <li>• Outcomes from the School Counsellor's work were positive and made a real difference to the children and families involved, improving attendance, attitudes to learning and a reduction in stress, anxiety and associated behaviours. This service will be continued.</li> </ul>	