Pupil premium strategy statement (primary)

1. Summary information					
School	St Peter's Droitwich C of E Academy				
Academic Year	2017/18	**Total PP budget**	£44,880	**Date of most recent PP Review**	Sept '17
Total number of pupils	439	**Number of pupils eligible for PP**	45	**Date for next internal review of this strategy**	Sept '18

2. Current attainment (based on KS1 2017 outcomes)		
	Pupils eligible for PP (your school)	*Pupils not eligible for PP (national average)*
% achieving in reading, writing and maths	Combined 4/9 44% Reading 5/9 56% Writing 5/9 56% Maths 4/9 44%	79% 72% 79%
% making progress in reading (pupils who were below ARE at the end of EYFS and are working at ARE at the end of KS1)	1/4 25%	
% making progress in writing (pupils who were below ARE at the end of EYFS and are working at ARE at the end of KS1)	2/5 40%	
% making progress in maths (pupils who were below ARE at the end of EYFS and are working at ARE at the end of KS1)	0/3 0%	

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.	67% (4 children) of EYFS children eligible for PP are below ARE in reading, writing and maths 83% (5 children) of EYFS children eligible for PP are below ARE in CLL 67% (4 children) of EYFS children eligible for PP are below in PSED
B.	58% (15 children) of KS2 pupils eligible for PP are below ARE in writing (4 girls) (10 boys) 31% (4 children) of KS1 pupils eligible for PP are below ARE in writing (1 girl) (3 boys)
C.	38% (10 children) of KS2 pupils eligible for PP are below ARE in reading (1 girl) (9 boys) 23% (3 children) of KS1 pupils eligible for PP are below ARE in reading (1 girl) (2 boys)
D.	Lower levels of engagement in curriculum enrichment opportunities identified by some pupils, eligible for Pupil Premium.
External barriers *(issues which also require action outside school, such as low attendance rates)*	
E.	Attendance rates for pupil's eligible for PP are 96.43% (below the target for all children of 97%). This reduces access to learning opportunities.

4. Desired outcomes

	Desired outcomes and how they will be measured	*Success criteria*
A.	EYFS pupils eligible for PP are at ARE on exit.	EYFS pupils eligible for PP through targeted intervention will make accelerated progress by the end of the year. Talk Boost assessment and Language group records will show progress and attainment.
B.	The following PP pupils will make accelerated progress in writing and maths: 73% (19 children) of KS2 pupils eligible for PP will be at least ARE in writing by the end of the school year. 77% (10 children) of KS1 pupils eligible for PP will be at least ARE in writing by the end of the school year. 70% (18 children) of KS2 pupils eligible for PP will be at least ARE in maths by the end of the school year.	Pupils eligible for PP show improved attainment through half termly data and termly pupil progress meetings. Moderation discussion across the MAT will verify assessment attainment levels. Achievement for All intervention programme will be used to support writing.
C.	All pupils eligible for PP will make accelerated progress in reading.	Pupils will show improved attainment through book levels, reading accuracy scores and common exception words.
D.	Improved levels of engagement in learning opportunities across the curriculum for most pupils eligible for PP.	Most pupils eligible for PP will show an improved engagement in learning opportunities across the curriculum. Pupils eligible for PP in Y2 / 3 will attend after school homework club provision once a week.
E.	Increased attendance from 96.43% to 97%.	Overall PP attendance improves from 96.43% to at least 97% in line with non PP pupils. Specific strategies (breakfast club) in place to target groups of children each term.

