

Pupil premium strategy statement (primary)

1. Summary information					
School	St Silas CE Primary School				
Academic Year	2017-18	Total PP budget	99000	Date of most recent PP Review	7.9.17
Total number of pupils	422	Number of pupils eligible for PP	62	Date for next internal review of this strategy	1.9.18

2. Current attainment		
	<i>Pupils eligible for PP (your school) %</i>	<i>Pupils not eligible for PP (national average) %</i>
% achieving the expected level or above in reading, writing & maths	43%	53%
% achieving the expected level or above in reading	57%	72%
% achieving the expected level or above in writing	57%	79%
% achieving the expected level or above in maths	43%	76%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	PP children often have poor oral language skills and are exposed to significantly fewer words than other children
B.	PP children often have limited opportunities to read
C.	PP children often have limited experiences outside the home compared to other children which can impact on learning
D.	PP children are often children who need support with their emotional health and well-being

External barriers	
E.	Parental willingness to engage with school and their understanding about how they can help their child

4. Desired outcomes		Success criteria
A.	To improve the language and vocabulary range of PP children. Employ a specialist Language consultant to work with staff to develop the teaching of vocabulary across the curriculum.	PP children achieve accelerated progress in developing vocabulary and language

B.	To promote the rapid progress of all PP children through high quality teaching. Provide high quality CPD alongside targeted, well tracked intervention, structured conversations with parents and rigorous Pupil progress meetings to promote rapid progress.	PP children will make above expected progress in reading, writing and maths.
C.	To extend the experiences of PP children and through positive experiences associated with school improve attendance. Employ an extended school's coordinator to organise after school clubs, weekend activities and activities during the holidays. Special attention given to encouraging PP children to attend these weekend experiences. Free membership of Children's University for PP children.	Improved attendance of PP children at clubs and improved attendance in school
D.	To improve the emotional and mental health of our PP children and therefore impact positively on behaviour Teaching assistant employed for well-being, behaviour and family support with a focus mental health.	Improved behaviour and mental health has an impact on academic performance

5. Planned expenditure					
Academic year		2017-18			
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?
High quality teaching is promoting rapid progress for all PP children	Work with SLEs and Teaching School to develop teaching across the school	Research shows quality teaching impacts more positively on PP children than other children	Learning walks, book monitoring, observations, Pupil progress meetings, pupil focus group, lesson study	SLT	In pupil progress meetings approximately 9 weeks
High quality teaching of maths	Mastery approach in mathematics Staff CPD New maths scheme introduced in year 1-3 in 2016-17 extended to Y1-Y6 in 2017-18.	EEF research states that on average, pupils in schools adopting Mathematics Mastery made more progress than similar pupils in schools that did not adopt the programme. Assessments show PP children start our school with low attainment in maths. PP children KS1 and KS2 underachieved.	Learning walks, book monitoring, observations, Pupil progress meetings, pupil focus group, lesson study	Paul Ellis (senior leader)	In pupil progress meetings approximately 9 weeks Analysis of age standardised scores in February 18.
Improved quality teaching of vocabulary and language	Extensive CPD for teachers and teaching assistants in vocabulary and language development by our	Research shows that PP children fall behind in vocabulary very quickly. Research shows developing teacher knowledge improves outcomes for our children, especially our PP children.	Learning walks, book scrutinises, observations. Pupil Progress Meetings and Pupil Focus Group	P. StJohn (Language for Life) P Simpson (Debating	In pupil progress meetings approximately 9 weeks Language for life to write termly reports

	Language for life consultant. Employ a specialised teacher to work alongside staff, 1 afternoon per week, to teach Public Speaking, debating and poetry across all year groups. Pupil Premium children participate in weekly debating club.	Assessments show PP children start our school with low attainment in literacy. KS1 children underachieved in writing.	Language for life consultant coaching staff language assessments	club/Pupil speaking)	In pupil
Budgeted cost					£21135
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?
PP children make rapid progress because gaps in their learning are identified and addressed.	Individual learning plans for PP children.	Increased focus on PP children to ensure their needs are met.	Learning walks, book monitoring, observations, Pupil progress meetings, pupil focus group, lesson study	Emma Moss (DHT)	Separate PP pupil progress meetings with class teachers every nine weeks
PP children make rapid progress in reading	Read Write Inc in KS1 Fresh Start in Year 5 Early Bird reading Library open at lunchtimes and after to school for parents Parent workshops for reading Use our newly trained Dyslexia specialist teacher to introduce Dyslexia friendly strategies	PP children underachieved in the Year 1 phonics test. KS1 children underachieved in writing. KS2 children underachieved in reading.	Learning walks, book monitoring, observations, Pupil progress meetings, pupil focus group, lesson study	Andrew Burcher(senior leader) Rachel Maddock Emma Moss(DHT) Catherine Whittaker (Dyslexia specialist)	In pupil progress meetings approximately 9 weeks Analysis of age standardised scores in February 18.

