

Pupil Premium Strategy Report 2016-17

Summary information			
Total number of pupils on role	130		
Total number of pupils eligible for PPF	95		
Amount of PPF received per pupil	£1,320		
Total amount of PPF received	£125,400		
Date of most recent PP Review	Jan 2017		
Date for next internal review of strategy	Sept 2017		
Current Attainment 2015/16			
	Pupils eligible for Pupil Premium (school data)	Pupils not eligible for Pupil Premium (school data)	Pupils not eligible for Pupil Premium National Average
% GLD at the end of EYFS	56.3%	61.5%	72.1% (Lancashire other)
% working at standard Year 1 phonics	67%	90%	83%
% KS1 age related expectations Reading	46%	100%	78%
% KS1 age related expectations Writing	38%	60%	70%
% KS1 age related expectations Maths	31%	60%	77%
% KS2 age related expectations Reading	13%	42%	71%
% KS2 age related expectations Writing	50%	83%	79%
% KS2 age related expectations Maths	31%	75%	75%
% KS2 related expectations GPS	25%	67%	78%
Progress in Reading across KS2	-2.44	-3.25	0.33
Progress in Writing across KS2	1.10	2.52	0.12
Progress in Maths across KS2	0.48	-0.27	0.24
% KS2 age related expectations Reading, Writing and Maths combined	6%	42%	60%
Barriers to future attainment (for pupils eligible for PP including high ability)			
In-school barriers			
<ul style="list-style-type: none"> a. Pupils enter Reception well below typical in Communication and Language, Literacy and Maths. b. EYFS GLD lower for reading, writing and maths specific areas. c. Behaviour issues for a small group of pupils across the school, (mainly boys and mostly eligible for PP) is having a detrimental effect on their academic achievement. Number of Fixed Term exclusions 2015-16 – 18. Permanent exclusions – 1. d. Pupil premium children at the end of Key stage 1 and 2 are not attaining as well as other pupils in all subjects. 			

External barriers

- e. Appointments with outside agencies e.g. speech and language are not kept.
- f. Homework is not completed regularly therefore progress and learning only happens within the school day.
- g. Parenting and social issues – 17% of pupil premium children are on the Continuum of support at their CAF/TAF/CIN/Child Protection level. An additional 29% are vulnerable.
- h. Social emotional difficulties due to issues at home e.g. domestic violence and attachment issues etc.
- i. Attendance 93.4% for pupil premium children 2015/16 this is below the expected target for all children 96%. This reduces their hours in school and causes them to fall behind.
- j. Pupil mobility, pupils join and leave the school regularly. 2016 stability was below national average at 68.6% this figure does not take into consideration those pupils who started at St Mary's to leave and return again. Many children move frequently and within year. This hinders progression and what they have covered in the curriculum.
- k. Limited life experiences and exposure to culture and literature, few children go on holiday.
- l. Few children access sport and creative clubs in the community – see sport premium funding report.

Outcomes

	Desired outcome and how they will be measured	Success Criteria	Impact
a.	Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that 90% of pupils eligible for PP achieve the expected standard in speaking.	62% of Pupil Premium children achieved the expected standard. In the speaking strand, 100% made at least typical progress and 46% made rapid progress.
b.	Increased % attaining the GLD in reading, writing and maths for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that 85% of pupils eligible for PP achieve the expected standard in reading, writing and maths.	Only 54% of children in receipt of Pupil Premium achieved the 'good level of development' because of the low starting points in Reading and Writing. This rose to 69% in Maths.
c.	Behavioural issues for identified pupils addressed.	Fewer behaviour incidents recorded for these pupils (without changing recording practices or standards). Fixed term and permanent exclusion rates fall.	Fixed Term exclusions reduced from 18 in 2015-16 to 8 in 2016-17. Permanent exclusions remained the same (1) across the two years.
d.	Higher attainment and rates of progress across Key Stages 1 and 2 for pupils eligible for PP.	Pupils eligible for PP make as much progress and attain equally as well as other pupils across GPS, reading, writing and maths in both Key Stage 1 and 2.	Progress for Pupil Premium eligible children increased in Writing and Maths and remained broadly the same in Reading. Pupils made on average 5 weeks additional progress in Reading and Writing and 10 weeks additional progress in Maths last year. Attainment for PP children increased across

