

# St Gilbert's Church of England Primary School



## Pupil Premium Strategy Statement

1. Summary information					
Academic Year	2016/17	Total PP budget	£42,240	Actual Spent	44,937.91
Total number of pupils	309	Number of pupils eligible for PP	34	Date for next internal review of this strategy	Feb 2017

2. Current attainment		
<b>Attainment for: 2016-2017 (4 pupils)</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	25%	
% achieving expected standard or above in reading	75%	71/77
% achieving expected standard or above in writing	50%	76/81
% achieving expected standard or above in maths	50%	76/80

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. Review of expenditure				
Previous Academic Year		2016-2017		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<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>Specific feedback given to pupils so they are aware of key areas for attention.</p> <p>Staff ensuring that greater independence is given to learning through editing and proofreading activities. Detailed PP profiles allow for a more tailored programme to meet individual need through intervention if required.</p> <p>Learning behaviours are good.</p>	<p>The academy now needs to increase the effective use of Assessment for Learning within and beyond lessons. This will involve:</p> <ul style="list-style-type: none"> <li>• establishing consistent approaches to the structure of lessons to optimise learning time, primarily reducing whole class direct teaching.</li> <li>• establishing effective approaches to differentiation to meet the needs of pupils of all abilities</li> <li>• ensuring that marking and feedback is consistent and impacts on learning.</li> </ul>	

Targeted support				
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>	<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> <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>Triple Ps are detailed and enables detailed and specific knowledge about pupil understanding. All weekly meetings take place for staff and leadership to ensure there is a strategic and operational picture and key support plans are in place for all pupils.</p>	<p>Leaders should ensure that pupil progress information and data informs teaching and learning that is sharply focused on the specific learning needs of pupils, particularly PP pupils, who need the very best precision teaching to enable them to close the gap with 'others'. PP Profiles should be consistently detailed to support pupils learning in class and through targeted interventions.</p>	

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<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>Very successful in focusing pupils on the day. Training for specific staff has taken place. Impact on behaviours is positive.</p> <p>Additional EWHB support put in place for pupils</p>	<p>In-class provision and additional interventions for PP pupils should be built into a rigorous monitoring programme, which is specified within the school's established monitoring and evaluation schedule. Governors should also build focused PP monitoring visits / meetings into their termly schedule.</p>	

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<p>Attendance rates for some PPP to improve to at least 90% and at best be in line with expectations of 97% and above</p>	<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>	<p>94% of pupils achieved 90% and above. 56% were at 96% 30% were at 97%</p>	<p>This will be an area for continued monitoring in line with whole school procedures.</p>	

#### 6. Additional detail

The action plan for 2017.2018 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.