

Pupil premium strategy statement: Saint Andrew's Primary School

1. Summary information					
School	St Andrew's Primary School				
Academic Year	2016/17	Total PP budget	£59,400	Date of most recent PP internal Review	January 2017
Total number of pupils	206	Number of pupils eligible for PP	45	Date for next internal review of this strategy	June 2017

2. Attainment Year 6 Pupils (2015/16)				
School figures are based on 33% of Y6 cohort which was small so care needs to be taken when drawing conclusions from the data	Pupils eligible for PP (school average)	Y6 Pupils (school average)	Pupils eligible for PP (national average)	Y6 Pupils (national average)
% achieving expected attainment in the 2016 KS2 SATs Results Reading, Writing and Maths combined.	0%	38%	Unknown	53%
% making 'good' or better progress in reading (Progress -5 Reading)	60%	73%	Unknown	unknown
% making 'good' or better progress in writing (Progress - 7 or above)	60%	80%	Unknown	unknown
% making 'good' or better progress in maths (Progress measures at -5 or above)	20%	47%	Unknown	unknown

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (issues to be addressed in school)	
A.	Mobility /Stability.
B.	A high level of support is in place for children with Special Needs. 40% of PP cohort had supportive EHCPs
C.	Delay in access to the curriculum by children with EAL, particularly those who have arrived recently from overseas.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Attendance at the end of 2015-16 stood at 95.41 compared to LA average of 95.98%. In addition persistent absence was 11.3% compared to 8.8% nationally. Reasons include a high percentage of international families. Supportive plans are in place for children with complex needs. The school works closely with the CMEO and outside agencies.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children, but also their families, will settle quickly , become established within the school community and make swift progress in their learning.	Well established induction process, including specialist support for newly arrived EAL pupils. Measure progress and monitor and review termly.
B.	Accurate identification and early support in place for children with specific needs. Carefully monitored and shared with parents.	All children with SEND feel included and are able to access the curriculum.
C.	EAL children to settle quickly and be appropriately supported in their language acquisition and learning and that they feel socially included into school life.	EAL children make expected or better progress and reach parity with their peers after 4 years.
D.	School attendance figures to be in line with national	Attendance figures will be analysed by governors. Governors will write to specific parents where attendance is lower than 95%. Parents consulted on attendance barriers and action plan where required.

1. Review of expenditure	
Previous Academic Year	2015 - 2016

Desired outcome	Chosen action / approach	Impact	Cost
To close the gap for identified pupils using personalised learning and tuition Children make expected or better progress in reading , writing and maths	Reduced Class sizes – cost of extra teacher PP targeted support 0.1 post Phonics posts (R/ Y1/ Y2)HLTA 1:1 reading (KS1) Targeted Y6 support for English and maths Attendance monitoring and intervention	PP children at KS2 2016 did not make expected progress or meet attainment targets, particularly in Maths However in Writing and Reading, progress and attainment was stronger – see table above (2) Focus for 2016-17 is Maths KS1 – 77% of PP pupils had additional SEND, including EHCP, EAL and are continued to be effectively supported and are making progress against personal targets Y1: All children met expected in phonics except children with high levels of SEND	£55127
To Improve emotional well-being for identified pupils and school awareness to support the vulnerabilities on FSM pupils	Individual counselling with Focus Counselling Thrive training SENCo and Staff	Pupils demonstrate greater resilience and strength of character Relationships between pupils and family members improved A cohesive approach to supporting children’s	£2280 £1500

		emotional development across home and school Thrive assessments demonstrate clear progress	
To Monitor and Evaluate Pupil Progress and Impact through Data Analysis	SPTO tracker Pupil progress meetings Close analysis of pupil attitudes to self and school	Training received to support PP pupils enabled deeper analysis and identification of support	£2760
Developing the workforce is trained to support the children needs	Staff Training –Equalities, Assessment, Maths and English Subject leadership Dyslexia training	Staff are trained to identify and support specific needs of individual children. Additional needs are identified early and support put in place.	£850
Parent support and engagement	Subsidised school trips and camp	Pupils are engaged and included in enrichment activities. Additional cultural experiences There is no negative financial impact on parents	£1200
Breakfast and after school club	Funded places to access breakfast club and after school	Pupils receive a nurturing start to the day and wider after school opportunities build social relationships and sense of value and belonging – impacting on their readiness to learn and engagement in the curriculum .	£1530
Total budgeted cost			£65247

Please note that this is the first year we have used this format to present our Pupil Premium Report which provides far more depth, detail and impact than our previous reports. We will therefore review the planned expenditure for this year (see above) in a greater level of detail at the end of this academic year. However, in reviewing the spend for the previous academic year (July 2016), we considered the data presented in this report as powerful evidence of impact.