			Reading, Writing and Maths at Key Stage 1. Attainment for PP increased in Reading and GPS, it remained broadly in line for Maths and slightly decrease in writing (4% - 1 pupil).
e.	Appointments with outside agencies are kept.	Fewer referrals are made. Pupils access speech and language intervention in school.	More appointments are kept by parents. Outside agencies report positively about the support that school provides. Pupils continue to access Speech and Language within school.
f.	Homework is completed regularly.	The number of pupils completing homework on a weekly basis has risen to 90%.	Homework club was over scribed and places were increased from 30 places to 42 places.
g.	Families who are in need of support are identified early and supported.	Families feel supported, attendance increases and incidents of behaviour issues reduce.	100% of parents commented that they feel the school is supportive. Attendance has increased from 93.4% to 95.7%. Behaviour across the school continues to improve, fixed term exclusions and behavioural incidents have significantly reduced.
h.	Pupils with social emotional difficulties are identified and supported.	Specialist teacher support/reports are obtained for identified pupils. Actions implemented. Positive impact on pupil progress, attendance and behaviour.	There have been 4 specialist teacher reports and staff are using the recommendations to plan and support the children. Further plans are in place to apply for EHC Plans where necessary.
i.	Increased attendance rates and reduce 'lates' for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 93.4% to 96%. Reduce the number of lates.	Persistent absenteeism has reduced to well below 10%. Attendance has increased to 95.7% and is almost at national averages. Because of attendance has increased 'lates' have remained broadly in line.
j.	Mobile pupils attain and progress equally as well as non-mobile pupils.	Progress and attainment for mobile and non-mobile groups shows pupils achieve equally as well.	Mobility have been tracked through pupil progress meetings. An improved tracking system has been purchased for 2016-17 to monitor the attainment and progress of these pupils in a quantifiable way.
k.	Pupils eligible for PP are exposed to wide range of extra-curricular trips and visit that expand their horizons.	Pupils eligible for PP take part in a wide range of trips, visits and activities. This extends their vocabulary and life experiences. Pupil enjoyment at school rises.	Pupils enjoy school according to the responses given during pupil interviews. They enjoyed the pantomime and circus visits as well as the many visitors we had in school. The writing outcomes linked to these experienced showed an increase

			in the quality of the vocabulary and the standards in writing.
I.	Pupils eligible for PP attend sports after school clubs and outdoor adventurous activity.	Pupils eligible for PP take part in a wide range of sporting and outdoor adventurous activities. Social and team building skills are developed.	96% of pupils in Year 5 and 6 accessed the outdoor adventurous residential. KS2 children represented the school at multiple sporting and community events. Pupils demonstrated increased confidence and were able to articulate themselves well in a range of environments. Through taking part in the British Values project with a local Teaching school pupils developed a wider understanding and awareness of cultural similarities and differences. These were celebrated at a Music festival at the end of the project.

Planned Expenditure

Academic Year 2016/17

Quality of teaching for all

Desired Outcome	Action/cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
Increase % attaining the GLD in reading, writing and maths.	Teaching & Learning Consultant to support 2 days £1600	Lancashire Consultants have a high success rate of positively impacting school data and Teaching and Learning.	Monitoring and evaluation cycle alongside data analysis will ensure the impact is measurable.	BL	June 17
Behavioural issues for identified pupils addressed.	Consistently apply the behaviour policy and Lancashire Behaviour Tool	Behavioural incidents already reduced since starting this approach.	Termly analysis of behaviour incidents reported to Governors.	AS	Termly
Higher attainment and rates of progress across Key Stages 1 and 2.	New Spelling Scheme £1239	The school has a systematic approach. Research shows consistency is key to school improvement.	Monitoring and evaluation cycle alongside data analysis will ensure the impact is measurable.	KBH	Half Termly
Increase reading for pleasure and pupils exposure to a wide variety of books. Extend	Library Loan Service £1,580	Research shows reading for pleasure for 10 mins per day increase pupil vocabulary and overall achievement.	Ensuring Library Loans enhance the existing book range.	KBH	April 17

