



St. Andrew's CE Primary School Pupil Premium Strategy 2016 - 2017

Analysis of 2015/2016 Spend

- 1. To increase the number of pupil premium children who achieve above National Average.**
- 2. To improve the attainment and progress of pupil premium children in writing.**

TOTAL Spend | £43,000

Impact

- The school has continued to invest in a wide range of academic interventions and teaching strategies to improve pupil performance and to identify and close gaps in achievement. This has resulted in strong end of Key Stage attainment.
- The 2016 KS1 assessments showed that the attainment of our cohort of disadvantaged pupils was at least at the expected standard in all subjects.
- In KS2, the attainment of middle/high achieving disadvantaged pupils was above the national average for all pupils in all subjects.
- The attainment of disadvantaged pupils with previously low levels of achievement was below the national average in all subjects. This is a focus area for 2016-2017, although it should be noted that results include two pupil premium children with EHCPs, who were unable to sit the KS2 assessments due to their significant learning difficulties. In such a small cohort, this may disproportionately impact overall progress data.
- The percentage of pupils working at a 'higher standard' was either equivalent to, or slightly below the national average in all subjects at the end of KS1.
- By the end of KS2 it was above the national average in writing and mathematics, both for all pupils and disadvantaged pupils.
- The percentage of disadvantaged pupils reaching a higher standard in reading and SPAG at the end of KS2 in 2016 was still below the national average.
- In the coming year, the school intends to focus on improving the performance of disadvantaged pupils in the Y1 Phonics assessment, and supporting the progress of lower achieving pupil premium students in KS2, including those with Special Educational Needs and Disabilities.
- We also aim to increase the number of higher attaining pupil premium students at the end of KS1, and in Reading and SPAG by the end of KS2.

- 3. To support high quality teaching through staff development opportunities.**

TOTAL Spend | 25,000

Impact:

- St Andrew's has invested in developing outstanding teaching and learning through training opportunities for both class teachers and teaching assistants.
- Three of our Senior Leaders have been appointed as SLEs, reflecting the expertise within the school, and two teaching assistants have been accredited with HLTA status.
- Teaching has consistently been judged by Senior Leaders to be good or outstanding leading to a positive impact on pupil attainment and progress.
- A culture of staff development will continue in 2017 eg: the new SENDco will complete NASEN Autumn 2016, the school has also employed an outstanding teacher as a 'Teaching and Learning Specialist' to work with teachers across the SW9 Partnership in the coming year.

**4. To promote emotional and behavioural wellbeing for disadvantaged pupils;
5. To help families on a low income overcome the impact of economic disadvantage.**

TOTAL Spend | £65,000

Impact

- Our social and emotional support for vulnerable children and families continues to be a strength.
- Our 'Pupil Guidance and Support Leader' is has gained qualifications in Child and Family Psychotherapy and is now offering therapeutic support to children with emotional needs.
- An Educational Psychotherapist also works for one day each week at the school, offering family therapy to 'at risk' families. In addition to this, we employ a full time 'Parent Partnership Leader' who offers practical support to families with housing or financial difficulties.
- The school has been reviewed by the Inclusion Quality Mark and is judged to be a centre of excellence for Inclusion.
- In 2015 we were cited as an example of best practice in the Lambeth case study 'Closing the Gap for Disadvantaged Pupils.'

READING

Reading Score	Non-Disadvantaged	Disadvantaged
	+2.47	-0.55

% of pupils reaching expected standard or above:

All pupils: 91% (national: 66%) | **Disadvantaged pupils:** 81% (national 71%)

% of pupils reaching a high standard:

All pupils: 16% (national 19%) | **Disadvantaged pupils:** 13% (national 23%)

SPAG

% of pupils reaching expected standard or above:

All pupils: 87% (national: 72%) | **Disadvantaged pupils:** 81% (national 78%)

% of pupils reaching a high standard:

All pupils: 26% (national 22%) | **Disadvantaged pupils:** 19% (national 27%)

WRITING

Writing Score	Non-Disadvantaged	Disadvantaged
	3.04	2.28

% of pupils reaching expected standard or above:

All pupils: 81% (national: 74%) | **Disadvantaged pupils:** 81% (national 79%)

% of pupils reaching a high standard:

All pupils: 35% (national 15%) | **Disadvantaged pupils:** 31% (national 18%)

MATHEMATICS

Mathematics Score	Non-Disadvantaged	Disadvantaged
	4.64	2.88

% of pupils reaching expected standard or above:

All pupils: 94% (national: 70%) | **Disadvantaged pupils:** 88% (national 75%)

% of pupils reaching a high standard:

All pupils: 42% (national 17%) | **Disadvantaged pupils:** 38% (national 20%)

Amount of Pupil Premium grant allocated: £125,000

Barriers to educational achievement:

Children at St Andrew's CE Primary School mainly reside in an area of extremely high socio-economic deprivation. Barriers to learning for our Pupil Premium students include:

- Attainment on entry to the EYFS is typically significantly below the National Average.
- A high number of pupils speak English as an additional Language.
- There is a high level of need for family support.
- Last year's KS2 Cohort had a high level of pupils with Special Educational Needs and low prior attainment. These pupils did not perform as well as expected in comparison to others nationally or within the school.
- Attendance last year was slightly below the National Average.

