



## Pupil Premium - Impact for 2017-2018

### ISSUES ADDRESSED IN 2017-2018

ISSUES ADDRESSED IN 2017-2018		
<b>In-school barriers (issues to be addressed in school)</b>		
A	Progress of Pupil Premium students in some areas can be below that of non-Pupil Premium students from the same starting point	Progress of Pupil Premium pupils was broadly in line with non-pupil premium pupils (within 3% in all subject areas)
B	Social and emotional support: self-esteem, aspiration, resilience and the development of successful learning behaviours	All pupil premium children received some support from our pastoral team to address issues such as bereavement, change in family circumstances, self-esteem, anxiety, behaviour and lack of parental support. All support enable children to access their learning in a more positive way, ensuring expected and better progress was made.
C	Behaviour	TAs specifically supporting pupil premium children with behaviour issues, received training and support to enable the pupils they worked with to spend increased periods of time engaged with their learning.
<b>External barriers (issues which also require action outside school)</b>		
D	Attendance and persistent absence of Pupil Premium students	Attendance of all our Pupil Premium children is above 92%
E	A lack of varied out of school experiences can impact on their end of Key Stage outcomes in English and maths	Pupil Premium families have been supported to enable them to access music, sport and residential activities they may not have otherwise engaged in.

### **How does the school measure the impact of the Pupil Premium?**

The school has procedures to monitor the progress of all children. During these activities and meetings, and additional, formal review of Pupil Premium children's progress takes place. These activities include:

- Teachers monitoring end of term assessments through review meetings. This process looks in detail at the progress children are making in the light of previous assessments
- In conjunction with the Assessment Co-ordinator, teachers design provision maps each term, to support the progress of identified children. The process of producing and evaluating these plans contributes to the monitoring of the progress of Pupil Premium children. Teaching assistants and other professionals, such as the SENDCo, are also involved with this process.

- The Deputy Headteacher, in conjunction with the Headteacher, has the lead role in relation to Pupil Premium children. Additional tracking is carried out in relation to the end of term assessments for our Pupil Premium children.
- The headteacher, SLT and governors monitor data that includes summary information about the progress of Pupil Premium children.

Some of the impact of the Pupil Premium money cannot be measured purely by formal assessment data. The impact in these areas is evaluated through activities such as:

- The understanding class teachers have about the 'whole child', their engagement in school and contribution to the full life of the school, including areas such as the arts and sports.
- The impact of pastoral interventions is monitored through baseline and post-intervention assessments.

### **Summary of Impact**

In the year 2017-2018, the school had 14 children entitled to the Free School Meals element of the Pupil Premium (£1320) and 2 child entitled to the service children element (£300) and 7 children entitled to the Post LAC element (£1900). .

In the 2017-2018 academic year, the progress of children receiving the Pupil Premium Grant was broadly in line with those not receiving the Pupil Premium Grant (within 3%), for all maths and English subjects.

The impact of these initiatives on pupil progress is carefully monitored and demonstrates increased rates of progress for the children involved. These interventions are reviewed and modified on an on-going basis to ensure they are delivering maximum impact and providing the best value for money.

### **Current Year 2018-2019**

In the year 2018-2019, (Census at September 2018) the school has 13 children entitled to the Free School Meals element of the Pupil Premium, 1 children entitled to the Service Children element and 7 children entitled to the Post LAC element (£2300). This makes a total of 21

## Pupil Premium Strategy Statement - 2018-2019

1. Summary information					
School	St. Giles' CE Primary School				
Academic Year	2018-2019	Total PP budget	£33,560	Date of most recent PP review	September 2018
Total number of pupils	320	Number of pupils eligible for PP	21	Date of next internal review of this strategy	September 2019

2. Current attainment		
	Pupils eligible for PP (St. Giles' School)	Pupils not eligible for PP (St Giles' School)
% achieving 'secure' or above in reading	42%	73%
% achieving 'secure' or above in writing	37%	69%
% achieving 'secure' or above in maths	21%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers (issues to be addressed in school)</b>	
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
<b>External barriers (issues which also require action outside school)</b>	
D	A lack of varied out of school experiences can impact on their end of Key Stage outcomes in English and maths

