

Pupil premium strategy statement (primary)

End of Key Stage 2 Achievement

1. Summary information

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| School | St Stephen's CEVA Primary | | | | |
| Academic Year | 2017-18 | Total PP budget | £37,800 | Date for next internal review of this strategy: | 30 th September 2018 |
| Total number of pupils | 417 | Number of pupils eligible for PP | 28 (6.7%) | | |

2. 2016-17 attainment at end of Key Stage 2

| <i>Cohort of 7 children; 3 late joiners; 1 enhanced PP</i> | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP (national average)</i> |
|--|-------------------------------|--|
| % achieving in reading, writing and maths | 43% | 82% (67%) |
| % achieving expected standard in reading | 71% | 96% (77%) |
| % achieving expected standard in writing | 58% | 92% (81%) |
| % achieving expected standard in maths | 58% | 84% (80%) |

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)*

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| A. | Social and emotional needs impacting upon behaviour |
| B. | Disruption to early development impacting upon academic starting point |
| C. | Specific medical needs of child |

External barriers *(issues which also require action outside school, such as low attendance rates)*

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| D. | Erratic attendance |
| E. | Parental medical issues affecting capacity to support |
| F. | Parental refusal of support offered |

4. Desired outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
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| A. | Identified children demonstrate progress from starting point against Thrive bench-line assessment. | <ul style="list-style-type: none"> - Children who have presented with some social/emotional challenges demonstrate improved emotional resilience and ability to focus in the classroom. - Achievement of identified children moves in line with peers |
| B. | Holistic approaches to behaviour management support improved behaviour for learning (evident in behaviour logs), resulting in improved achievement (evident in | <ul style="list-style-type: none"> - Behaviour logs demonstrate improving behaviour patterns for identified children <i>where appropriate</i>. |

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| | assessment data) PEPs and PSPs demonstrate ongoing progress made against short and mid-term targets Focused intervention through 1:1 tuition identifies gaps in learning and effectively addresses them (evident in assessment data). | <ul style="list-style-type: none"> - Achievement of identified children moves in line with peers - Monitoring of support interventions and scrutiny of achievement data 6 times per year ensures interventions have impact - Achievement of identified children moves in line with peers |
| C. | Additional support provided and work with outside agencies ensures medical needs are met. | <ul style="list-style-type: none"> - Child able to access the curriculum safely and make progress against age related outcomes. |
| D. | Support plan in place to improve attendance, including liaison with parent support adviser, CME and school nurse where appropriate | <ul style="list-style-type: none"> - Home/organisation strategies enable attendance to improve - More regular attendance impacts upon achievement. |
| E. | School resources used to plug gaps in capacity, eg extra listening to readers, supporting with uniform, homework, extra lessons etc. | <ul style="list-style-type: none"> - Children's progress comes in line with, or exceeds that of peers. |
| F. | Parents encouraged to accept the additional support through regular meetings. Clarity of need and intervention | <ul style="list-style-type: none"> - Support is accepted and impacts upon achievement. |

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? <i>Review in red</i> | Staff lead | When will you review implementation? |
|---|---|--|--|--------------------------------|--|
| A. Identified children demonstrate progress from starting point against Thrive bench-line assessment. | Inclusion Leader to disseminate Thrive training, including pupil screening and intervention led by TAs (average 1 hour per week per year group for PP children) | Proven local and national track-record of impact upon vulnerable learners of Thrive approach | Inclusion Leader to monitor impact using achievement data and Thrive screening data. <i>Whole classes are screened alongside individual programmes, led successfully by teaching assistants.</i> | SP | January 2018 May 2018 September 2018 |
| B. Holistic approaches to behaviour management support improved behaviour for learning resulting in improved achievement. PEPs and PSPs demonstrate ongoing progress made against short and mid-term targets | Embed new behaviour policy with stronger links to Thrive approach, to include staff scripting. Refined approach to PSP monitoring and new Designated Teacher role. | Proven local and national track-record of impact upon vulnerable learners of Thrive approach Consistent implementation of good practice | Phase leaders to maintain overview of pastoral support and issues and ensure improved outcomes. Monitored by Inclusion Leader and Designated Teacher and through Pupil Progress Meetings <i>All children with PEPs and PSPs are making good progress in towards planned targets.</i> | KW MP ED SP LF | January 2018 May 2018 September 2018 January 2018 May 2018 September 2018 |
| Total budgeted cost | | | | | £6148 |

