St Peter's Droitwich Academy Pupil Premium Strategy Statement 2018/19

Vision for the Pupil Premium Grant

As with every child in our care, a child who is eligible for the Pupil Premium Grant is valued, respected and entitled to develop to his or her full potential, irrespective of need. The PP grant is used on approaches shown to be effective in improving the achievement and opportunities for disadvantaged pupils. This echoes our mission statement, 'Love – Learn –Live'.

1. Summary information					
School	St Peter's Droitwich C of E Academy				
Academic Year	2018/2019	**Total PP budget**	**£50,160**	**Date of most recent PP Review**	Oct '18
Total number of pupils	441	**Number of pupils eligible for PP**	34 (7%)	**Date for next internal review of this strategy**	On-going

2. Current attainment (based on KS1 2017 outcomes)		
	% Pupils eligible for PP 2018	**% Pupils not eligible for PP 2018**
Key Stage 1 SATS 2018 Number in cohort: **90** Number of PP pupils**: 4 ***	***Exceptional current Y3 group in terms of attainment and progress**	
% achieving at least expected standard in reading, writing and maths	**100%**	**70%**
% achieving at least the expected standard in reading	**100%**	**83%**
% achieving at least the expected standard in writing	**100%**	**81%**
% achieving at least the expected standard in maths	**100%**	**81%**
% achieving greater depth in reading	**25%**	**32%**
% achieving greater depth in writing	**25%**	**24%**
% achieving greater depth in maths	**25%**	**25%**
Year 1 Phonics 2018 Number in cohort: **89** Number of PP pupils**: 11**		
% Pupils reaching the required standard	**55%**	**85%**
EYFS 2017 Number in cohort**: 90** Number of PP pupils**: 6**		
% Pupils reaching a Good Level of Development	**83%**	**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)*	
A.	Gaps in skills for writing prevent PP pupils achieving ARE and making expected progress.
B.	The cross over for those children who have SEND are also PP children and are therefore doubly disadvantaged
C.	Social and emotional needs of the PP pupils
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	Attendance of PP pupils, specifically targeted families 2017/18 **93.9%** (Non PP 96.7%) 2016/17 **95.03%** (Non PP 97.07%) 2015/16 **96.43%** (Non PP 97.47%) 2014/15 9**5.47%** (Non PP 97.14%)

4. Desired outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	To close the attainment gap for writing between PP pupils and non-PP. Ongoing assessment, pupil progress meetings, book trawls, pit stops and learning walks	PP pupils show improved attainment through termly data and termly pupil progress meetings. MAT moderation will verify assessment attainment levels.
B.	To improve reading, writing and maths skills for PP pupils with SEND.	What do we do to address this? Consider awareness in ensuring all needs are met. Careful collaboration is essential. PP pupils with SEND have a range of strategies in place to support their learning. The PP/SEND pupils will have learning opportunities, tools and intervention to ensure that the gap between these children and non PP pupils is narrowing. Leaders will enhance tracking by using venn diagrams to identify children with multiple markers.
C.	Social and emotional needs for PP pupils are identified / assessed and provision in place to meet these needs.	A thorough knowledge of our pupils and being aware of all of their needs will support their confidence and self esteem. PP pupils will have the most appropriate provision, intervention and support to enable them to make progress and develop their specific social and emotional needs to ensure readiness for learning. Most PP pupils will show an increased engagement in learning opportunities across the curriculum.
D	Increased attendance from **93.9%** to **97%**, specifically to support targeted PP families	Overall PP attendance improved from **93.9%** to at **least 97%** in line with non PP pupils. Specific strategies (breakfast club) in place to target groups of children each term. Improved attendance for specifically identified PP pupils.

5.					
Academic year	**2018 -2019**				
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?**
Improved progress for all PP pupils.	Implement a teaching philosophy which promotes quality first teaching for all.	Research undertaken by the NFER and DfE suggest high quality teaching and learning for all is 1 of 7 building blocks of schools successful in raising attainment for PP pupils.	Data tracking Whole MAT subject moderation SLT learning walks / Pit Stops / book trawls PP teacher attending MAT network /County meetings Regular SIB member visits	SLT PP Mentor Class teachers	PP review with PP MAT Lead **Termly** PP SIB members meetings **Termly** Pupil Progress Meetings £11,200 22%
				Total budgeted cost	**£11,200**