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A	An increase in the percentage of Pupil Premium pupils achieving National Expectations in reading, writing and maths at the end of EYFS, Key Stage 1 and Key Stage 2	PP pupils in Reception meet age related expectations at the end of the year, achieving GLD. Year 1 PP children pass the phonics check. In Year 2 and 6, 75% or above of PP children achieve age related expectations in English and maths
B	An improvement in the behaviour of all PP children who demonstrate behaviours which have a negative impact on their well-being and learning	Behaviour improves for PP pupils who previously demonstrated challenging or negative behaviours
C	Raise attendance of PP children so that it is in line with national averages for all pupils.	Attendance of Pupil Premium students shows positive trend and is in line with national averages for all pupils
D	PP pupils are involved in a variety of out of school experiences	PP children have a broader experience of the wider world

## 5. Planned expenditure

### i. Quality teaching for all

Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation
Higher rates of attainment and progress across for all pupils eligible for PP	<p>Provide a broad and balanced curriculum</p> <p>Monitoring of teaching and learning</p> <p>CPD for all teaching staff in line with School Development Plan</p>	<p>Lesson observations</p> <p>Book scrutiny</p> <p>Pupil survey and discussion around attitudes to learning.</p> <p>Training</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 - throughout the year</p> <p>Pupil Survey - Summer Term</p> <p>Tracking progress - end of each term</p> <p>(1/2 day DHT)</p>
<b>Total budgeted cost</b>				<b>£5,047.60</b>

### ii. Targeted support

Desired outcome	Chosen action/approach	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 reading, writing and maths at the end of EYFS, Key Stage One and Two	<p>Additional small group/individual support for PP pupils to address their specific learning needs.</p> <p>Precision teaching - maths and English</p> <p>Daily reading</p> <p>SNIP, Nessy, Toe-by-Toe, PAT - reading and spelling programmes</p> <p>Write from the Start and Speed Up - Handwriting programmes</p> <p>Plus 1 and Power of 2 - maths programmes</p>	<p>Use termly data to identify specific barriers to learning for PP pupils.</p> <p>Extra teaching and preparation</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>Deputy Headteacher</p> <p>Phase Leaders</p>	<p>Attainment and progress tracking - termly</p> <p>Monitoring of impact of interventions - ongoing</p> <p>(TA salaries- 20hrs) £9506.20</p>

	Cool Kids - memory and gross motor skills			
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.	Extra teaching and preparation time.  Impact overseen by Deputy Headteacher.  Use termly data to identify specific barriers to learning for PP children.  Baseline judgement made at start of targeted sessions and progress measured at the end.	Deputy Headteacher	Identify high attaining PP children in Spring term. Delivery of programmes in spring and summer. Monitor impact at end of year.  (1/2 day DHT) £5047.60
Total budgeted cost				£14,553.80
<b>iii. Other approaches</b>				
Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation
Improved behaviour throughout the school from PP children.	Teaching assistant support (depending on the needs of pupil)  Support from Pastoral Care team.  Clear procedures relating to behaviour management followed by all staff.  Training for staff involved with supporting PP children	Pastoral referrals from teachers - baseline and post intervention assessments  Ensure identification of targeted pupils is fair, transparent and properly recorded (pupil survey).  Monitor behaviour but also whether improvements in behaviour are translated into improved attainment.	Headteacher  Deputy Headteacher	Pupil survey - Summer Term  Pastoral Support (20 hours)  £10,542
Increased confidence when faced with new experiences for PP children.	Clubs, music lessons, sporting competition participation, trips and residential opportunities	Monitor take up of these opportunities and the manner in which they are presented to parents.  Parental Involvement Project in line with School Development Plan	School Business Manager	Monitored termly Pupil Survey Parent survey

	<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</p> <p>Arts participation</p> <p>Parental involvement</p>			<p>Attendance at clubs £2300</p> <p>Music lessons £3000</p> <p>Trip support £1000</p> <p>Residential visit support £500</p>
A - E inclusive	<p>Inspirational projects</p> <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>Ensure these occur on a termly basis with different leads and foci each time.</p>	<p>Headteacher</p> <p>Deputy Headteacher</p> <p>Phase Leaders</p>	<p>Termly checks on impact of project</p> <p>£1500</p>
Total budgeted cost				£18,842

Total Cost- £38,443.40