



Pupil Premium Strategy statement: St Giles' CE Primary School

1. Summary information					
School	St. Giles' CE Primary School				
Academic Year	2017-2018	Total PP budget	£33,000	Date of most recent PP review	
Total number of pupils	319	Number of pupils eligible for PP	21	Date of next internal review of this strategy	

2. Current attainment		
	Pupils eligible for PP (St. Giles School)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	29%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school)	
A	Progress of Pupil Premium students in some areas can be below that of non-Pupil Premium students from the same starting point
B	Social and emotional support: self-esteem, aspiration, resilience and the development of successful learning behaviours
C	Behaviour
External barriers (issues which also require action outside school)	
D	Attendance and persistent absence of Pupil Premium students
E	A lack of varied out of school experiences can impact on their end of Key Stage outcomes in English and maths
F	Lack of routine with completing and returning homework

4. Desired outcomes		
	Desired outcomes and how they will be measures	Success Criteria
A	An increase in the percentage of Pupil Premium pupils achieving National Expectations in writing, reading and maths at the end of EYFS and Key Stage 1	PP Pupils in Reception meet age related expectations at the end of the year. Year 1 PP children pass the phonics check. In Year 2, 75% or above of PP children achieve age related expectations in English
B	An increase in the progress of Pupil Premium pupils achieving National Expectations in English and Maths	An increase from 29%to 62% of Pupil Premium pupils achieve the National Expectations in English and Maths (i.e. all PP who are not on SEN register)
C	The pupils are able to identify and talk about their feelings in a controlled way and acknowledge problems can be solved.	Pupil Premium pupils retain more friendships. Pupil Premium pupils have less disagreements. Pupil Premium pupils need less support in class to resolve friendship issues. Pupil Premium pupils are able to identify when they are becoming angry.
D	The pupils are more confident when sharing their work in the classroom.	Pupil Premium pupils volunteer to share their work and participate in leadership roles
E	The pupils accept that making mistakes is a necessary part of learning.	Pupil Premium pupils discuss how they feel about making mistakes. Pupil Premium pupils accept that it is OK to make mistakes.
F	Raise Pupil Premium attendance so that it is in line with national averages for all pupils.	Percentage attendance of Pupil Premium students shows positive trend.

5. Planned expenditure

Academic year 2017-2018

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 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
PP Pupils in Reception meet age related expectations at the end of the year. Year 1 PP children pass the phonics check. In Year 2, 75% or above of PP children achieve age related expectations in English (links to desired outcome A, E, F and G)	<p>Provide a broad and balanced curriculum with wider opportunities for writing development.</p> <p>Ensure problem solving and reasoning is embedded in the teaching of maths.</p> <p>Ensure assessment strategies are prompt and accurate.</p> <p>Implement timely intervention and measure impact</p>	<p>EEF Feedback: 'High impact, very low cost based on extensive research'</p> <p>Using metacognition and self-regulation for learners, it helps pupils think about their own learning more explicitly by:</p> <ul style="list-style-type: none"> 👉 Teaching pupils specific strategies to set their own goals. 👉 Providing a 'scaffold' to monitor and evaluate their own academic development <p>This allows pupils to manage and empower their own motivation towards learning.</p>	<p>Lesson observations with specific emphasis on learning behaviours in class.</p> <p>Book scrutiny to assess self-regulation of learners.</p> <p>Pupil survey and discussion around attitudes to learning.</p> <p>Training on growth mindset as a staff and with pupils at a whole school level and in classes</p> <p>Pupil progress meetings where PP children are discussed as part of the agenda</p>	<p>Headteacher</p> <p>Deputy Headteacher</p> <p>Phase Leaders</p> <p>Subject Leaders</p>	<p>Termly lesson observations and book scrutinies</p> <p>Staff training - Autumn Term (maths)</p> <p>Pupil Survey - Summer Term</p> <p>Tracking progress - end of each term</p>