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?
A **To close the attainment gap for writing between PP pupils and non-PP pupils**	Pupil Premium Mentor to work with PP pupils through support in lessons and 1:1 / small group interventions based on collaboration with the class teacher. Response intervention Targeted intervention for phonics, handwriting, spelling (common exception words) IPM targets, narrative language intervention Quality First teaching Access to online resources (Dynamo maths / Phonics Hero) Targeted reading / Engage texts	Small group interventions have shown to be effective. Evidence indicates that 1:1 tuition can be effective, on average accelerating learning by approximately five additional months progress. Short regular sessions (30 mins 3-5 mins per week) over a set period of time (6-12 weeks) appear to result in optimum impact (EEF).	Ongoing assessment Termly Pupil Progress Meetings Data evidence recorded on a pupil tracker Book trawls – do staff review and act upon the work that pupils complete during PP intervention? Pit stops – does planning include specific reference to PP pupils?	SenCo CS English Co-ordinators PP Mentor	**Termly** £10,600 21%
B **To improve reading, writing and maths skills for PP pupils with SEND** (8 children 24%)	Provision of learning opportunities, tools and intervention to support targeted PP children with SEND. Response intervention S&L/ Social & Communication intervention IPM targets Targeted parental engagement Personalised learning & resources Outside agency involvement where appropriate (LST, EP). Access to online resources Precision teaching Targeted reading / Engage books AFA support	Small group interventions have shown to be effective. Evidence indicates that 1:1 tuition can be effective, on average accelerating learning by approximately five additional months progress.(EEF) Actively involving parents in supporting their children's learning can accelerate the children's progress by three months.(EEF)	Measured progress towards IPM targets AFA reviews Termly Pupil Progress meetings Outside agency assessments (LST, EP) Structured conversations with parents / Parent /Pupil Voice feedback S&L target reviews	SenCo PP Mentor LC CS English & Maths Co-ordinators HE (AFA)	**Termly** £11,700 23%

C **Social and emotional needs for PP pupils are identified / assessed and provision in place to meet these needs**	Nurture provision Structured conversations Relax Kids Individual pupil interviews – All About Me Mentor Link Parental engagement Social Skills intervention programme **Enrichment activities:** St Andrew's Christmas Tree Festival Summer 'Riversfest' (whole MAT experience) School visits- curriculum linked and residential Extra curricular activities Additional resources for SAT preparation Daily milk Keyboard lessons Bikeability	Interventions which target social and emotional learning seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. SEL interventions have a valuable impact on attitudes to learning and social relationships in school. They have an average overall impact of four months' additional progress on attainment. (EFF) Adventure learning opportunities (Malvern residential) consistently show positive benefits on academic learning and provide wider outcomes such as self-confidence (EEF). School visits are a powerful and positive teaching tool that help enhance the social, personal and emotional development of all learners. New environments can help teach life skills and improve independence. (EFF)	Monitoring through pupil engagement and pupil progress – do staff know and clearly identify this group? Monitoring through parental engagement / structured conversations Relax Kids evaluations Pupil Voice – individual interviews Early Intervention Family Support Team (EIFST) Reach 4 Well-Being Parenting support services SDQ's (Strength and Difficulties Questionnaires) Pre and Post intervention assessment Monitor number of PP pupils who participate in enrichment activities	SENco PP Mentor Class teachers Relax Kids	**Termly** £15,600 31%

D **Increased attendance from 93.9% to 97% - raising attendance for specifically identified PP families**	Breakfast places for children. School Uniform grant. Attendance rewards (attendance alien, certificates). Texts/phone for children with attendance concerns.	Research based evidence of improved concentration following a healthy breakfast. Pupils can also develop their social and communication skills. Awareness of the importance of healthy eating and a balanced diet to sustain and promote a healthy lifestyle.	PP Mentor to run breakfast club and make available to all children eligible for Pupil Premium. Liaise with class teachers regarding children's readiness to learn and concentration. Head and SW to run regular attendance data checks using Scholar Pack database. SW and SENco to discuss concerns and liaise with school health.	Head teacher SENco SW PP Mentor	£1500 3%
				Total budgeted cost	**£50,160**

6. Review of expenditure				
Previous Academic Year		**2017/18**		
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**
Improved progress for all pupils eligible for PP.	Quality First teaching allowing access to a broad and balanced curriculum.	**R W M** **'16-'17 '17-'18** EYFS **to Y1** 86% / **45%** 86% / **45%** 71% / **54%** (7 PP) (11 PP) Y1 **to Y2** 100%/**100%** 100%/**100%** 75% / **100%** (4 PP) (4 PP) Y2 **to Y3** 56% / **67%** 56% / **50%** 44% / **58%** (9 PP) (12 PP) Y3 **to Y4** 50% / **64%** 17% / **43%** 58% / **57%** (12 PP) (14 PP)	PP Mentor's knowledge of PP pupils and collaborating with class teacher for next steps. The answers to the following points were discussed by leaders and will inform the new strategy: Which of the current Y4 did not achieve in writing '17-'18? EYFS '16-17 – original 7 PP pupils – how did they perform in Y1?	**£12,200** **28%**
A. EYFS pupils eligible for PP are at ARE on exit.	Targeted intervention groups.	5/6 (83%) PP pupils are at GLD on exit 5/6 (83%) PP pupils are at GLD in reading, writing and maths 1/6 (17%) PP pupils is GD in reading	One of the PP pupils received S&L intervention with a S&L TA. One of the PP pupils participated in Reach for Wellbeing (6 week intervention). One of the PP pupils participated in TalkBoost intervention. Use of evidence based intervention programmes and early intervention has been effective. In 2018 all EYFS will be screened using Language Link. The answers to the following point was discussed by leaders and will inform the new strategy: Who are the 17% of PP pupils who did not achieve GD in EYFS '17-'18?	**£1,300** **3%**

