



St. Andrew's CE Primary School Pupil Premium Strategy 2017 - 2018

Analysis of 2016/2017 Spend

Priority 1

Improving the progress and attainment of lower attaining pupil premium children in KS2.

TOTAL Spend | £35,500

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.
- In 2017 our HLTAs led afternoon 'rapid intervention' booster groups in Y6 to swiftly address areas of underachievement.
- We employed an Educational Psychologist for on day each fortnight to develop educational provision and outcomes for pupils with SEND.
- We offered speech and language therapy and support for one day each week to develop educational provision and outcomes for pupils with SEND as well as leading direct intervention sessions.
- One of our HLTAs led the 'Reading Project X' intervention to support the progress of lower attaining pupils in KS2.
- Our new SENDco completed the NASEN qualification to develop her knowledge and skills of SEN provision.
- As a result KS2 results in reading, writing and maths are above the national average in 2017.
- The figure for Reading, Writing and Maths combined was 82% in 2017 in comparison to the national average of 61%.
- The percentage of disadvantaged pupils achieving the expected standard of higher for Reading, Writing and Maths combined was 73% in 2017 in comparison to the national average of 67%.

Priority 2

Increasing the number of pupil premium children who pass the Year 1 Phonics Screening

TOTAL Spend | 13,000

Impact:

- The Deputy Head-teacher (who is an SLE with a focus on EYFS and Literacy) supported the Y1 Class teacher and HLTA to deliver regular phonics teaching and daily small group teaching.
- Parents' workshops were held to develop the effectiveness of home-school learning with an emphasis on phonics.
- 1:1 daily phonics and reading tuition for pupils who were at risk of not meeting age related expectations by the end of Year 1 were led by an HLTA.
- EAL Support and Intervention groups were set up to develop language and vocabulary through pre-teaching and intervention groups.
- As a result 86% of pupils met the expected standard in the Y1 phonics check in comparison to the national average of 81%.
- There has been a 36% improvement in the number of pupils achieving the expected standard in Y1 phonics since 2012 ie. 50% - 86%.
- In 2017 90% of disadvantaged pupils achieved the expected standard in the Y1 phonics check in comparison to 84% of non-disadvantaged pupils at St. Andrew's and 84% of disadvantaged pupils nationally.

Priority 3**Increasing the number of pupil premium children who are working at a higher standard.****TOTAL Spend** | £14,000**Impact**

- The 'Philosophy for Children' weekly intervention continued in both key stages to develop potential higher achievers.
- Staff received training in meta-cognition teaching skills to develop potential higher achievers.
- Staff training on identifying and supporting able underachievers took place in the Autumn Term 2016 and was led by senior leaders.
- Subsidised musical instrument lessons and after school club places for disadvantaged pupils were offered to help develop talents, aptitudes and self-esteem.
- As a result the percentage of all pupils achieving greater depth in reading, writing and maths at KS1 was above the national average.
- 24% of disadvantaged pupils achieved greater depth in reading in 2017 in comparison to the national benchmark of 28%.
- 24% of disadvantaged pupils achieved greater depth in writing in 2017 in comparison to the national benchmark of 18%.
- 24% of disadvantaged pupils achieved greater depth in maths in 2017 matching the national benchmark of 23%.

Priority 4**Supporting vulnerable pupils and families (with a focus on improving attendance and maintaining high levels of family engagement).****Impact**

- Our social and emotional support for vulnerable children and families continues to be a strength.
- Our 'Pupil Guidance and Support Leader' 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.
- In 2017 we offered drama therapy workshops to vulnerable pupils.
- We continued to offer free breakfast club and after school club places as a support mechanism to improve attendance, social and emotional engagement and access to a free evening meal.
- In 2017 the school was reviewed by the Inclusion Quality Mark and is judged to be a Flagship School for inclusion
- Attendance improved in 2017 to 97.3% - an increase of 1.3% from 2016
- The number of persistent absentees decreased from 8.8% in 2016 to 6.6% in 2017 this is below the national average of 9%.