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 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 pupils eligible for PP.	Quality First teaching allowing access to a broad and balanced curriculum.	Quality First teaching is based on clear objectives and plenaries. High expectations when planning, responding to pupils' diverse needs and providing opportunities for more able pupils will reduce the number of children who need extra help with their learning or behaviour.	Termly data analysis, pupil progress meetings, pupil interviews. Learning walks/ Pit stops.	SLT Class teachers	Termly
				Total budgeted cost	**£8,000 (18%)**

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. EYFS pupils eligible for PP are at ARE on exit.	Targeted intervention groups.	Progress monitored through half termly tracking.	Intervention records and progress tracking. Discussion with class teachers. Pupil progress meetings.	SENco JG	Termly **£3,000 (7%)**
B. 73% (19 children) of KS2 pupils eligible for PP will be at least ARE in writing by the end of the school year. 77% (10 children) of KS1 pupils eligible for PP will be at least ARE in writing. 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	Small group interventions with highly qualified staff have shown to be effective. Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months progress. Short regular sessions (30 mins, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact (EEF).	Attainment and progress to be monitored termly through data analysis; pupil progress meetings and pupil interviews. AFA reviews with Mr Huw Evans, Achievement Coach.	SENco English co-ordinators Maths co-ordinator PP Mentor Class teachers H Evans	Termly **£10,940 (24%)**
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.	Small group interventions with highly qualified staff have shown to be effective. Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months progress. Short regular sessions (30 mins, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact (EEF).	Attainment and progress to be monitored termly through data analysis; pupil progress meetings and pupil interviews. TA's trained in Precision teaching and multi-sensory approaches to support learning. Class teacher to ensure additional support is focused on a specific target area and is consolidated in main teaching	SENco English co-ordinators PP Mentor Class teachers Ed Psych	Termly **£7,940 (17%)** **(£150 EP training)**

D. Improved levels of engagement in learning opportunities across the curriculum for most pupils eligible for PP.	**Enrichment activities:** Worcester Cathedral Daisychain Benevolent Christmas Tree Festival; Pizza Express Summer 'Riversfest' (whole MAT experience)	Positive involvement in the school and local community and a sense of 'belonging'.	Activities planned and managed by PP Mentor / SENco.	SENco PP Mentor	After events **£12,500 (28%)**
	Relax Kids sessions	Supports children's emotional wellbeing.	Specialist Yoga teacher to monitor through pupil evaluations.	Yoga teacher SENco	Termly
	Funded school trips / Extra curricular activities Sporting events outside school	Financial support for off site visits including annual Pantomime visit, curriculum visits and Y4 residential trip to Malvern Outdoor Activity Centre. Adventure learning interventions consistently show positive benefits on academic learning, and 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 be can help teach life skills and improve independence.	Children eligible for Pupil Premium will be able to access all available opportunities.	SENco English co-ordinator PP Mentor Class teachers	After events
	After school homework club provision for targeted Y2/3 PP pupils. Weekly 1 hour.	There is some evidence that when homework is used as a short and focused intervention it can be effective in improving students' attainment (EEF).	PP Mentor and HLTA to deliver programmes of work in maths and english.	PP Mentor	Termly HLTA 1 x 1 hour weekly

E. Increased attendance from to 97%.	Breakfast places for children. School Uniform grant. Attendance rewards (attendance monkey, 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	Termly **£2,500 (6%)**
				Total budgeted cost	**£44,880**

6. Review of expenditure

Previous Academic Year		**2016/17**		
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**
Improve progress for all children eligible for Pupil Premium	'Quality First' teaching	**2017 KS1 SATs results** 9 PP pupil were eligible for PP funding therefore each pupil is worth 11.1% so this needs to be considered when comparing with national figures (1 child not counted in Raise Report – support allocated to 10 children) **Reading attainment** 5/9 PP children are working at ARE (56%), in comparison to 79% of other non-disadvantaged children nationally (difference of 2 children) 1/9 PP children are working at GD (11%), in comparison to 28% of other non-disadvantaged children nationally (difference of 1 child)		**£4,340 (10%)**

		Reading progress 1/4 children converted to working at ARE. 3/4 children continue to make progress from their individual starting points. **Writing attainment** 5/9 PP children are working at ARE (56%), in comparison to 72% of other non-disadvantaged children nationally (difference of 2 children) 1/9 PP children are working at GD (11%), in comparison to 18% of other non-disadvantaged children nationally (in line) **Writing progress** 2/5 children converted to working at ARE. 3/5 children continue to make progress from their individual starting points. **Maths attainment** 4/9 PP children are working at ARE (44%), in comparison to 79% of other non-disadvantaged children nationally (difference of 3 children) 1/9 PP children are working at GD (11%), in comparison to 23% of other non-disadvantaged children nationally (difference of 1 child) **Maths progress** 0/5 children converted to working at ARE. 5/5 children continue to make progress from their individual starting points.		