<p>Higher rates of attainment across KS2 for all pupils eligible for PP (links to desired outcomes B,C and D)</p>	<p>Provide a broad and balanced curriculum with wider opportunities for writing development.</p> <p>Ensure problem solving and reasoning is embedded in the teaching of maths.</p> <p>Ensure assessment strategies are prompt and accurate.</p> <p>Implement timely intervention and measure impact</p>	<p>EEF Feedback: 'High impact, very low cost based on extensive research'</p> <p>Using metacognition and self-regulation for learners, it helps pupils think about their own learning more explicitly by:</p> <ul style="list-style-type: none"> ✎ Teaching pupils specific strategies to set their own goals. ✎ Providing a 'scaffold' to monitor and evaluate their own academic development <p>This allows pupils to manage and empower their own motivation towards learning.</p> <p>Using the OFSTED Inspection Handbook criteria we are committed to driving up standards across the curriculum and developing opportunities for increased writing progress through widening writing opportunities and also problem solving and reasoning progress through enhanced opportunities in a broad and balanced curriculum.</p>	<p>Lesson observations with specific emphasis on learning behaviours in class.</p> <p>Book scrutiny to assess self-regulation of learners.</p> <p>Pupil survey and discussion around attitudes to learning.</p> <p>Pupil progress meetings where PP children are discussed as part of the agenda</p>	<p>Headteacher</p> <p>Deputy Headteacher</p> <p>Phase Leaders</p> <p>Subject Leaders</p>	<p>Termly lesson observations and book scrutinies</p> <p>Staff training - Autumn Term (maths)</p> <p>Pupil Survey - Summer Term</p> <p>Tracking progress - end of each term</p>
<p>Total budgeted cost</p>					<p>£6140.64</p>

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rational for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation
An increase in the percentage of PP pupils achieving National Expectations in writing, reading and maths at the end of EYFS and Key Stage One.	Additional small group/individual support for PP pupils from qualified teacher and teaching assistants to address their specific learning needs.	<p>Phonics EEF Feedback: 'Moderate impact for very low cost, based on very extensive evidence'</p> <p>1:1 Tuition EEF Feedback: 'Moderate impact for high cost, based on extensive evidence'.</p> <ul style="list-style-type: none"> 👉 One to one tuition is very effective in helping learners catch up 👉 Other groupings such as 1:3 can also be effective 👉 Short periods (5-10 weeks) of intensive sessions (up to an hour 3 or 4 times a week) tend to have great impact <p>Small group tuition EEF Feedback: 'Moderate impact for moderate cost, based on limited evidence'</p> <ul style="list-style-type: none"> 👉 Intensive tuition in small groups is very effective 👉 Pupils are grouped 	<p>Use termly data to identify specific barriers to learning for PP pupils.</p> <p>Extra teaching and preparation paid for out of PP budget.</p> <p>Baseline judgement made at start of intervention support and progress measured at the end.</p> <p>Training for TAs to upskill in terms of targeted intervention delivery and knowledge of the curriculum requiring coverage.</p>	<p>Headteacher</p> <p>Deputy Headteacher</p> <p>Phase Leaders</p> <p>Subject Leaders</p>	<p>Termly lesson observations and book scrutinies</p> <p>Staff training - Autumn Term (maths)</p> <p>Pupil Survey - Summer Term</p> <p>Tracking progress - end of each term</p>

