

# St Gilbert's Church of England Primary School



## Pupil Premium Strategy Statement

1. Summary information					
Academic Year	2016/17	Total PP budget	£42,240	Date of most recent PP Review	n/a
Total number of pupils	309	Number of pupils eligible for PP		Date for next internal review of this strategy	Jan 2017

2. Current attainment		
<b>Attainment for: 2015-2016 (6 pupils) Whole school</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national Y6)</i>
% achieving expected standard or above in reading, writing and maths	17%	61%/60%
% achieving expected standard or above in reading	50%	82%/71%
% achieving expected standard or above in writing	50%	74%/79%
% achieving expected standard or above in maths	33%	76%/75%

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> )	
A.	Low levels of self-confidence and meta cognition and social skills effect progress in learning than in comparison to other pupils in school
B.	Levels of Family engagement would benefit greater learning gains. It would also enable parents in supporting learning at home.
C.	Poor learning behaviours of pupils are having a detrimental effect on their academic progress.
D.	Progress in Reading, Writing and Maths needs to rapidly increase to ensure PPP are in line with their peers
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Attendance rates for some PPP need to rise. What is attendance rate for all PPP? In comparison to rest of school

4. Desired outcomes
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	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved levels of self-confidence , meta cognition and social skills have a positive impact on progress in learning	Children talk about their future with enthusiasm Children talk about academic targets with excitement Children set/attempt challenging targets Children speak ambitiously about their future at Secondary school and work. Join in with more extra-curricular activities/responsibilities
<b>B.</b>	Levels of family engagement are higher with impact on learning gains. Parents feel confident in supporting learning at home.	Homework completed on time each week Parents attend parents' evenings, information evenings and open afternoons Parents feel more confident to talk to teacher about child's achievements on an ad hoc basis
<b>C.</b>	Improved learning behaviours of pupils is having a positive effect on academic progress.	Pupils are consistently attentive in class. Pupils attend to feedback from marking and attempt to move forwards applying new learning effectively Pupils challenge themselves in class independently and are aware of what they need to do to progress further in their learning
<b>D.</b>	All staff have high aspirations for disadvantaged pupils	Teachers set work which has an appropriate level of challenge for disadvantaged pupils Teachers monitor attainment and progress and use QFT and interventions to address any gaps identified
<b>E.</b>	Progress in Reading, Writing and Maths is rapidly improving to ensure PPP are in line with their peers	Pupils in receipt of PP make rapid progress by the end of the academic year so that all pupils meet age related expectations. Pupil eligible for PP make as much progress as their peers in KS1 and KS2 in Reading, Writing and Maths. Measured through teachers' summative and formative assessment as well as successful moderation.
<b>F.</b>	Increased attendance rates for pupils eligible for PP	Reduce the number of persistent absentees among pupils eligible for PP

**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**

<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>
<p><b>A.</b> Improved levels of self-confidence, meta cognition and social skills have a positive impact on progress in learning</p> <p><b>C.</b> Improved learning behaviours of pupils is having a positive effect on academic progress.</p> <p><b>D.</b> All staff have high aspirations for disadvantaged pupils</p> <p><b>E.</b> Progress in Reading, Writing and Maths is rapidly improving to ensure PPP are in line with their peers</p>	<p>Further in-house training for staff in high quality feedback which consider the needs of PP pupils specifically resulting in effective strategies being implemented to ensure all PP pupils are able to take responsibility for moving their learning forwards.</p> <p>Staff to utilise the principles of assertive mentoring with pupils when working individually.</p>	<p>Teachers give pupils targets and good feedback, which helps them to remember what they need to practise and learn next. Assessment is accurate and increasingly precise though not all take responsibility for moving their learning forwards so increasing confidence and metacognition skills</p>	<p>KSL to complete book scrutinies for PP pupils and compare with non PP pupils.</p> <p>SLT have monitored progress every six weeks and considered how this informs next steps including deployment</p>	<p>CB MC</p>	<p>End of Term 2 initially.</p>

**ii. Targeted support - £37,886**

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?
<p>D. All staff have high aspirations for disadvantaged pupils                      E. Progress in Reading, Writing and Maths is rapidly improving to ensure PPP are in line with their peers</p>	<ul style="list-style-type: none"> <li>• Triple P Team to complete analysis of individual barriers to learning for every PPP.</li> <li>• Defined the academic outcomes for each pupil in order to diminish the difference in learning</li> <li>• Pupil Premium Profiles have been written for each pupil with SMART targets to ensure individual needs are being targeted. Triple Ps are time framed and precise developing into case studies for each pupil</li> <li>• 1.1 and group tuition in place</li> </ul>	<p>To ensure that we are meeting the individual needs for every PPP.</p>	<p>KSL to meet with Triple P Team to discuss before action.                      SLT to discuss results in term 2 and plan forwards.</p>	<p>MC                      CB</p>	<p>Term 2 2016</p>
<p>D. All staff have high aspirations for disadvantaged pupils                      E. Progress in Reading, Writing and Maths is rapidly improving to ensure PPP are in line with their peers</p>	<ul style="list-style-type: none"> <li>• Key Stage Leaders have evaluated the current strategies in place, considered their effectiveness and reported back to SLT on whether they need to be retained or whether more effective strategies need to be put in place</li> </ul>	<p>To ensure that we are meeting the individual needs for every PPP.</p>	<p>KSL to meet with Triple P Team to discuss before action.                      SLT to discuss results in term 2 and plan forwards.</p>	<p>MC                      CB</p>	<p>Term 2 2016</p>

