

Pupil premium strategy statement (primary)

1. Summary information					
School	St Pauls CE First School Coven				
Academic Year	2016/17	Total PP budget	£9240	Date of most recent PP Review	17.1.17
Total number of pupils	145	Number of pupils eligible for PP	7	Date for next internal review of this strategy	Jan 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading, writing and maths	%	%
% making expected progress in reading	72%	91%
% making expected progress in writing	100%	84%
% making expected progress in maths	100%	84%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	PP children do not make the same levels of progress in reading as non-PP children
B.	
C.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	PP children absence rates are higher than those of the whole school population

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	There will be no difference in the progress and attainment of PP children compared with other children in reading	All PP children will make at least expected progress in reading so that the difference in attainment and progress is reduced
B.	Continue to ensure that PP children make progress in line with the whole school	Analysis of data in all subjects show no difference in the progress and attainment of all children
C.		
D.		

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					
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?
Continue to ensure that PP children make progress in line with the whole school	'Close the gap' planning sheets to be completed weekly to address issues as they arise. PP children to be highlighted on this sheet	Quality first teaching is the key to ensuring that all children make at least expected progress and in many cases accelerated progress. Assessment for learning practices in the school have proven effective and need to be embedded	This will be monitored regularly by HT and subject leaders and feedback given to staff.	HT	This will be reviewed with the SDP
Continue to ensure that PP children make progress in line with the whole school	'Fix it' marking in all subjects allowing children time to respond to teachers comments	EEF toolkit shows that effective feedback is one of the most effective ways of improving pupil progress. Fix it marking has proven effective in the whole school	This will be monitored regularly by HT and subject leaders and feedback given to staff. Regular book scrutiny by all staff will include fix it marking	HT	This will be reviewed with the SDP
Total budgeted cost					
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?
There will be no difference in the progress and attainment of PP children compared with other children in reading	PP children to be 'everyday readers' CT will ensure that these children are heard to read daily even if they have not returned their book to school	Language interventions based on boosting reading comprehension have proven effective (EEF toolkit), 'everyday readers' has become an established part of the curriculum offer but staff need to ensure that PP children read even if there is no book returned to school	This will be monitored by subject leader	Literacy lead	July 2017

There will be no difference in the progress and attainment of PP children compared with other children in reading	A focussed 'library' club to be established and run by a TA on a regular basis	EEF toolkit suggests that children who have targeted oral language interventions can make up to five months additional progress, this style of intervention is based on allowing the child time to read aloud and to discuss the text read in addition to answering specific reading comprehension style questions			
Total budgeted cost					
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?
Continue to ensure that PP children make progress in line with the whole school	Continue to fund educational visits and other enrichment opportunities	These opportunities are used by the class teacher to offer a stimulus for work within the classroom or to apply skills learned within school. They have been proven to boost self- esteem and to provide a context for learning	This will be monitored regularly by HT and subject leaders and feedback given to staff.	HT	January 2018
Improve rates of attendance for PP children so that they are in line with non-PP children	Monitor attendance on a half termly basis, follow up any absences with phone calls. Make a house call if appropriate and request medical evidence if attendance falls below 90%. Offer attendance clinic if necessary. Refer to EWW if necessary	Good attendance is linked to good progress and attainment.	Office staff will monitor attendance daily and follow up any absences. SENCo will monitor on a half termly basis and contact parents to discuss impact of absences if appropriate.	SENCo	July 2018
Total budgeted cost					£1000

6. Review of expenditure				
Previous Academic Year				
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
All children in KS1 to make at least 8 points progress across years 1 and 2 and close the attainment of children compared to national data Targets of end of EYFS, phonics score and end of KS1 are achieved	One to one phonics and everyday readers	Success criteria were met with PP children performing better than non-PP children. Introduction of RWI, one to one phonics and everyday readers was successful for all pupils	Has been a successful approach and will be continued into the new school year. All children had reached ARE in reading by end of school year and 100% passed the phonic screening check	
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
All children in KS2 to make at least 6 points progress across years 1 and 2 and close the attainment of children compared to national data	Teacher to deliver First Class @ number with children identified as having gaps in learning in maths	Identified children made good progress although not sufficient to meet ARE by the end of the year (1.1 – 2.8 PUMA)	Not necessary to continue this intervention as improvements in Quality First Teaching and assessment for learning have resulting in gaps in learning and misconceptions being addressed swiftly .	£4600
All children in KS1 to make at least 8 points progress across years 1 and 2 and close the attainment of children compared to national data, all children in KS2 to make at least 6 points progress	Daily precise 'close the gap' teaching to address misconceptions found in lessons	Majority of children in school make at least expected progress, this approach was supplemented by the development of 'close the gap' planning sheet which are used by all class teachers in addition to 'fix it' marking	This approach will be continued as part of the teaching a learning methods employed by St Pauls	£2860.65
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on	Lessons learned (and whether you will continue with this approach)	Cost

		pupils not eligible for PP, if appropriate.		
Gap between PP and non PP children closes across all year groups	Learning mentor to provide support for children whose barriers are not academic Subsidise educational and visits Subsidise cost of uniform			£400

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.