Amount of Pupil Premium grant allocated: £130,000

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.
- 34% of pupils speak English as an additional Language in comparison to the national average of 21%.
- The percentage of pupils eligible for free school meals at any time during the past six years is 49% in comparison with 24% nationally.
- The school deprivation indicator is 0.4 in comparison to the national average of 0.2.
- Therefore, St. Andrew’s is in the top quintile of schools nationally for pupils with English as an additional language, pupils eligible for pupil premium and deprivation indicator.
- There is a high level of need for family support.
- There is a higher than average number of pupils in receipt of SEN support and with EHC plans. St. Andrew’s is in the second quintile of schools nationally.
- Last year’s KS2 Cohort had a higher level of mobility than recent cohorts with up to 20% of pupils joining the school in Y5 or Y6.

Addressing these barriers:

To address identified barriers to learning, school leaders have identified the following priorities for Pupil Premium spending over the 2017/18 academic year:

PRIORITY 1: MATHEMATICS To increase the number of pupil premium children who achieve at a greater depth in mathematics at KS1 and reach a higher standard in mathematics at KS2.	
Cost/Benefit Analysis	Actions:
Approximately £25,000 (Staff costs and materials) Cost: £ Evidence Base: *** Average impact +5 months.	Maths subject leader to support class teachers to develop a mastery approach in maths to ensure all pupils achieve, with a particular focus on higher attaining pupil premium children.
Approximately £2000 (Staff costs and materials) Cost: £ Evidence Base: **** Average impact +8 months.	Participation in EEF project to trial a met-cognitive approach to learning and to enable pupils to develop a growth mindset.
£1000 Cost: £ Evidence Base: ** Average impact +2 months.	Support for pupils to extend their times tables knowledge. Purchase of home-school learning materials.
Approximately £2000 (Staff costs and materials) Cost: £ Evidence Base: *** Average impact +3 months.	Maths booster classes
Approximately £3000 (Staff costs and materials) Cost: £££ Evidence Base: ** Average impact: +4 months.	Small group tuition with a particular focus on higher attaining pupil premium children.
Staff training funds allocated according to need - £4000	Staff training on mathematical subject knowledge and planning for higher achievers delivered by a mathematics consultant.

PRIORITY 2: LITERACY**To increase the number of pupil premium children who achieve at a higher standard in reading and writing at KS2.**

Cost/Benefit Analysis	Actions:
Approximately £12000 (Staff costs and materials) 1:1 reading support: Cost: £ Evidence Base: **** Average impact: +5 months	HLTA to lead 'Reading Project X' intervention to support the progress of lower attaining pupils in KS2.
Approximately £4000 (Staff costs and materials) Cost: £ Evidence Base: *** Average impact +3 months.	Reading and Writing booster classes
£3000 Cost: £ Evidence Base: **** Average impact: +5 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.
£10000 Cost: £ Evidence Base: **** Average impact: +5 months	SALT support one day each week to develop educational provision and outcomes for all pupils as well as leading direct intervention sessions.
£10000 Cost: £££ Evidence Base: **** Average impact: +4 months	EP support one day each fortnight to develop educational provision and outcomes for all pupils.
Delivery £3000 Materials £500 Cost: £££ Evidence Base: **** Average impact: +4 months.	Philosophy for Children weekly intervention in both key stages to develop potential higher achievers.

PRIORITY 3: LITERACY**To increase the number of pupil premium children who achieve at a higher standard in grammar, punctuation and spelling.**

Cost/Benefit Analysis	Actions:
Staff training funds allocated according to need. Cost: ££ Evidence Base: **** Average impact: +8 months.	Staff training on Guided Reading and Spelling.
£2000	New spelling and guided reading schemes introduced for all pupils.
£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.

PRIORITY 4:**To support our vulnerable pupils and families by maintaining a high level 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 continue 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 Partnership Leader to offer support to families with engagement with the school, attendance and housing issues, secondary transfer, family learning and other impacting factors on family life.
£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, social and emotional engagement and access to a free evening meal.