Pupil premium strategy statement (primary)

1. Summary information					
School	St Peter's Droitwich C of E Academy				
Academic Year	2016/17	**Total PP budget**	£49,000 TBC	**Date of most recent PP Review**	
Total number of pupils	439	**Number of pupils eligible for PP**	41	**Date for next internal review of this strategy**	July 2017

2. Current attainment (based on KS1 2016 outcomes)		
	Pupils eligible for PP (your school)	*Pupils not eligible for PP (national average)*
% achieving in reading, writing and maths	Combined 5/12 42% Reading 6/12 50% Writing 5/12 42% Maths 7/12 58%	78% 70% 77%
% making progress in reading (pupils who were below ARE at the end of EYFS and are working at ARE at the end of KS1)	3/12	
% making progress in writing (pupils who were below ARE at the end of EYFS and are working at ARE at the end of KS1)	2/12	
% making progress in maths (pupils who were below ARE at the end of EYFS and are working at ARE at the end of KS1)	3/12	

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.	Baseline assessment of all EYFS children eligible for PP were below ARE on entry.
B.	Some EYFS children eligible for PP show less developed oral language skills on entry.
C.	A large proportion of pupils eligible for PP across KS1 and KS2 are not at ARE.
D.	Lower levels of engagement identified by some pupils eligible for PP.
External barriers *(issues which also require action outside school, such as low attendance rates)*	
E.	A proportion of pupils Y2 and KS2 eligible for PP do not have opportunities to continue their learning outside the school day.

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.
B.	Targeted EYFS pupils eligible for PP will show accelerated oral language development.	EYFS pupils eligible for PP through will have made accelerated progress following intervention. Talk Boost assessment and Social/Speech group records will show progress and attainment.
C.	Most pupils eligible for PP will be at least ARE 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.
D.	Improved levels of engagement in learning opportunities across the curriculum for pupils eligible for PP.	Most pupils eligible for PP will show an improved engagement in learning opportunities across the engagement.
E.	Most children (Y2 and KS2) eligible for PP will continue their learning outside the school day.	Pupils eligible for PP in Y2 and KS2 will attend homework club provision once a week.

5. Planned expenditure

Academic year	**2016 - 2017**

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.	SLT Class teachers	Termly
				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?**

A. EYFS pupils eligible for PP are at ARE on exit.	Autumn 2 Phonic / early reading skills intervention group 1x25 mins weekly	Progress monitored through half termly phonics tracking assessment.	Intervention records and progress tracking. Discussion with class teachers. Pupil progress meetings.	SENco	Termly
B. Targeted EYFS pupils eligible for PP will show accelerated oral language development	Autumn 2 Talk Boost intervention. 4x35 mins weekly (10 wk programme) Social / Speech group 1x20 mins weekly	An evidence based intervention recommended by the school EP.	SENco to liaise with TA's and monitor delivery. Discuss with class teachers.	SENco	At end of 10 wk intervention
C. Most pupils eligible for PP will be at least ARE by the end of the school year.	Weekly small group and one to one sessions in maths / writing reading / phonics with Pupil Premium Mentor in addition to standard lessons. Spellodrome – whole school spelling programme	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 (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. (EEF) A programme to help pupils to develop critical spelling awareness.	Attainment and progress to be monitored termly through data analysis; pupil progress meetings and pupil interviews. Track home use and monitor attainment.	SENco Literacy and Maths co-ordinators SENco Literacy co-ordinator Class teachers	Termly July 2017
D. Improved levels of engagement in learning opportunities across the curriculum will be seen for most pupils eligible for PP	Provide a breakfast club for all pupils eligible for PP. **Enrichment activities:** Worcester Cathedral Daisychain Benevolent Christmas Tree Festival; Pizza Express Summer 'Riversfest' (whole MAT experience) Yoga provision – 4 sessions weekly.	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. Positive involvement in the school and local community and a sense of 'belonging'. Supports children's emotional wellbeing.	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. Activities planned and managed by PP Mentor / SENco. Specialist Yoga teacher	PP Mentor Class teachers PP Mentor SENco Yoga teacher	July 2017 After events July 2017

	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	July 2017
E. Most children (Y2 and KS2) eligible for PP will continue their learning outside the school day.	Homework club provision for targeted Y2 and KS2 PP pupils (Spring and Summer).	There is some evidence that when homework is used as a short and focused intervention it can be effective in improving students' attainment (EEF).	Specific HLTA to deliver programmes of work in numeracy and literacy via study books.	SENco	July 2017
				Total budgeted cost	£49,000

