

# Pupil Premium Strategy 2017-18

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## Amount of Pupil Premium funding received 2016-17

Number of pupils eligible	30 x £1320 = £36,600 PP 2 x £1900 = £3800 PP+
TOTAL PP received	<b>£43,400</b>

## Identified barriers to educational achievement

St David's C of E Primary has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

Access to language – especially from books

Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities

Attendance

Parental engagement with school - especially regarding attendance at information and workshop evenings and completion of homework

The number of pupils who are in receipt of Pupil Premium and also on the SEN register for Cognition and Learning

- and pupils with specific social and emotional & Mental Health needs which affect their learning

Who is eligible for the Pupil Premium?

### Ever 6 FSM

The pupil premium for 2017 to 2018 will include pupils recorded in the January 2017 school census who are known to have been eligible for free school meals (FSM) since May 2011, as well as those first known to be eligible at January 2017.

### Children adopted from care or who have left care

The pupil premium for 2017 to 2018 will include pupils recorded in the January 2017 school census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

### Ever 6 service child

For the purposes of these grant conditions, ever 6 service child means a pupil recorded in the January 2017 school census who was eligible for the service child premium since the January 2011 census as well as those recorded as a service child for the first time on the January 2017 school census.

## Rationale for expenditure

As identified in the 2017-18 impact statement, accelerated progress is required for PP pupils in the following key areas:

- increasing the %age of pupils achieving GLD at the end of the EYFS
- increasing the %age of pupils achieving the expected standard in the Y1 phonics screen
- increasing the %age of pupils achieving GD in KS2 (Writing and Maths)
  - Allocated TA support time has been dedicated with particular focus on pupils in EY and KS1
  - Funding has been allocated to release the Ma coordinator to conduct support T&L (monitoring/scrutiny/observation etc) – in particular to support staff with understanding what is meant by GD and how to plan and teach to facilitate GD learning
  - Additional TA hours have been allocated to provide further support to year 3,5 and 6 PP pupils with specific reading and writing difficulties.
  - Some PP pupils have been identified as benefiting from receiving resources to support their learning and these have been purchased from the PP budget.
  - Many of the PP pupils' parents to afford struggle to afford school trips & residential. In order to support their learning in all areas of the curriculum and to build confidence, the school has allocated funding to pay for these additional expenses throughout the academic year.

## Key expenditure – how the allocation will be spent

Area of spend	Focus	Total allocation
Dedicated intervention time with specific focus on PP	EY Phonics and	£7000
Additional TA support in classes and for focused interventions	English and Maths esp in relation to GD	£25,540
Cover for Coordinator non contact time	English and Maths	£500
Funding for extra-curricular clubs	Personal and social	£520
Additional learning resources	English and Maths	£1000
Funding for school trips and residential trips	Personal and social	£3,960 + £380 = <b>£4340</b>
Funding for THRIVE (CPD & resources)	Personal and social	£2000
Currently unallocated		£2500
TOTAL		£39,600 + £ 3800 <b>£43,400</b>