Addressing these barriers:

To address identified barriers to learning, school leaders have identified the following priorities for Pupil Premium spending over the 2016/17 academic year:

Priority 1 Improving the progress and attainment of lower attaining pupil premium children in KS2.	
Cost/Benefit Analysis	Actions:
Approximately £20,000 Cost: ££ Evidence Base: *** Average impact +5 months.	HLTAs to lead afternoon 'rapid intervention' booster groups in Y6 and Y3 three afternoons a week to swiftly address areas of underachievement.
£9000	EP support one day each fortnight to develop educational provision and outcomes for pupils with SEND.
£5000	SALT support one day each week to develop educational provision and outcomes for pupils with SEND as well as leading direct intervention sessions.
1:1 reading support: Cost: ££££ Evidence Base: **** Average impact: +3 months.	HLTA to lead 'Reading Project X' intervention to support the progress of lower attaining pupils in Ks2.
£1500	New SENDco to complete NASEN qualification to develop her knowledge and skills of SEN provision.

Priority 2 Increasing the number of pupil premium children who pass the Year 1 Phonics Screening	
Cost/Benefit Analysis	Actions:
£2500 1:1 reading support: Cost: ££££ Evidence Base: **** Average impact: +3 months	Deputy Head-teacher (who is an SLE with a focus on EYFS and Literacy) to support Y1 Class teacher and HLTA with delivering regular phonics team teaching and daily small group teaching.
£1200 Parental involvement: Cost: £££ Evidence Base: *** Impact: +3 months	Termly parent workshops to develop effectiveness of home-school learning with an emphasis on phonics.
£2500 Cost:££££ Evidence Base: **** Average impact: +5 months.	1:1 daily phonics and reading tuition for pupils who are at risk of not meeting age related expectations by the end of Year 1 led by HLTA.
£6552 Cost:££ Evidence Base: **** Average impact: + 8 months	EAL Support and Intervention through language pre-teaching and vocabulary intervention groups (delivered to a range of year groups to support whole school Literacy acquisition).

Priority 3 Increasing the number of pupil premium children who are working at a higher standard.	
Cost/Benefit Analysis	Actions:
Delivery £3000 Training £400 Materials £500 Cost: ££ Evidence Base: **** Average impact: +8 months.	Philosophy for Children weekly intervention in both key stages to develop potential higher achievers.
Training £800 Materials £500 Cost: ££ Evidence Base: **** Average impact: +8 months.	Staff to receive training in meta-cognition teaching skills to develop potential higher achievers.
£3000 Cost: £££ Evidence Base: *** Average impact: +2 months.	Weekly chess club for all KS2 pupils who would like to join (with an emphasis on able underachievers).
Staff training funds allocated according to need. Cost: ££ Evidence Base: **** Average impact: +8 months.	Staff training on identifying and supporting able underachievers (Autumn Term).
£3000 Cost: £££ Evidence Base: ** Average impact: +4 months.	Peer reading and peer writing intervention projects with more able pupils and able underachievers working in pairs to provide mentorship to potential AG&T pupils.
£3500 After school programs/Arts activity participation: Cost: £££ Evidence Base: *** Impact: +2 months.	Subsidised musical instrument lessons and after school club places for disadvantaged pupils to develop talents, aptitudes and self-esteem.

Priority 4 Supporting vulnerable pupils and families (with a focus on improving attendance and maintaining high levels of family engagement).	
Cost/Benefit Analysis	Actions:
£21,450 Cost:£££ Evidence Base: **** Average impact:+4 months.	Educational Psychotherapist to work at the school one day a week, delivering family therapy.
£10,000 Cost:£££ Evidence Base: **** Average impact:+4 months.	Pupil Guidance and Support Leader to undertake MA Level Training in child and adolescent therapy and to use his training to support the wellbeing of vulnerable pupils.
£1200 Cost: £££ Evidence Base: **** Average impact:+4 months.	Drama Therapy available to vulnerable pupils.
Approximately £30,000 from pupil premium budget. Parental involvement: Cost: £££ Research levels: *** Impact +3 months	Parent Guidance and Support Leader to offer support to families with attendance and housing issues.
£1,500 After school programs / Arts activity participation: Cost: £££ Research evidence: *** Impact: +2 months.	Offers of free breakfast club and after school club places as a support mechanism to improve attendance.