Improved emotional and mental health for our PP children	A nurture group at lunchtime (the Sunshine Club). Pupil well- being co-ordinator Staff CPD	High percentage of our PP children have emotional and mental health needs. EEF states that SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).	Behaviour consultant learning walk in Dec. Analysis of behaviour log Learning walks Pupil focus meetings Reviews of IEP and PP plans CAFs Case study	Laura Smith (Senco) Emma Moss (DHT)	Termly
Improved progress in maths for our PP children	Use of an additional teacher for the autumn and spring terms to deliver targeted intervention and to team teach in classes as needed	PP underachieved. This is a more cost effective approach than the previous 1:1 interventions that we used as more children can be targeted..	Learning walks, book monitoring, observations, Pupil progress meetings, pupil focus group, lesson study	Paul Ellis(senior leader) Emma Moss (DHT)	In pupil progress meetings approximately 9 weeks Analysis of age standardised scores in February 18.
Budgeted cost					£65934.08
iii. Other approaches					
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?
To improve the outcomes for pupil premium children by engaging parents.	Structured conversations with PP parents Parent workshops	Some PP parents have stated that they need more help in order to help their children.	Case study Parent survey of PP parents	Emma Moss	In pupil progress meetings approximately 9 weeks Analysis of age standardised scores in February 18.

PP children start school on time having had a healthy breakfast.	Free place at breakfast club for every PP children.	Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results according to the results of a randomized controlled trial published by the Education Endowment Foundation (EEF) .	Structured Conversations with parents.	Emma Moss Laura Smith	In pupil progress meetings approximately 9 weeks Analysis of age standardised scores in February 18.
Extend children's experience and engage them in learning through Children's University.	Employ an extended school's coordinator to organise after school clubs, weekend activities and activities during the holidays.	PP children often have limited experience in comparison to non PP children.	Employ an extended schools coordinator to oversee. Free Children's University places allocated to PP children.	Sara Burton	Termly reports. In pupil progress meetings approximately 9 weeks Analysis of age standardised scores in February 18.
					£12582.64
Total budgeted cost					£99651.72

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

<p>Quality first teaching is constant for PP children</p>	<p>Training on how to improve access to the curriculum for PP children</p> <p>New maths scheme Y1-3</p> <p>CPD for maths</p>	<p>The percentage of children at Age related expectations for maths in every year group improved.</p> <p>Teachers report improved confidence in teaching maths following 5 days training for Inspire maths. Children in pupil focus meeting report that they like the new maths scheme.</p>	<p>The approach for PP children needs to be more targeted and explicit. Therefore we are introducing individual plans for PP children.</p> <p>We will continue to use Inspire Maths and extend it to all year groups.</p>	<p>£6072</p>
<p>Improved quality first teaching in reading</p>	<p>Extensive CPD for teachers in reading and guided reading. Training a specialist dyslexia teacher to train other members of staff.</p> <p>New reading scheme.</p>	<p>Lesson observations by the teaching school showed teaching had improved.</p> <p>Dyslexia specialist teacher now trained and providing CPD for other staff.</p> <p>New reading books purchased.</p> <p>Age standardised scores in Key Stage 2 show that the percentage of PP children at Age Related Expectations has increased by 10%.</p> <p>68% of PP children have made above or better progress than expected across the school.</p>	<p>We need to maintain the reading scheme and update regularly.</p> <p>There a positive impact on the quality of teaching when teacher subject knowledge improves. We will continue to develop the teachers' subject knowledge of dyslexia friendly strategies.</p> <p>Rigorous from leaders ensures consistencies of approach and policy implementation which impacts positively on teaching and outcomes.</p>	<p>£25987</p>
<p>ii. Targeted support</p>				

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
To use a reading recovery (ECAR) teacher to promote accelerated progress in reading in KS1	PP children in Y1 allocated to an ECAR teacher for 1:1 sessions Library open at lunchtime. Train specialist dyslexia teacher to work with children on a 1:1 basis.	All of the children who received the ECAR intervention passed the national phonics screening test. On average, the children involved made 9 months progress across the autumn term however only 4 children were impacted and therefore we discontinued this in favour of adopting a read, write inc intervention, which would impact on more children.	1:1 interventions are not a cost effective use of the Pupil Premium Grant and do not impact on enough children.	
To use a well-being assistant to improve behaviour for learning	A nurture group at lunchtime (the Sunshine Club). A reflection room (the Rainbow Room). A well-being assistant working with pupils and parents.	Overall behaviour improved in school. The percentage of children who had regularly recorded behaviour incidents reduced from 8% to 3%.	If children attend the nurture group everyday they do not integrate and make friends. Therefore the nurture group will run three days a week.	
				£37,038
iii. Other approaches				
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

To improve the outcomes for pupil premium children by engaging parents.	Achievement for All Programme	We struggled to deliver this due to changes in staffing.	Decreased staffing due to the budget made it difficult for teachers to be covered for Structured Conversations ad it was disruptive to the pupils. However previous years' data does show they have a positive impact. Therefore we are going to try using the DHT to hold Structured Conversations. The new Headteacher is a trained Achievement for All and therefore it was difficult for the AfA coach to add further value and so will not be continued.	£2200
Total Cost				£71297