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**
EYFS pupils eligible for PP are at ARE on exit.	Phonics / early reading intervention 1x25 mins weekly	On exit: 63% of EYFS PP pupils at a good level of development. 75% of EYFS PP pupils ARE in reading, 1 was exceeding. 75% of EYFS PP pupils ARE in writing. 63% of EYFS PP pupils ARE in maths. (1 PP pupil arrived four weeks prior to the end of the year).	More focus in Y1 is required for targeted children who have gaps in phonics knowledge.	**£300 (0.6%)**

Targeted EYFS pupils eligible for PP will show accelerated oral language development.	Talk Boost programme delivered by EYFS TA's. 3 groups of 4 ch'n 4x35 mins weekly. 10 wk programme	The children involved all demonstrated a level of improvement in their communication and language skills and their ability to listen and concentrate. They developed their pre phonic skills for example, listening and rhyming, alliteration and a greater expressive vocabulary. Principles of the programme including speaking and listening and new vocabulary were used in daily classroom sessions.	More focus is needed on targeted children through work with Speech and Language TA.	**£200 (0.4%)**
Most pupils eligible for PP will be at least ARE by the end of the school year.	Support from PP Mentor: mornings in classroom environments. Afternoons in weekly small targeted groups and one to one sessions. Resources	PP Pupils at least ARE: Reading / Writing / Maths / Phonics Y1 100% / 100% / 75% / 100% Y2 56% / 56% / 44% Y3 59% / 25% / 67% Y4 60% / 50% / 60%	All PP pupils have made progress. More focus needed on targeted Y4 boys' writing.	**£18,660 (38%)** **£7,500 (15%)**
Improved levels of engagement in learning opportunities across the curriculum for most pupils eligible for PP.	**Enrichment activities:** Worcester Cathedral Daisychain Benevolent Christmas Tree Festival; Pizza Express Panto Summer 'Riversfest' (whole MAT experience)	PP pupils benefitted from experiences they may not have previously had. Visiting new places helped to improve social skills and raise aspirations. These also provided 'core memories'.	To continue to look for further enrichment opportunities.	**£9,000 (18%)**
	Relax Kids sessions	Positive results and feedback from PP pupils and staff regarding the impact of Relax Kids and the pupils' sense of wellbeing.	To ensure equal opportunities for all.	
	Funded school trips / extra curricular activities	All PP children participated in visits and some engaged with extra-curricular activities to support their interests. Without PP funding, this would not have been possible.		
	Daily Breakfast Club provision	Class teachers reported that PP pupils who attended Breakfast club demonstrated a readiness to learn and an improvement in concentration.	Monitor termly attendance for all PP pupils to assess whether Breakfast club had an impact on children's attendance.	

Most children (Y2 / KS2) eligible for PP will continue their learning outside the school day.	Weekly Homework club for targeted Y2 and KS2 children (Spring and Summer terms).	Staff reported increased confidence and engagement in class lessons. Positive feedback from all children.	To continue provision of after school additional learning club.	**£1,500 (3%)**
	AFA	A whole school improvement framework which is designed to help develop the pupil's skills, interests and capabilities. It will help to raise the educational aspirations and achievement of all pupils.	To begin Autumn 2017	**£7,500 (15%) (part payment)**
			Total budgeted cost	**£49,000**

7. Additional detail

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

A menu has been created to list and evidence the opportunities provided through the PP funding. This includes costs so that the way each child's funding is spent and securing "good value for money" can be evidenced. Each of the opportunities on the menu is assessed to judge the impact of improving educational outcomes for pupils.