Area of spend	Intended outcomes – why these approaches were	Actions	IMPACT																								
<b>Dedicated intervention time with specific focus on EY/KS1</b>	Letters & Sounds, early reading/writing skills, speech & language, communication in print, Additional 1-1 reading /writing intervention, fees paid for after school clubs/ outside activities as appropriate, educational trips and resources to support individuals with their learning at home.	Regular reviews of PP intervention groups with HT (x3 PPMs per year) Regular communication between teachers and TAs – individual pupils’ needs, pre-teaching materials, learning to consolidate, sharing of resources	<table><tr><th colspan="4">% EYFS Pupils Attaining GLD 2018</th></tr><tr><th colspan="4">2018</th></tr><tr><th></th><th>Cohort</th><th>% achieving GLD</th><th>Number achieving GLD</th></tr><tr><td>All</td><td>12</td><td>83.33</td><td>10</td></tr><tr><td>PP</td><td>2</td><td>50.00</td><td>1</td></tr><tr><td>Not PP</td><td>10</td><td>90.00</td><td>9</td></tr></table>	% EYFS Pupils Attaining GLD 2018				2018					Cohort	% achieving GLD	Number achieving GLD	All	12	83.33	10	PP	2	50.00	1	Not PP	10	90.00	9
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KS2:	Reading & writing skills intervention, speech & language, Communication in Print, Wave 3, daily reading, swimming, homework support, playground buddies, fees paid for after school clubs/ outside activities as appropriate, educational trips and resources to support individuals with their learning at home.	Teaching resources and materials – Class teacher to with HT as req’d.	<p>In EYFS there was a strong focus on R &amp; W both within the indoor and outdoor provision. Staff were very aware of the needs of EAL learners and targeted these pupils in</p> <table><tr><th colspan="4">% Y1 Pupils Attaining the Phonic Screening 2018</th></tr><tr><th></th><th>Cohort</th><th>% achieving Y1 Phonics</th><th>Number achieving Y1 Ph</th></tr><tr><td>All</td><td>16</td><td>81.25</td><td>13</td></tr><tr><td>PP</td><td>5</td><td>80.00</td><td>4</td></tr><tr><td>Not PP</td><td>11</td><td>81.82</td><td>9</td></tr></table> <p>PP children received additional support with the development of phonic skills. Development was tracked regularly for individuals and as part of a target group, there was an ongoing dialogue between TAs, Teachers , SLT and Parents. FS teacher and TA were involved in a phonics project delivered by Ventrus SLE – this also provided high quality CPD. Raising the quality of QFT across EY and KS1.</p>	% Y1 Pupils Attaining the Phonic Screening 2018					Cohort	% achieving Y1 Phonics	Number achieving Y1 Ph	All	16	81.25	13	PP	5	80.00	4	Not PP	11	81.82	9				
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Additional TA support in classes and for focused interventions	1:1 and/or small group support planned by Class teachers to cater for individual needs (i.e. spelling, reading, handwriting) Support within lessons to improve understanding of learning in reading, writing and maths Consolidation of learning completed in classes – time for practise and application of skills – intervention at point of learning Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to	Teacher meetings with SENCO review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources Teacher and SENCO review – careful planning of interventions to be completed each half term. TAs complete impact statements to provide evidence of outcomes and plan for next steps. SENCO observe interventions and provide feedback regarding	KS1 Reading 2018					
			2018					
				Cohort	% at EXS +	No at EXS +	% at GDS	No at GDS
			All	19	94.74	18	31.58	6
			PP	5	100.00	5	40.00	2
			Not PP	14	92.86	13	28.57	4
			KS1 Writing 2018					
			2018					
				Cohort	% at EXS +	No at EXS +	% at GDS	No at GDS
			All	19	84	16	11	2
			PP	5	100	5	20	1
			Not PP	14	79	11	7	1
			KS1 Maths 2018					
			2018					
				Cohort	% at EXS +	No at EXS +	% at GDS	No at GDS
			All	19	95	18	11	2
			PP	5	100	5	0	0
			Not PP	14	93	13	14	2
			100% of PP children (5) achieved R W & M – above ‘All’ children at St Ds and Nationally . Pupil progress was reviewed termly and T & L was carefully planned to maximise pupil learning. Interventions were targeted towards pupils who were not achieving in line with expectations with a sharp focus on PP children.					