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
Levels of family engagement are higher with impact on learning gains. Parents feel confident in supporting learning at home.	Families of PPP to be invited to Maths activities led by Family Learning closely linked to specific needs of pupils	At the end of the last academic year 10 PPP were not at ARE. These pupils to be targeted specifically for greater learning gains one afternoon per week over 10 weeks.	Meet with KS and Family Learning representative to ensure desired outcomes. Share needs of pupils.	KS  Any costs for supply to be recouped from FL	End of Term 3.4
D. All staff have high aspirations for disadvantaged pupils E. Progress in Reading, Writing and Maths is rapidly improving to ensure PPP are in line with their peers	MC has put in place an assertive mentoring programme specifically focusing on writing and Reading	At the end of the last academic year half of PPP were not on track in writing and a third in reading.	SLT to discuss implementation and training.	SLT and led by MC	End of Term 3

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?
<p><b>A.</b> Improved levels of self-confidence, meta cognition and social skills have a positive impact on progress in learning</p> <p><b>B.</b> Levels of family engagement are higher with impact on learning gains. Parents feel confident in supporting learning at home.</p> <p><b>C.</b> Improved learning behaviours of pupils is having a positive effect on academic progress.</p> <p><b>D.</b> All staff have high aspirations for disadvantaged pupils</p> <p><b>E.</b> Progress in Reading, Writing and Maths is rapidly improving to ensure PPP are in line with their peers</p> <p><b>F.</b> Increased attendance for PPP pupils</p>	<p>KS to put in place sensory circuits for key pupils.</p> <p>Invite parents in for initial session to provide knowledge of the sessions.</p> <p>KS to monitor impact on learning behaviours and progress in RWM.</p>	<p>Sensory Circuits has proven to settle pupils and focus them on learning. It is a successful way to energise or settle into the school day. The children really enjoy working with each other and the adults leading the sessions. They will complete a series of activities as we aim for this to lead to improvement in alertness and co-ordination in class for the majority of children this so impacting positively on the progress.</p>	<p>Leadership discussions with KS</p> <p>Monitoring of sessions by KS</p> <p>Monitoring of progress in books and data.</p>	<p>KS</p> <p>Cost £4471</p>	<p>Term 4 2017</p>

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?
Attendance rates for some PPP to improve to at least 90% and at best be in line with expectations of 97% and above	<p>Implement regular meetings with families of PPP whose attendance falls below 90%.</p> <p>The children will be invited to partake in planning the medium term curriculum and desired outcome – taking some ownership and interest.</p> <p>Certificates are given to children who have improving attendance.</p>	When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and more confident so making greater learning gains.	<p>Attendance will be monitored weekly.</p> <p>Any absence will be addressed immediately.</p>	<p>F Dicker J Doyle</p> <p>No Cost</p>	January 2017
<b>Total planned expenditure</b>					
<b>£42357</b>					

6. Review of expenditure				
Previous Academic Year		2015.2016		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<p>D. All staff have high aspirations for disadvantaged pupils</p> <p>E. Progress in Reading, Writing and Maths is rapidly improving to ensure PPP are in line with their peers</p>	<p>Increasingly specific feedback for pupils so PPP are clear as to their next steps</p> <p>Ensure all new staff have been formally trained in RWI</p>	<p>Ofsted recognised that teachers give PPPs targets and good feedback, which helps them to remember what they need to practise and learn next. The rate of progress for disadvantaged pupils is improving. The majority of these pupils, though not all, make good progress from their starting points.</p>	<p>The school now needs to ascertain the individual barriers to learning for PPP in order for feedback to be specific to their needs. The school will also undertake further feedback and assertive mentoring training.</p>	£10, 619
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>D. All staff have high aspirations for disadvantaged pupils</p> <p>E. Progress in Reading, Writing and Maths is rapidly improving to ensure PPP are in line with their peers</p>	<p>1.1 and group tuition for disadvantaged pupils Y5.6 in order to close the gap especially with the additional demands of the New Curriculum and the need to ensure all pupils qualified in the Phonics Screening Check</p>	<p>All PPP qualified in phonics. Please see above information on Y6.</p>	<p>Although more pupils are making good progress there is a need to continue to diminish the difference in Reading, Writing and Maths.</p>	£37,668

**7. Additional detail**

The action plan for 2016.2017 will be reviewed on a short termly basis. Following the review the school may add additional priorities in order to continually meet the real time needs of all disadvantaged pupils.