6. Review of expenditure				
Previous Academic Year		**2015/16**		
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	**2016 KS1 SATs results** 12 PP pupil were eligible for PP funding therefore each pupil is worth 8.3% so this needs to be considered when comparing with national figures **Reading attainment** 6/12 PP pupils were working at age related, 50%, in comparison to 60% national disadvantaged (difference of 1 child) 1/12 PP pupils were working at greater depth, 8%, in comparison to 12% national disadvantaged (inline) **Reading progress** 3 PP pupils closed the gap and are now working at age related expectations. This is in line with other non-disadvantaged national figures. 2 PP pupils continued to work at age related expectations with 1 pupil demonstrating working at greater depth. Again this is in line with non-disadvantaged pupils nationally. **Writing attainment** 5/12 PP pupils were working at age related, 42%, in comparison to 50% national disadvantaged (difference of 1 child) 0/12 PP pupils were working at greater depth, 0%, in comparison to 6% national disadvantaged (inline) **Writing progress** 2 PP pupils closed the gap and are now working at age related expectations. This is in line with other non-disadvantaged national figures. 3 PP pupils continued to work at age related expectations with 1 pupil demonstrating working at greater depth. This is below non-disadvantaged pupils nationally. No PP pupils converted into working at greater depth from their individual starting points in maths.		

		Maths attainment 7/12 PP pupils were working at age related, 58%, in comparison to 58% national disadvantaged (in line) 0/12 PP pupils were working at greater depth, 0%, in comparison to 9% national disadvantaged (difference of 1 child) **Maths progress** 3 PP pupils closed the gap and are now working at age related expectations. This is in line with other non-disadvantaged national figures. 3 PP pupils continued to work at age related expectations. This is above non-disadvantaged pupils nationally. No PP pupils converted into working at greater depth from their individual starting points in maths. **KS2 reading attainment**		
	Achievement for All	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 Summer 2017	£5,500 (part payment)

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**
Oral language skills for pupils eligible for PP in EYFS will be improved.	Talk Boost programme delivered by EYFS teaching assistants.	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.	Need to consider the selection of children and their baseline to ensure that they access the programme and make the most progress over the time spent. To measure the impact throughout the year.	Talk Boost programme + training £2,000
Behaviour issues for Y4 pupils are reduced.	Social skills interventions delivered. Availability of daily lunchtime club.	Success criteria met - fewer episodes of challenging behaviour in the afternoons due to provision of a lunchtime club.	Need to consider potential behaviour throughout the school and the purpose of lunchtime club to meet their needs.	Additional TA hours (behaviour support) £2,500

Children will continue their learning outside the school day.	Weekly Homework Club provided for targeted Y2 and KS2 children (Spring and Summer terms).	Improved confidence and engagement in class lessons.	Consider additional teacher to reduce adult : pupil ratio.	Additional HLTA hours and resources £1,000
Improved levels of engagement in learning opportunities across the curriculum	Weekly small group and one to one sessions with experienced teacher (Spring and Summer terms).	Y1 Phonics Rap 50% passed whereas % passed the year before. The phonics rap highlighted the individual needs of each child. This was reviewed monthly to keep targets tight and progress rapid. KS1 Reading progress: 3 PP pupils closed the gap and are now working at age related expectations. 2 PP pupils continued to work at age related expectations with 1 pupil demonstrating working at greater depth.		M1 teacher X2 terms £18,950 Additional TA hours £32,870
	Daily Breakfast Club provision (Spring and Summer terms).	Class teachers reported that PP children who attended Breakfast Club demonstrated a readiness to learn and an improvement in concentration.	Monitor termly attendance for all PP children to assess whether Breakfast Club had an impact on children's attendance.	£800
	Enrichment activities: Christmas Tree festival; Riversfest Yoga sessions	Children benefitted from experiences that they may not have previously had. Visiting new places helped to improve social skills and raise aspirations. These also provided 'core memories'. Education can be seen as an enabler for life opportunities and experiences.	To continue to look for further enrichment opportunities.	£1,000
	Funding school visits and 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.	To ensure equal access for all.	£3,000
			Total budgeted cost	£67,320

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.