

Pupil premium strategy statement

1. Summary information					
School	Fornsett St. Peter CEVA Primary School				
Academic Year	2016/17	Total PP budget	£19,800	Date of most recent PP Review	n/a
Total number of pupils	103	Number of pupils eligible for PP	11	Date for next internal review of this strategy	Feb 2017

2. Current attainment & progress of Y6 in 2016 SATs		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing and maths	67% (2 of 3 children)	Not yet available
% average progress in reading	-3.4	
% average progress in writing	0.2	
% average progress in maths	-3.7	
Average scaled score in reading	100	
Average scaled score in maths	100	
% reaching a higher level of attainment in reading, writing and maths	0%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Some current KS2 children have yet to secure expected progress or better in KS2 in reading and writing to date.
B.	The nature of the SEN of some PP children has added an additional challenge to securing good progress for them.
C.	The mental health, wellbeing and behaviour of a few current PP children has hampered their progress to date and may do so if further improvements are not secured.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	The school believes that the unauthorised absences of some PP children for holidays (despite the school's efforts to address this) has had an adverse effect on their progress.

Attendance rates (2015-16) for pupils eligible for PP was 94.8% compared to 96.64% for non-PP children (1.84% difference). The rate of unauthorised holiday (2015-16) for PP children is 2.3% and for non-PP children is 0.68%
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4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Higher rates of progress for PP children across KS2 including the more-able.	All PP children, including the more able are clearly identified, set challenging targets and regularly tracked across KS2 so that they make at least as much progress as more able children with no PP status. Progress will be measured through formative and summative assessment and monitored through half-termly progress meetings. All PP children will have a provision plan to ensure barriers to learning are identified and catered for.
B.	Improved progress secured for PP children who have SEN.	SEN PP children are clearly identified, set challenging targets and regularly tracked through the year to ensure progress is improving. SEN PP children to make as much progress as non-SEN PP children wherever possible depending on nature of their SEN but all to make good progress from their starting points.
C.	Improved mental health, wellbeing and behaviour for those affected PP children.	Mental health and wellbeing issues of more-able PP children will continue to be addressed through work with school counsellor, parents, staff and where needed, outside agencies.
D.	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.

5. Planned expenditure						
Academic year		2016/17				
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 rates of progress in KS2 including the more-able. B. Improved progress rates for SEN children.	Staff CPD on A4L including giving high quality feedback to all children, especially the more-able and SEN. Staff training on developing questioning techniques for challenging the more able pupils across the school. Staff training & whole-school implementation of Growth Mindset.	We want to invest some of the PPG in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest A4L strategies including high quality feedback is an effective way to improve attainment and progress for all children including more-able and SEN. We feel A4L and Growth Mindset are tried and tested approaches (see Shirley Clarke's and Mary Cay Ricci's evidence-based research) that we can embrace and embed across our school.	Choose high quality, proven training materials. Use INSET days & staff meetings to deliver CPD needed. Head to monitor implementation of practices after the CPD and subject leaders to then monitor too. Clear revised feedback and marking policy published. Clear revised assessment policy published.	English and Maths leads with SENCo	Feb 2017	
Total budgeted cost					£500.00	
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 rates of progress in KS2 including the more-able. B. Improved progress rates for SEN children	Bespoke programmes of support as identified for children including maths clinics, guided reading challenge/support groups and a new refreshed approach to RWinc.	Some of the children need targeted support to catch up. RWinc is a proven resource for accelerating reading progress. The maths clinics and targeted guided reading groups have been shown to have great success in a hub school so are being trialled here.	Identify children needing targeted support and establish a baseline. Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Use advice from Hub school as to how best to implement and run sessions.	KS2 class teachers for maths and reading. Reading Leader for RWinc.	Feb 2017	
Total budgeted cost					£17,700	
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?	
C. Improved mental health, wellbeing and associated behaviours.	Identify personalised, targeted wellbeing behavioural interventions. Use school counsellor to engage with parents before and during intervention. Develop growth mindset, 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 Counsellor and Head	Feb 2017	
D. Increased attendance rates for those few PP children with poorer attendance due to unauthorised absences.	Follow up immediately on any absences. Hold individual meetings with families to re-explain detrimental effect of unauthorised holidays with data sharing about progress rates compared to others (using real but anonymised data)	Attainment and progress rates can only be improved if children attend school. NIER 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 headteacher to PP absences that morning so swift contact can be made with parents/carers. Liaise with attendance officer to ensure support and advice is sought.	Head	Feb 2017	
Total budgeted cost					£1,500	
Provision of daily milk for all PP children who want it.					Total budgeted cost	£50

6. Review of expenditure

Previous Academic Year

2015-16

The school received £23,760 for the support of 15 PP children in the school.

How was the money spent:

- Employing an additional 0.4 qualified teacher for specialist support & bespoke programmes - £15,500
- Staffing a spring term after-school Y6 'club' with targeted Y6 PP support (cost included in above).
- Employing a part-time TA to free up and allow teacher to target PP children in some maths and English sessions - £5,000
- Employing a school counsellor to support and devise a programme to help PP and some other children with their mental health, wellbeing & behaviour issues. £3,190
- Providing milk to all PP children. £70

Impact/Lessons learned:

- The impact of the PP spend has been fully analysed and the results have helped to inform the 2016-17 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.
- 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.
- 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 counsellor's work has a good impact.
- Overall, maths and reading progress in 2015-16 was weaker for all Y6 children, including PP children. Non-PP progress scores were similar to PP progress scores. This needs addressing to secure improvements in progress in 2016/17. This is planned for and forms our school improvement and development priorities. We will continue to buy 0.4 additional teacher as this is felt to be making a difference and that without their input, progress and attainment for KS2 PP children may have been even weaker.
- The School Y6 club was exceptionally well-received and popular with parents, carers and children. Feedback was very positive so we plan to repeat this.
- 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.