

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	St Richard's VC Academy				
Academic Year	2017/2018	Total PP budget	236,000 (TBC)	Date of most recent PP Review	Jan 2016
Total number of pupils	393	Number of pupils eligible for PP	127 (32%)	Date for next internal review of this strategy	

2. Current attainment		
53.5% of the 2016 Y6 cohort were PP children.	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in Reading, Writing & Maths	35%	60%
% achieving ARE in Reading	56%	77%
% achieving ARE in Writing	50%	68%
% achieving ARE in Maths	56%	75%
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Low levels of communications skills	
B.	Pupil Engagement	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
C.	Deprivation Indicator	
D.	Attendance and Punctuality	
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria

<p>A.</p>	<p>Increase communication and reading skills through:</p> <p>Speech and Language support Reading interventions Effective deployment of Teaching Assistants Increase Reading for pleasure and Reading at home. Participation in National Reading events. Re-create the library area to inspire children to read more at home. 1:1 Reading opportunities for children who do not read at home.</p>	<p>Sustained progress in SALT intervention.</p> <p>Pre/Post data for Reading intervention demonstrates progress.</p> <p>Higher % of children reading at home</p> <p>Increased levels of fluency.</p>
<p>B.</p>	<p>Increased pupil engagement in lessons.</p> <p>Creative curriculum.</p> <p>Use of a pastoral and inclusion team to support the most vulnerable children in our school</p> <p>The nurture provision increases social skills of the vulnerable children</p> <p>Achievement of the Head start Mark of Excellence</p> <p>Sensory room is used as a calming space for children in crisis.</p>	<p>Monitoring cycle demonstrates increased levels of pupil engagement.</p> <p>The curriculum is engaging yet challenging for children.</p> <p>Displays are high quality and showcase pupil work.</p> <p>All staff supportive and working towards, then achieve the Head start Mark of Excellence</p>
<p>D.</p>	<p>Maintain the importance of regular dental hygiene</p>	<p>All children will continue to access Brush Bus.</p> <p>Dental team report improvements in children's dental hygiene.</p>
<p>E</p>	<p>Increase attendance to be consistently 97%</p> <p>Increase punctuality</p>	<p>Attendance is 97% or above</p> <p>Children are on time in the morning.</p> <p>Decrease in children attending 'pay back' club.</p>

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?
Higher levels of pupil engagement.	Theming of classrooms and resources to further engage children through a more immersive curriculum.	Visits to St Thomas More where children are more engaged through an immersive curriculum. Y1 classes to provide continuous provision.	Monitoring cycle: <ul style="list-style-type: none"> • Learning walks • Pupil voice • Book scrutinies • Lesson observations 	AFo/LR	Half-termly
Higher levels of pupil engagement resulting in greater progress.	Timetable changes embedded to allow more creativity in lessons.	To ensure a broad and balanced curriculum, allowing for links to made across subjects. Previously, lessons have been predominantly 'stand-alone' and children have struggled to make links. Through development of links, children's writing should improve and skills will be transferred.	Monitoring cycle: <ul style="list-style-type: none"> • Learning walks • Pupil voice • Book scrutinies • Lesson observations • Pupil Progress Meetings • Children making accelerated progress and diminishing gaps. 	CC and AB	Half-termly

<p>Increased levels of achievement and progress in Reading across the school.</p>	<p>CPD including Phonics for staff</p> <p>Identifying and targeting children who do not have support at home with 1:1 reading</p> <p>TA, 1:1 or group interventions:</p> <ul style="list-style-type: none"> • Freshstart • SDI's • Reading Inference • RWI • RWI 1:1s • Reading Recovery • Phonic Groups in KS2 • TA in class, keeping children in class, providing emotional and academic support 	<p>Identified due to a decrease in Reading progress and attainment in KS2 for 2016/2017</p> <p>To improve subject knowledge and delivery</p> <p>Target groups and children, identified by class teachers based on data from the last academic year and gaps to ARE.</p>	<ul style="list-style-type: none"> • TA files • TA appraisal (tba) • Regular TA and SENDCo meetings • TA timetables • Provision Mapping • Baselines 	<p>LR</p>	<p>Every 6 weeks</p>
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Pastoral and inclusion support	<ul style="list-style-type: none"> • Nurture provision • Recruitment of an ELSA • Expansion of the pastoral team • Vulnerable children to be provided with a 'team'. • Jigsaw programme to be used to deliver PSHE. • Work towards the achievement of the Mark of Excellence for Headstart 	<p>Many of our children arrive at school in a heightened emotional state and are therefore unable to access learning immediately. This will allow all children to feel safe.</p> <p>Developmental opportunities for life-skills.</p> <p>To support the emotional-wellbeing of children, raising awareness of issues that arise during growing up, to empower them to be confident and assertive in vulnerable positions. Can lead to less peer pressure and stronger individual during vulnerable situations.</p> <p>The knowledge and understanding of developmental and emotional changes can lead to less anxiety and more able to control and deal with these emotions/changes.</p>	<ul style="list-style-type: none"> • Boxall profile • Headstart: My Feelings, Satisfaction scales and Resilience surveys. • Pupil Voice 	LR and EG	Half-termly
Total budgeted cost					£1000 +£16,000 ELSA (L3 TA)
ii. Targeted support: SALT (New Options and TA's trained), Talk Boost, Talking Time, Reading Recovery, Freshstart, 1:1 Reading					
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?

