



St Faith's C of E Primary Pupil Premium Strategy 2017-2018

Summary Information					
School	St Faith's C of E Primary	Academic year	2017-2018		
Total number of pupils	197	Number of pupils eligible for PP	48 – 24%	Total PP Grant	£64,520

Identified Barriers to Educational Achievement	
A.	Some pupils who are in receipt of pupil premium are also on the SEN register for cognition and learning and /or EAL which affects their progress
B.	Attendance and punctuality
C.	Social and emotional barriers to learning: low confidence and self-esteem
D.	Lack of knowledge of the world/variety of experiences
E.	Attitude to learning/learning skills- resilience, independence, perseverance

Desired outcomes		
	<i>Desired outcomes</i>	<i>Success Criteria</i>
A.	Diminish the difference in attainment by improving performance of PP children	Difference in attainment diminished on a whole school level in reading writing and maths by 5 %
B.	PP pupils to make at least expected progress each year	PP pupils' progress in reading, writing and maths is at least 6 steps per year on average.
C.	High attaining pupils eligible for PP grant make at least expected progress	Pupils eligible for PP identified as working at greater depth at the end of year 2 make as much progress as 'other' pupils identified as working at greater depth in maths, reading and writing.
D.	Increased attendance rates for pupils eligible for PP	Persistent absence of Pupil Premium pupils to be reduced to be at least in line with the national figure.

Rationale for Spending

As identified in the 2016-2017 impact statement, accelerated progress is required for PP pupils in writing in all KS2 year groups and Maths in Years 5 and 6. Analysis of data of those taking part in some writing and maths interventions showed that they had not had the intended impact, therefore there will be spending on training and resources to implement different strategies and interventions to replace these. Across the school, there will be a particular focus on developing a Mastery Maths approach for PP pupils and others due to the demands of the New Curriculum and also an emphasis on spelling. Allocated TA and teacher time has been dedicated with particular focus on pupils not on target to achieve expected standards in reading, writing and maths and some funding has been allocated to a PP Lead to ensure measures put into place are being monitored and having a positive impact on progress and attainment. Some of the funding will be put towards PP pupils having access to resources and a variety of experiences to support them in their learning and well-being, and build confidence and self-esteem, such as lunch time and after school clubs and school trips. There will be a focus on ensuring that Quality First Teaching and effective feedback are happening consistently across the school as the Education Endowment Fund Toolkit suggests that these strategies have the most positive impact on accelerating progress.

Planned Expenditure

Area of Spend	Allocation	Approaches	Intended outcomes
Teaching and Learning	£30,000	<ul style="list-style-type: none"> • SLT support for class teachers- monitoring planning, lesson observations and book scrutiny • Pupil Premium Lead to monitor progress of PP pupils and impact of strategies interventions in place • INSET Staff training for teachers and support staff on feedback and quality teaching for all • External CPD e.g. Numicon and Write Away training • More able maths groups • Additional targeted teacher tutorial 	<ul style="list-style-type: none"> • Quality first teaching and effective feedback help to accelerate progress and raise attainment • Intervention measures are monitored and evaluated effectively to show impact on progress and attainment • Teachers and support staff feel confident in their roles and can fully address the needs of PP pupils and others needing support, including challenging the more able.
TA support in classes and for focused interventions	£20,000	<ul style="list-style-type: none"> • Individualised support in class - TAs directed by class teachers. • OT- Fine Motor skills group in KS1 	<ul style="list-style-type: none"> • Increased attainment in reading, writing and maths • Identified pupils have appropriate support

		<ul style="list-style-type: none"> • Handwriting groups in KS1 and KS2 • High frequency spelling groups • 1:1 reading and flashcards in KS1 and KS2. • Rapid Phonics • Additional phonics group support in KS1 • Read Write Inc. group support • Maths support groups- fluency in the four operations • Numicon • Reteach Maths/English sessions • Write Away- training for TAs 	<p>in the classroom</p> <ul style="list-style-type: none"> • Improved pencil grip and handwriting • Pupils enjoy reading with confidence, fluency and understanding • Pupils working well below the expected standard make good progress with basic literacy and numeracy skills • Gaps in knowledge are closed enabling pupils to participate fully in the next lesson.
Specialist intervention	£8,000	<ul style="list-style-type: none"> • Literacy Support Service 	<ul style="list-style-type: none"> • Accelerated progress and increased attainment in writing
Enrichment	£5,000	<ul style="list-style-type: none"> • Funding for school trips and extra-curricular activities • After school/lunchtime clubs • SATs breakfast club • Breakfast club subsidy • Letterbox club • Spare PE Kits in school • Extra-Curricular activities e.g. drumming/art 	<ul style="list-style-type: none"> • All pupils have access to a wide range of rich experiences to develop confidence and support learning • Targeted pupils have extended learning time with teachers to address gaps and weaknesses • Targeted pupils have support to address attendance and punctuality issues • Develop confidence and self-esteem
Social/emotional	£1,500	<ul style="list-style-type: none"> • ELSA (Emotional Literacy Support) training for TA • Social groups • Zones of regulation 	<ul style="list-style-type: none"> • Children are supported to understand and regulate their own emotions whilst also respecting the feelings of those around them.

How will the school measure the impact of Pupil Premium Funding?

- Termly pupil progress meetings with teachers and SLT (half-termly for targeted pupils)
- Where appropriate a pre and post assessment will be done by the teacher or teaching assistant to assess the impact of specific measures put in place
- The usual cycle of data collection and monitoring and tracking of the cohort's attainment will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention
- Review meetings will take place approximately every term and will include a member of Senior Management, Pupil Premium Lead and teachers
- At each milestone, the school will review the impact of the actions taken and will plan for how the funding will be specifically allocated over the next phase
- There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar
- Pupil Premium Finding and the impact of this is a regular item on the governors' Teaching and Learning committee.

Dates of next Pupil Premium Strategy Reviews:	January 2018, April 2018, July 2018
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