pupil's vocabulary. Pupils enjoy reading more. Pupils read more widely and often.					
Increased enjoyment in the curriculum.	Curriculum Theme Weeks £4500	Pupils enjoy school more, behaviour improves measure in behaviour incidents reducing, positive behaviour for learning and positive pupil attitude questionnaire.	Staff meetings to plan theme weeks. Timetables and clear curriculum purpose.	KBH	June 17
Mobile pupils attain and progress equally as well as non-mobile pupils.	Lancashire Tracker & Pupil Progress Meetings £500 Interventions identified for pupils early. Mobile pupils are given a baseline assessment.	Centre for Economics 2006 identified a link between social deprivation, lower attainment and high mobility. Careful tracking will ensure accelerated progress through targeted interventions.	Pupil Progress Meetings Data analysis	KBH	June 17
Targeted Support					
Improve oral language skills for pupils in Reception class.	Purchase and train TAs in Talk Boost £350	Talk Boost is a proven intervention to support oral skills	Staff are trained. SENCo assess and group. Entry and exit data completed and analysed	BL	March 17
Behavioural issues for identified pupils addressed.	Special Teacher Reports and Educational Psychologist Visits £3,000	Pupils have assessments by specialist professionals who provide strategies and advice to school	Ensure reports are shared with staff and intervention/strategies recommended are put in place.	BL	June 17
Pupils with social emotional difficulties are identified and supported. School supports vulnerable children well because we implement the high quality professional advice given.	Pastoral and behaviour support for children struggling to access the curriculum. £300 Provision of small group work with teaching assistants for speech and language development, precision teaching and	Previously children with social emotional difficulties have received TA support. Pupils are now assessed by specialist professionals who provide strategies/advice to school, including local outreach behavioural schools when individuals have caused serious concern. This approach will	Analysis of behaviour data. Analysis of interventions. Appraisal for Family worker.	KBH	June 17

<p>Number of serious incidents are reduced. Reduction in the number of fixed term exclusions being issued.</p>	<p>social and emotional development. Pupils are able to manage their behaviours more appropriately. They have strategies to support them in class and around school.</p> <p>Interventions for social development implemented.</p>	<p>target pupils when they start showing signs of difficulties.</p>			
<p>Staff are trained to deliver high quality, measurable interventions to vulnerable and pupil premium funded children.</p> <p>Internal analysis and external data show the gap between disadvantaged and non-disadvantaged groups of pupil is closing. Higher rates of progress and higher attainment. Measured through % at GLD and expected at end of Year 6</p>	<p>Employment of designated teaching assistants.</p> <p>Extend the range of high quality interventions.</p> <p>Provide training for staff. £72,598</p> <p>Additional TAs (1 TA3 AM supporting Y6, 1 TA2 0.8 supporting Reception) £12,116 £11,107</p>	<p>Additional support for Reception and Y6. These are the largest classes in the school. Additional TA support reduces the adult to pupil ratio.</p>	<p>Analysis of interventions. Appraisal for TAs. Analysis of progress data.</p>	<p>BL KB KBH</p>	<p>July 17</p>
<p>Appointments with outside agencies are kept.</p>	<p>Family Worker supports parents in keeping appointments</p>	<p>Parental involvement plays a significant role in child development.</p>	<p>Pupil Progress Meetings Meetings with SENCo</p>	<p>KBH BL</p>	<p>July 17</p>
<p>Homework is completed</p>	<p>Homework club and</p>	<p>'Homework clubs provide a vital</p>	<p>More children complete homework.</p>	<p>KBH</p>	<p>July 17</p>

regularly.	reward system £490	service for students who experience a form of disadvantage. They engage students who may otherwise drop out of the system.’ (Victorian inquiry cited in Teacher Magazine 11/9/2014)	KBH to gather information from teachers about which children do not complete homework regularly and ensure they go to homework club.		
Families who are in need of support are identified early and supported.	Family worker recruited £20,000	DfE 2011 Review of Best Practice in Parental Engagement.	Attendance increases Family support through CAF	KBH	July 17
Other approaches					
Increased attendance rates and reduce lates.	Breakfast Club subsidised £1,500	There are much fewer occurrences of children coming to school without a breakfast	Attendance analysis Attendance contracts for lates	KR	Termly
Pupils eligible for PP are exposed to wide range of extra-curricular trips and visit that expand their horizons.	Year 6 pupils engage in outdoor adventurous activities. Pupils access a wider range of opportunities through trips and visitors to school. £10, 000	Increased number of school trips and visitors expand pupils’ experiences. A broad and balanced curriculum is established increasing pupil engagement and having a positive impact of pupil’s mental health. Year 5/6 pupils go to Robinwood developing team building, cooperation, collaboration and resilience. Pupils experience a wider range of activities. Pupils have a greater understanding of the culturally	Ensure a variety of educational experiences are included. Ensure PP and vulnerable children attend.	KBH	July 17

		diverse society in which we live. They have an appreciation of the host of opportunities available to them.			
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Summary					
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Total PPF received		£125,400			
Total PPF expenditure		£140,880			
PPF Remaining		£0			