		<p>according to specific level or need</p> <ul style="list-style-type: none"> 👉 Pupils' needs are accurately assessed and targeted <p>Feedback EEF Feedback: 'High impact for very low cost, based on moderate evidence'</p> <ul style="list-style-type: none"> 👉 Feedback studies tend to show very high effects on learning 👉 Feedback has effects on all types of learning across all age groups learning 👉 Feedback should be specific, accurate and clear 			
Higher rates of progress and attainment across KS2 for all pupils eligible for PP (links to desired outcomes B, C and D)	Use of various intervention programmes: Phonics, SNIP, Wordshark, Numbershark, Dyscalculia toolkit, Toe by Toe, Cool kids and Impact interventions	<p>Phonics EEF Feedback: 'Moderate impact for very low cost, based on very extensive evidence'</p> <p>1:1 Tuition EEF Feedback: 'Moderate impact for high cost, based on extensive evidence'.</p> <ul style="list-style-type: none"> 👉 One to one tuition is very effective in helping learners catch up 	Use termly data to identify specific barriers to learning for PP pupils. Baseline judgement made at start of intervention support and progress measured at the end. Training for TAs to	Deputy Headteacher	<p>Termly lesson observations and book scrutinies</p> <p>Tracking progress - end of each term</p> <p>Monitoring progress at end of intervention</p>

		<ul style="list-style-type: none"> ✎ Other groupings such as 1:3 can also be effective ✎ Short periods (5-10 weeks) of intensive sessions (up to an hour 3 or 4 times a week) tend to have great impact <p>Small group tuition EEF Feedback: 'Moderate impact for moderate cost, based on limited evidence'</p> <ul style="list-style-type: none"> ✎ Intensive tuition in small groups is very effective ✎ Pupils are grouped according to specific level or need ✎ Pupils' needs are accurately assessed and targeted <p>Feedback EEF Feedback: 'High impact for very low cost, based on moderate evidence'</p> <ul style="list-style-type: none"> ✎ Feedback studies tend to show very high effects on learning ✎ Feedback has effects on all types of learning across all age groups learning 	<p>upskill in terms of targeted intervention delivery and knowledge of the curriculum requiring coverage.</p> <p>Lesson observations with specific emphasis on learning behaviours in each class.</p> <p>Book scrutiny to assess self-regulation of learners.</p>		
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		<ul style="list-style-type: none"> Feedback should be specific, accurate and clear 			
Improved progress for high attaining pupils	Small group sessions in English and Maths for high-attaining pupils with experienced teacher, in addition to standard lessons.	<p>1:1 Tuition EEF Feedback: 'Moderate impact for high cost, based on extensive evidence'.</p> <ul style="list-style-type: none"> One to one tuition is very effective in helping learners catch up Other groupings such as 1:3 can also be effective Short periods (5-10 weeks) of intensive sessions (up to an hour 3 or 4 times a week) tend to have great impact <p>Small group tuition EEF Feedback: 'Moderate impact for moderate cost, based on limited evidence'</p> <ul style="list-style-type: none"> Intensive tuition in small groups is very effective Pupils are grouped according to specific level or need Pupils' needs are accurately assessed and targeted 	<p>Extra teaching and preparation time paid for out of PP budget.</p> <p>Impact overseen by Deputy Headteacher.</p> <p>Use termly data to identify specific barriers to learning for PP children.</p> <p>Baseline judgement made at start of targeted sessions and progress measured at the end.</p> <p>Training for TAs to upskill in terms of targeted intervention delivery and knowledge of the curriculum requiring coverage.</p> <p>Lesson observations with specific emphasis on learning behaviours</p>	Deputy Headteacher	<p>Termly lesson observations and book scrutinies</p> <p>Tracking progress - end of each term</p> <p>Monitoring progress at end of intervention</p>

		<p>Feedback</p> <p>EEF Feedback: 'High impact for very low cost, based on moderate evidence'</p> <ul style="list-style-type: none"> ✎ Feedback studies tend to show very high effects on learning ✎ Feedback has effects on all types of learning across all age groups learning ✎ Feedback should be specific, accurate and clear 	in each class.		
Total budgeted cost					£17313.10
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rational for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation
Increased attendance rates	<p>Clear procedures to be followed specifically for PP pupils</p> <p>Regular meetings with EWO, ensuring PP pupils are on the agenda.</p> <p>Work with EWO, Pastoral support and</p>	<p>Social and emotional learning</p> <p>EEF Feedback: 'Moderate impact for moderate cost, based on extensive evidence'</p> <ul style="list-style-type: none"> ✎ On average SEAL approaches have an identifiable and significant impact on attitudes to learning, social relationships in school and achievement itself 	<p>Thorough briefing of EWO and Pastoral Care staff about existing absence issues.</p> <p>Monitoring of PP pupils absences and lateness.</p>	Headteacher	Half termly meetings with EWO and action taken if required.

