

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	St Silas CE Primary School				
<b>Academic Year</b>	2016-17	<b>Total PP budget</b>	£69960	<b>Date of most recent PP Review</b>	Feb 17
<b>Total number of pupils</b>	414	<b>Number of pupils eligible for PP</b>	53	<b>Date for next internal review of this strategy</b>	July 17

2. Current attainment		
	<i>Pupils eligible for PP (your school) %</i>	<i>Pupils not eligible for PP (national average) %</i>
<b>% achieving the expected level or above in reading, writing &amp; maths</b>	<b>16.7</b>	53
<b>equivalent)</b> <b>% achieving the expected level or above in reading</b>	<b>41.7</b>	66
<b>% achieving the expected level or above in writing</b>	<b>58.3</b>	74
<b>% achieving the expected level or above in maths</b>	<b>50.0</b>	65

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b>	
<b>A.</b>	PP children often have poor oral language skills and are exposed to significantly fewer words than other children
<b>B.</b>	PP children often have limited opportunities to read
<b>C.</b>	PP children often have limited experiences outside the home compared to other children which can impact on learning
<b>D.</b>	PP children are often children who need support with their emotional health and well-being
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>E.</b>	Parental willingness to engage with school, and at home reading activities
<b>4. Desired outcomes</b>	
<b>Success criteria</b>	

<b>A.</b>	Employ a specialist Language consultant to work with staff small groups TA interventions in every year group	PP children achieve accelerated progress in developing vocabulary and language
<b>B.</b>	PP children in Y3 and Y4 who need support in reading to receive additional support from a specialist teacher. We are training a specialist dyslexia teacher. The library opens at lunchtime and children can change books when needed, we have a TA who manages this.	PP children achieve accelerated progress
<b>C.</b>	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.	Improved attendance of PP children at clubs and improved attendance in school
<b>D.</b>	Teaching assistant employed for well-being, behaviour and who is now leading on family support	Improved behaviour has an impact on academic performance

## 5. Planned expenditure

**Academic year**

**2016-17**

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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Quality first teaching is constant for PP children	Training on how to improve access to the curriculum for PP children	Research shows quality first teaching impacts more positively on PP children than other children	Learning walks, book scrutinises, observations, Pupil progress meetings, pupil focus group, Vulnerable Learners' Team	SLT Vulnerable Learners Team (VL)	In line with VL Team Action plan

Improved quality first teaching in reading	Extensive CPD for teachers in reading and guided reading. Training a specialist dyslexia teacher to train	Results show that PP children need to achieve more in reading compared to other children. Research shows developing teacher knowledge improves outcomes for our children, especially our PP children.	Learning walks, book scrutinises, observations. Using English lead through national support and the teaching school. Pupil Progress Meetings and Pupil Focus Group and the	SLT English Team, Vulnerable Learners Team (VL)	In line with English Team Action plan
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	other members of staff.		Vulnerable Learners' Team		
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<b>Total budgeted cost</b>					£32059
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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.	PP children often have limited opportunities to read and reading progress is low. 1:1 interventions are shown to have a positive impact and internal data from previous years shows this.	Learning walks, training, progress data	English team, SLT	Jan 17 <i>Although the children are making good progress, this intervention is not impacting enough children and therefore this teacher will carry out Read Write Inc. – an intervention for KS1</i>

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.	Behaviour for learning improves in class performance especially PP children. Detailed behaviour tracking. Part of the SDP – re: Vulnerable Learners' Group are evaluating regularly. Pupil discussion Parent feedback	Proactive behaviour management strategies employed. Pupil mentoring.	Vulnerable Learners' Team, Deputy Headteacher	End of each half term, each half term the behaviour slips are analysed and reported to the SLT and further actions discussed and implemented where necessary.
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**Total budgeted cost** £37038

### 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.	Achievement for All Programme	Parental engagement is often lower for Pupil Premium children. Focus on PP children to raise the profile	AfA leader in school – AHT Regular structured conversations with PP children's parents	SLT - AHT	Jan 17 Termly AfA visits and reports

**Total budgeted cost** £2200

**Total Expenditure** £71297

## 6. Review of expenditure

Previous Academic Year

2015-16

### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To improve the outcomes for pupil premium children by engaging parents	Achievement for All  Parents meetings  Community Cafe	Parental engagement improved  More Pupil Premium parents attending parents' meetings and events  More Pupil Premium parents attending parents' meetings and events, 36 mainly PP children's parents are engaged with staff in structured conversations each term	Need to be more pro-active with parents, but parental engagement strategies will continue  Teachers to engage with parents every opportunity  Need for a PTFA to raise the profile of parents in the school community	£6000 for AfA (Without the teacher time of 1 hr / term / child up to 2 children per class.)

## ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Improved Growth Mindset in Pupil Premium children	PP growth mindset project with a feeder high school, and a growth mindset study within school as part of the learning rounds action research.	Increased ability for the PP children and other children selected to look at themselves and how they learn and overcome obstacles to learning.  Increased levels of confidence.  Improved transition.	Grow mindset important and children across school need to know how they learn and not to be afraid of failure.  Continue to work with the High School as this has helped with transition.	Unlike minds training and research £5000
To use a reading recovery (GROW) teacher to promote accelerated progress in reading in KS2	PP children in Y3 and Y4 who need support in reading to receive additional support from a teacher  Library open at lunchtime run by a TA	PP children achieve accelerated progress through a targeted intervention approach	The approach works and the data back up the improvement and intervention teacher is now doing a professional qualification aimed at this targeted approach.  100% of target children made accelerated progress when tested as a baseline and then at the end of the intervention by the GROW intervention teacher.  <i>This is an expensive approach and the school will assess after review whether small groups are more cost effective.</i>	£25000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To use a maths intervention teacher to promote accelerated progress in mathematics	PP children in Y3 and Y4 additional support from a specialist maths teacher	PP children achieve accelerated progress	The approach works and the data back up the improvement and intervention teacher is now doing a professional qualification aimed at this targeted approach.  <i>This is an expensive approach and the school will assess after review whether small groups are more cost effective.</i>	

**7. Additional detail**