B. A targeted group**:** **73%** (**19 children**) of **KS2** pupils eligible for PP will be at least ARE in **writing** by the end of the school year. A targeted group: **77%** (**10 children**) of **KS1** pupils eligible for PP will be at least ARE in **writing**. A targeted group: **70%** (**18 children**) of **KS2** pupils eligible for PP will be at least ARE in **maths.**	Weekly small group / one to one sessions in writing /reading/maths with Pupil Premium Mentor. Targeted AFA intervention Targeted spelling intervention	**PP Pupils ARE or above:** **R** **W** **M** **2017-'18** **Y1** **45%** **45%** **54%** (11 PP 24%) (4 SEND 36%) (5 /11 PP) (5/11 PP) (6/11 PP) **Y2** **100%** **100%** **100%** (4 PP 8%) (4 /4 PP) (4/4 PP) (4/4 PP) **Y3** **67%** **50%** **58%** (12 PP 26%) (8/12 PP) (6/12 PP) (7/12 PP) (4 SEND 33%) **Y4** **64%** **43%** **57%** (14 PP 30%) (9/14 PP) (6/14 PP) (8/14 PP) (6 SEND 43%) **KS1** 9/10 (targeted group) (90%) ARE / + in **writing** 9/15 (all KS1 PP) (60%) ARE / + in writing (2016/17 9/13 (all KS1 PP) (70%) ARE / + in writing) **KS2** 12 /19 (targeted group) (63%) ARE / + **writing** 12/26 (all KS2 PP) (46%) ARE / + in writing (2016/17 7/22 (all KS2 PP) (32%) ARE / + in writing) **KS2** 15/18 (targeted group) (83%) ARE / + in **maths** 15/26 (all KS2 PP) (58%) ARE / + in maths (2016/17 13/22 (all KS2 PP) (60%) ARE / + in maths)	Y2 reduced size of teaching groups through use of SenCo and PP Mentor to target pupils to ARE. Personalised learning / more quality first teacher input. 6/11 (55%) achieved the required standard in the Phonics screening. Other 45% - who are they and what next? Writing will continue to be a focus across all year groups. Reading, writing and maths in Y2 (based on Y1 2017/18 outcomes) will be a focus for support. The answers to the following points were discussed by leaders and will inform the new strategy: Who in the targeted groups, did not meet ARE / + and why? Who did not achieve ARE and why? What impact did AFA make?	**£12,000** **27%**
C. All pupils eligible for PP will make accelerated progress in reading.	Additional adult reading support put in place to for children who do not read regularly at home. Structured approach to phonics development. Phonics workshops for parents.	14/46 (30%) PP pupils made accelerated progress in reading 2016/17 28/42 (66%) ARE / + in reading 2017/18 30/46 (66%) ARE / + in reading	Although 11 pupils moved within 'below' they have closed the gap and are nearer to ARE.	**£5,400** **12%**

D. Improved levels of engagement in learning opportunities across the curriculum for most pupils eligible for PP.	**Enrichment activities:** Worcester Cathedral Pizza Express Daisychain Benevolent Summer 'Riversfest' (whole MAT experience) Relax Kids sessions Funded school trips: Malvern residential Class visits Extra curricular activities Sporting events outside school	PP pupils benefitted from experiences they may not have previously had. Visiting new places helped to improve social skills and raise aspirations also providing 'core memories'. Positive results and feedback from PP pupils and staff regarding the impact of Relax Kids and the pupils' sense of wellbeing.	Non measurable joy of learning. To continue to look for further enrichment opportunities. To ensure equal opportunities for all.	**£11,400** **25%**
E. Increased school attendance from current 96.43% to 97%.	Breakfast places for children. School Uniform grant. Attendance rewards (attendance alien, certificates). Texts/phone for children with attendance concerns.	Class teachers reported that PP pupils who attended Breakfast Club demonstrated a readiness to learn and an improvement in concentration.	The answers to the following points were discussed by leaders and will inform the new strategy: Are there specifically identified families who account for large proportion of absence? Does this priority demonstrate excellent value for money? Should we consider this against other areas of spend for 2018/19? Do all PP pupils complete their homework / read daily? Consider for 2018/19. To continue to monitor termly attendance for all PP pupils.	**£2250** **5%**
			Total budgeted cost	**£44,880**

7. Additional Detail

More details about our school can be found at spoffice@riverscofe.co.uk