Increased levels of communication	Intervention group and 1:1 support through N.E.W Options.	High proportion of children attend school with low levels of communication. 67 children are currently on the SEN register.58% have a communication and interaction need. Pre and post data from N.E.W Options TA's trained in delivery. Can be evidenced	<ul style="list-style-type: none"> Monitoring of interventions N.E.W Options – regular meetings Record keeping Pre and post data analysed 	LR	4 weekly cycle or sooner if needed
Effective deployment of TA's.	Intervention groups TA in class, keeping children in class, providing emotional and academic support	Support for vulnerable children to diminish the gap.	<ul style="list-style-type: none"> TA 'green' files TA appraisal (tba) Regular TA and SENDCo meetings TA timetables Provision Mapping TA CPD 	AB and LR	Throughout and end of intervention cycles.
Total budgeted cost					SALT: £5,500 Interventions: £180,000
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?
Breakfast Club available for all children	No charge for attendance at 8am (charge £1 if attend between 7.45am-8am)	When on time for school and well nourished, children will perform better in school.	Attendance of children is monitored. DSL and EWO to encourage parents of children with poor attendance to use this option.	SLT	Daily attendance records kept SLT to analyse regularly. Regular monitoring of who is using breakfast club.

Attendance is 97% or above	EWO to monitor attendance and punctuality. Reported to staff on a weekly basis. Standing item agenda for weekly SLT meetings.	Having a staff member with dedicated time to contact parents and conduct home visits will have a positive impact on attendance.	Weekly attendance reports to SLT.	SG	Weekly
Improved attitudes to learning, involvement of pupils.	Break time and lunch time activities to be enhanced to engage more children. Greater number of staff to provide lunchtime activities.	Playground currently lacks high quality activities to engage pupils, in turn to ensure smoother starts to lessons. Decrease behaviour issues at lunch.	SLT and school council to research and plan playground refurbishment.	SLT and KT	Spring 2018
Greater links between home and school	Use of a Family Learning Links Worker (p/t) Family learning afternoons Curriculum based workshops Change for Life Club	A main body to provide a continuous link between school and home to provide support for parents.	Attendance figures for parents evenings, update meetings. Family Learning afternoons Weekly newsletter Summer Fair, Christmas fair, discos etc.	AB	Half-termly meetings
Total budgeted cost					£56,000

6. Additional detail

Review of 2016/2017:

TA Effectiveness through the implementation of 'green files' to record support provided to children. TA's recorded impact but this needs further development through CPD next academic year with the SENDCo.

TA's had timetabled sessions for support as opposed to being solely class based TA's.

Reading Recovery demonstrated an impact on KS1 Reading results – 2016 68% to 2017 75.5%. This will continue next year.

TA meetings for CPD will occur weekly with at least one member of SLT.

TA's will be given JPD books to record CPD.

TA's will meet at least half – termly with the SENDCo.

SALT:

Speech and Language support was externally provided through the employment of New Options. This provided 1:1 speech support for children who were identified initially by the class teacher or parents. Those identified are assessed by New Options and if needed provided with a programme of support. The length of the programme varies depending on the need of the child.

Impact of New Options

Support was provided to 19 children with 5 children being discharged. Please see report from New Options (via the SENDCo).

Breakfast Club: Allows for a positive start to the day. Parents who struggle to get their children to school on time are given the option of attending Breakfast Club.

Attendance:

For 2016/2017 was 94.9%.

The attendance officer conducts home visits when necessary and monitors attendance daily. Weekly reports are submitted to the SLT, who then analyse and discuss any concerns.

Recent monitoring shows that the change of timetable is having a positive impact and children enjoy the new timetable. Further work is required in achieving 'end projects' that showcase the skills and/or knowledge that the children have acquired.

Work to develop and enhance the provision at break time and lunchtime needs to continue next year.

The Learning Links worker provided a range of parental engagement activities. All classes hosted Stay and Pray, Parent meetings and a Family Learning Afternoon. Support was also provided to parents in completing paperwork, newsletters as well as hosting discos, a summer fair and a family picnic.