	parents to monitor attendance.				
Improved behaviour throughout the school from PP children.	<p>One to one teaching assistant support (depending on the needs of pupil)</p> <p>Support from Pastoral Care team.</p> <p>Clear procedures relating to behaviour management followed by all staff.</p>	<p>1:1 Tuition EEF Feedback: 'Moderate impact for high cost, based on extensive evidence'</p> <ul style="list-style-type: none"> 👉 One to one tuition is very effective in helping learners catch up 👉 Other groupings such as 1:3 can also be effective 👉 Short periods (5-10 weeks) of intensive sessions (up to an hour 3 or 4 times a week) tend to have great impact <p>Social and emotional learning EEF Feedback: 'Moderate impact for moderate cost, based on extensive evidence'</p> <ul style="list-style-type: none"> 👉 On average SEAL approaches have an identifiable and significant impact on attitudes to learning, social relationships in school and achievement itself <p>Behaviour interventions EEF Feedback: 'Moderate impact for moderate cost, based on extensive evidence'</p>	<p>Ensure identification of targeted pupils is fair, transparent and properly recorded (pupil survey).</p> <p>Monitor behaviour but also whether improvements in behaviour are translated into improved attainment.</p>	<p>Headteacher Deputy Headteacher</p>	<p>Pupil survey - Summer Term</p>

<p>Increased confidence when faced with new experiences for PP children.</p>	<p>Clubs, music lessons, sporting competition participation, trips and residential opportunities</p>	<p>Closing the gap in terms of opportunity and access to wider learning opportunities by those who cannot necessarily afford it.</p> <p>Outdoor adventure learning EEF Feedback: 'Moderate impact for moderate cost, based on moderate evidence'</p> <ul style="list-style-type: none"> ✎ A wide range of adventure activities are linked with increased academic achievement ✎ Residential experiences tend to have a greater impact and tend to produce effects of a longer duration <p>The main effects tend to be self-confidence, self-efficacy and motivation</p> <p>Sports Participation EEF Feedback: 'Low impact for moderate cost, based on limited evidence'</p> <ul style="list-style-type: none"> ✎ Being involved in extracurricular sporting activities <p>Arts participation EEF Feedback: 'Low impact for low</p>	<p>Monitor take up of these opportunities and the manner in which they are presented to parents.</p> <p>Monitor parents attitudes and engagement with provision, explore different opportunities.</p>	<p>School Business Manager</p>	
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		<p>cost, based on moderate evidence'</p> <p>☺ Benefits for learning appear to be more achievable with primary learners, with some promising evidence supporting the academic impact of these programmes</p> <p>Arts-based approaches may offer a route to re-engage older learners in school</p> <p>Parental involvement</p> <p>EEF Feedback: ' Moderate impact for moderate cost, based on moderate evidence'</p>			
A - G inclusive	Inspirational projects	<p>Aligned with the school vision to make learning fun, some PP money is used to assist the delivery of inspirational and memorable projects and activities in school, often with an academic focus in mind.</p> <p>Parental involvement</p> <p>EEF Feedback: ' Moderate impact for moderate cost, based on moderate evidence'</p>	<p>Ensure these occur on a termly basis with different leads and foci each time.</p> <p>Encourage parental involvement with processes and outcomes..</p>	<p>Headteacher</p> <p>Deputy Headteacher</p> <p>Phase Leaders</p>	
Total budgeted cost					£10870.80