	<p>Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology</p> <p>Careful tracking of homework to include reading journals – ensure regular reading takes place</p> <p>Priority reading with TAs if pupils are unable to read at home</p> <p>Fastidious tracking of pupils who are also on SEN register – teaching tailored to needs of pupils in specific domains</p> <p>Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress</p>	<p>strategies, next steps, resources</p> <p>Clear communication between teachers and TAs – expectations within lessons</p> <p>TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre- teaching and consolidation of learning</p> <p>Close communication between TAs, teachers and HT to track pupils with concerning attendance and/or punctuality. HT to address concerns with parents and develop action plan as necessary</p> <p>Teachers and TAs liaise closely and regularly update tracking for pupils with SEN/PP (double disadv)</p>	<table><tr><th></th><th colspan="5">KS2 Reading2018</th></tr><tr><th></th><th colspan="5">2018</th></tr><tr><th></th><th>Cohort</th><th>% at EXS +</th><th>No at EXS +</th><th>% at GDS</th><th>No at GDS</th></tr><tr><td>All</td><td>17</td><td>82</td><td>14</td><td>41</td><td>7</td></tr><tr><td>PP</td><td>5</td><td>80</td><td>4</td><td>40</td><td>2</td></tr><tr><td>Not PP</td><td>12</td><td>83</td><td>10</td><td>42</td><td>5</td></tr><tr><th></th><th colspan="5">KS2 Writing 2018</th></tr><tr><th></th><th colspan="5">2018</th></tr><tr><th></th><th>Cohort</th><th>% at EXS +</th><th>No at EXS +</th><th>% at GDS</th><th>No at GDS</th></tr><tr><td>All</td><td>17</td><td>88</td><td>15</td><td>18</td><td>3</td></tr><tr><td>PP</td><td>5</td><td>80</td><td>4</td><td>20</td><td>1</td></tr><tr><td>Not PP</td><td>12</td><td>83</td><td>11</td><td>17</td><td>2</td></tr><tr><th></th><th colspan="5">KS2 Maths 2018</th></tr><tr><th></th><th colspan="5">2018</th></tr><tr><th></th><th>Cohort</th><th>% at EXS +</th><th>No at EXS +</th><th>% at GDS</th><th>No at GDS</th></tr><tr><td>All</td><td>17</td><td>88</td><td>15</td><td>12</td><td>2</td></tr><tr><td>PP</td><td>5</td><td>80</td><td>4</td><td>0</td><td>0</td></tr><tr><td>Not PP</td><td>12</td><td>83</td><td>10</td><td>17</td><td>2</td></tr></table> <p>4/5 PP children achieving R W &amp; M (80%) 1 PP child also has complex SEND All PP children made expected (or better) progress in R. 80% (4 pupils) in W and M and RWM combined</p>		KS2 Reading2018						2018						Cohort	% at EXS +	No at EXS +	% at GDS	No at GDS	All	17	82	14	41	7	PP	5	80	4	40	2	Not PP	12	83	10	42	5		KS2 Writing 2018						2018						Cohort	% at EXS +	No at EXS +	% at GDS	No at GDS	All	17	88	15	18	3	PP	5	80	4	20	1	Not PP	12	83	11	17	2		KS2 Maths 2018						2018						Cohort	% at EXS +	No at EXS +	% at GDS	No at GDS	All	17	88	15	12	2	PP	5	80	4	0	0	Not PP	12	83	10	17	2
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<b>Non Contact time</b>	Class Teachers & Senior Staff– released across the week to support targeted pupils on specific areas. Timetables will vary each term depending on need/ pupil progress and as numbers fluctuate.	HT/Maths Co/SENDCo @ PPMs – discussion regarding individual pupils including those in receipt of PP and how intervention/booster sessions could improve outcomes Regular review of groupings and re-shaping of focus as required Data analysis at each milestone to identify pupils	Senior staff were released at key points in order to monitor the progress and attainment of groups of learners and in particular PP pupils.  Data analysis at regular review points by Maths/ English Coordinators  PP register regairly updatd – all staff are aware of all the vulnerable groups/pupils in their class and across the school.
<b>Funding for extra-curricular clubs</b>	Social skills are developed through participation in a range of clubs provided by the school or external providers Pupils enjoy the experience of being at school and are keen to stay later to participate in chosen activities Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence	Annual analysis of number of pupils who have taken part in clubs Staff to talk to children/parents about possible interests and available clubs Use of Sports Premium funding (as appropriate) for clubs and resources required (i.e. Arsenal/ Tatty Bumpkin/ resources	PP funding supported pupils attending extra-curricular activities and sports.
<b>Additional learning resources</b>	Pupils are fully supported by learning resources being made available to them Pupils enjoy using resources such as inc technology to complete games/tasks that consolidate learning A range of learning styles can be catered for	Pupils regularly asked for ideas about how to spend funding – School Council Teachers and TAs made aware of apps available to support different areas of need (i.e. spelling, memory, times tables)	Additional resources have been purchased throughout the school year that have supported pupils with the learning.
<b>Funding for school trips and residentials</b>	Pupils are able to participate fully in school trips and residential trips Learning is supported by trips that are carefully planned to enhance the school's curriculum Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residential	Initial letters to include information for parents about available funding Staff to liaise with parents and HT regarding specific requests for funding Teachers made aware of funding available and to ensure families are aware	PP children were offered 50% reduction on all school trips and activities resulting in all pupils being able to attend the summer residential(s). Additional funding was also accessed through the Henry Smith Charity so that for some pupils facing significant hardships the cost of the week residential was very low.  Free sessions in S&P offered to some families who are experiencing significant pardships.

	Pupils have time to complete homework tasks if unable to do at home	Reduced cost- 50% (encourage pupils to attend) Purchase range of games/activities to support S&P	
<b>Funding for THRIVE strategic planning TG/LW (CPD &amp; resources)</b>	To provide dedicated time and support (1:1 and group) to consolidate work with THRIVE practitioners to support pupils emotional well being To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom	Clear protocols in place to ensure pupils needs are met THRIVE activities provided to all class staff Time to complete class & indiv assessments Regular opportunities for TAs to feedback to relevant staff and parents inc TG/LW	THRIVE sessions are embedded within KS1 & KS2 – all classes are screened each term and pupils requiring intervention are targeted by trained practitioners. All pupils are monitored for SEMH and those requiring THRIVE interventions are regularly reviewed by SENDCO and TAs (Thrive practitioners).