| ii. Targeted support | | | | | |
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| 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? |
| B. Focused intervention through 1:1 tuition identifies gaps in learning and effectively addresses them (evident in assessment data). | Continued employment of 1:1 teacher in Phase 2 and Teaching Assistant time in Phase 1 (average 3 hours per week per year group for PP children) | Previous high outcomes for disadvantaged children using this model. Adults have long-standing relationships with the children and are able to provide effective 1:1 support to address specific gaps. | Monitored by Inclusion Leader and Designated Teacher and through Pupil Progress Meetings Each child's journey through the school is tracked and evidenced with actions and impact. Interventions are reviewed and adapted on an ongoing basis. | SP (line manager) | March 2018 September 2018 March 2019 |
| | Use funds to provide dyslexia reports on identified children. | Certain children may require further support beyond current school intervention capacity which a report will help to target. | Progress of identified pupils to be monitored through in-school data. Use of Nessie software proving successful | SP (Inclusion Leader) | March 2018 September 2018 March 2019 |
| Total budgeted cost | | | | | £29,981 |
| 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. The additional support provided and work with outside agencies ensures medical needs are met. | Specialist support and additional TA time to be used to support child. | Medical reports are clear as to child's needs in order to access the curriculum | Frequent review of medical plan and of pupil's progress | AB SP | January 2018 May 2018 September 2018 |
| D. Support plan in place to improve attendance, including liaison with parent support adviser, school nurse and CME E. School resources used to plug gaps in capacity, eg extra listening to readers, supporting with uniform, homework, etc. | Meetings with HT to agree strategies and review points. Strategy to include engagement in other services if appropriate, | Child is a willing learner and attendance is affected by challenges at home. | Weekly monitoring of attendance and open communication with parents and CME | AB | November 2017 February 2018 May 2018 July 2018 |
| F. Parents encouraged to accept the additional support through regular meetings. Communicate need and intervention with clarity | Regular communication related to children's progress and social/emotional needs | Child's progress not currently causing parents concern, so continued communication is essential. | Ongoing monitoring of pupils' progress. Monitoring has enabled constructive conversations to occur with parents and we are working in partnership with them. | AB/ LF | January 2018 May 2018 September 2018 |
| Total budgeted cost | | | | | £990 |

| 6. Review of expenditure | | | | |
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| Previous Academic Year | | 2016-17 | | |
| i. Quality of teaching for all | | | | |
| 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 |
| Identified children demonstrate progress from starting point against Thrive bench-line assessment. | Inclusion Leader to disseminate Thrive training, including pupil screening and interventions. | Identified children have benefited from Thrive programmes. Many have proven effective and have now ceased. Several are ongoing as the level of need is greater. | We will continue with this approach, although the full impact will take longer to become clear. Regular refresher training for staff on the language and support process is necessary to maintain progress made to date so this approach will continue. | £2,000 |
| Holistic approaches to behaviour management support improved behaviour for learning resulting in improved achievement | Embed new behaviour policy with stronger links to Thrive approach, to include staff scripting. | The behaviour policy is now fully embedded, with children supported at classroom level and clear steps of escalating support clarified and in action. | | |
| 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 |
| Focused intervention through 1:1 and small group tuition identifies gaps in learning and effectively addresses them. | Employ 1:1 tutor for identified children | The tutor had impact on achievement in the areas identified. | This approach will continue, with increased interdependence between the tutor sessions and the class teaching. | £23,933 |
| | Employ small group tutor for identified children | Small group support has proven to be effective, targeted mainly at Phase 1 children for social/emotional support work which then impacts upon their ability to access the curriculum. | This approach will continue, however the previous post-holder has now left the school so this support will now be provided as part of the class Teaching Assistant role. | £9,000 |
| iii. Other approaches | | | | |
| 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 |
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| 7. Additional detail |
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| In this section you can annex or refer to additional information which you have used to inform the statement above. Our full strategy document can be found online at: www.aschool.sch.uk |