



Pupil premium strategy statement

1. Summary information					
School	St Andrew's Primary School				
Academic Year	2017/18	Total PP budget	£44,800	Date of most recent PP Review	n/a
Total number of pupils	213	Number of pupils eligible for PP	34	Date for next internal review of this strategy	Jan 2017
2. Current attainment (<i>Nov 2017 2017 KS2 results - ASP</i>)					
				<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths				13%	67%
Reading Progress Score				-5.35	+0.33
Writing Progress Score				-7.29	+0.17
Maths Progress Score				-6.42	+0.28
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers					
A.	Low outcomes in Phonics at Key Stage 1 and low outcomes in Literacy in Key Stage 2 for PP children				
B.	Low sense of self as learner and lack of confidence in communicating ideas as well as needs				
C.	50% pupils entitled to PP also have identified SEND/EAL or medical needs				
External barriers					
D.	25% PP children have low attendance				
4. Desired outcomes					

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved early literacy skills and improved standards in literacy, including oracy, at KS1 and KS2 . Accelerated learning identified in all literacy strands.	The gap between PP and non- PP pupils in Literacy will be reduced. Children's confidence in their communication skills will have a positive impact on all curriculum areas, including Maths
B.	Increased independence and improved self-confidence. Measured through Thrive data and Pupil progress meetings and pupil voice.	From Thrive baseline identified children develop increased levels of confidence and self-esteem.
C.	Pupils with SEND/EAL make good or better progress against their respective starting points. Measure using SPTO. Intervention monitoring.	CT, PP teacher and Pit stop interventions together impact positively on progress for these children supported by SENCO
D.	Increased attendance rates for pupils eligible for PP, monitored through regular Pupil progress meetings and through meetings with parents and the school, including Attendance governor.	Reduce the number of absences of PP pupils in comparison to their non-PP peers from 91.4% (2016-17 data) to 96% or at least in line with national –

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. Improve early literacy skills Improved outcomes in Phonics for all pupils and groups (diminishing the difference for all pupils) To diminish the difference between disadvantaged and non-disadvantaged by at least 5% points in Year 1 and by at least 3 percentage points by the end of Y2.	See separate Phonics Action Plan Working with The Phonics Programme (Research project supported by the DfE with 5 partner Teaching schools)	EEF funded action research programme, well supported by Bath Spa University and SLEs from Teaching schools. Phonics recommended by EEF as 4+ months improvement	Mini-model lessons Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school Phonics policy. Release Time	Deputy Head And Phase One Leader	Jan 2018 July 2018 £2000
B. Improve standards in literacy, including oracy, at KS1 and KS2 . Accelerated learning identified in all literacy strands.	Implement whole school Oracy focus across all areas of the curriculum with focus in pupil progress meetings on pp pupils	EEF Toolkit – gives oral language interventions +5 months. Additionally, we are introducing Philosophy for children. EEF- Feedback +8months	Literacy Lead attending School 21 Oracy training Dedicated P4C teacher – with CPD tr Close working with Dr Darren Garside at University of Bath Spa to develop whole school approach to oracy including dialogicity, philosophy and quality of feedback to ensure higher order thinking. Will Ord INSET day School 21 and P4C Staff CPD Release Time	English lead	Jan 2018 July 2018 £2000 £1400 £1200
Total budgeted cost					£6,600
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 oral language skills in reception	121 and small group provision – with Pupil Premium Teacher and TAs	Some of the students need targeted support to catch up. The school has introduced a Pit Stop intervention time to reduce negative impact on self-esteem when children are withdrawn from lessons for interventions	Monitoring through PP meetings and SPTO tracker RBL meetings	PP teachers HLTAs TAs SMT CTs	Jun 2018 £9000
B. Improved progress for SEND and EAL pupils	121 support and small group work for EAL pupils			2.2FTE teachers	£18000
Total budgeted cost					£27,000
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?
D. Increased attendance rates	Increased offer of breakfast club	Improved nutrition and good start to the day to help maximise their cognitive function. Also, toast breaks for some children	Additional support and monitoring for breakfast club.	Breakfast club	Jan 2018 £1900 £2280
C. Problem behaviour in Year 6 addressed	Further develop and enhance nurturing provision	The EEF identifies Social and Emotional Learning as 4+ months Thrive approach to be in place for identified children to increase their well being and improve their sense of self-worth and ability to engage positively in learning Ensure equity of provision – eg able to attend School Camp and other visits and access to After School Clubs	PP provision is carefully recorded at PP meetings and through SPTO provision map	SENCO SMT	Jun 2017 £10000
Total budgeted cost					£44800 +2980

6. Review of expenditure

Previous Academic Year

2016-2017

Lessons learned may be about impact or implementation.

i. Quality of teaching for all

Desired outcome	Chosen action/approach/ Success criteria	impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether approach will be continued)	Cost
A Children , but also their families, will settle quickly and become established in the school community and make swift progress in their learning	Well established induction progress including specialist support for newly arrived EAL pupils	The mobility tracker for KS1 cohort shows that pupils who arrived since start of EYFS settled quickly. 3/5 PP children made expected or greater than expected progress in Reading, Writing and Maths. 1 pupil (also SEND) did not achieve expected in Maths but greater than expected progress in Reading and Writing and 1 pupil (EAL and SEND) made greater than expected progress in Reading and Maths but did not make expected in Writing	We will increase the monitoring of pupils at risk of falling behind to fortnightly. Otherwise the approach is to be continued.	See 2017-18 plan
To ensure accurate identification and early support in place for children with specific needs	All children with SEND included and able to access the curriculum	Not in all cases. On reflection we found that children's self esteem was being negatively impacted by removing them from class teaching time in order to undertake interventions. Across the school, we accurately identified children with SEND and put in support for 15 pupils, and were successful in ensuring 3 pupils acquired statutory plans, 66% of whom were PP.	Introduction of Pit stops –see 2017 plan	See 2017 plan
EAL children to settle quickly	See above	31% of EAL pupils were also PP. and of those 30% were working at ARE+ in writing, 36% in Writing an in Maths 29%. The picture is complex as there is some overlap between PP pupils with EAL and no identified SEND 100% achieved ARE+ in Writing 80% in Reading 75% n Maths	To continue this support but develop deeper understanding of these children's needs and endeavour to identify SEND earlier.	See 2017 plan

School attendance figures to be in line with national	Close monitoring of attendance	91.4% = attendance of pupils with PP 94.1% = attendance of non-PP pupils This is to be carried over into next year	See 2017 plans	