



# St Andrew's C of E Primary School



With Faith, Hope & Love we can achieve greater things.

## Outcomes (Attainment and Progress) and Impact for Pupils in Receipt of Pupil Premium 2016-17

### Attainment

#### EYFS: Reception

Percentage of disadvantaged children achieving at least expected standard and a GLD (Good Level of Development)

	<b>GLD</b>
St Andrew's PP	56%
St Andrew's non PP	58%
Difference	-2%
National Non PP	72%

#### Year 1 Phonics Screening Test Results

Percentage of disadvantaged children achieving the expected standard

	<b>Year 1 Phonics</b>
St Andrew's PP	78%
St Andrew's non PP	85%
Difference	-7%
National Non PP	81%

## Year 2

Percentage of disadvantaged children achieving the expected standard or above

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Science</b>
St Andrew's PP	72%	67%	78%	89%
St Andrew's non PP	72%	67%	62%	82%
Difference	=	=	+16%	+7%
National All Pupils	76%	68%	75%	83%

## Year 6

Percentage of disadvantaged children achieving the expected standard or above

	<b>Reading</b>	<b>Writing *</b>	<b>Maths</b>	<b>Reading, Writing &amp; Maths</b>	<b>Spelling, Punctuation &amp; Grammar</b>	<b>Science</b>
St Andrew's PP	52%	95%	76%	48%	81%	86%
St Andrew's non PP	59%	71%	76%	53%	88%	65%
Difference	-7%	+24%	=	-5%	-7%	+21%
National All Pupils	71%	76%	75%	61%	77%	82%

**Attainment across School – pupils achieving a secure judgement at Summer 2017**

	<b>Year 1</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Reading PP	50%	67%	67%	78%
Reading non PP	59%	61%	52%	82%
Difference	-9%	+6%	+15%	-4%
Writing PP	44%	52%	60%	39%
Writing non PP	54%	57%	26%	59%
Difference	-10%	-5%	+34%	-20%
Maths PP	44%	63%	67%	78%
Maths non PP	71%	79%	52%	77%
Difference	-27%	-16%	+ 15%	+1%

**Progress****Progress from EYFS to End of KS1**

	<b>Reading Expected</b>	<b>Reading Expected +</b>	<b>Writing Expected</b>	<b>Writing Expected +</b>	<b>Maths Expected</b>	<b>Maths Expected +</b>
PP Progress	95%	21%	100%	16%	100%	26%
Non PP Progress	100%	59%	96%	52%	100%	52%
Difference	-5%	-34%	+4%	-36%	=	-26%

## Other Years

	Reading	Writing	Maths
Year 1 PP	81%	75%	69%
Year 1 Non PP	88%	82%	85%
Difference	-7%	-7%	-16%
Year 3 PP	85%	81%	77%
Year 3 Non PP	96%	96%	96%
Difference	-11%	-15%	-19%
Year 4 PP	86%	93%	100%
Year 4 Non PP	79%	75%	96%
Difference	+7%	+18%	+4%
Year 5 PP	95%	95%	100%
Year 5 Non PP	95%	85%	100%
Difference	=	+10%	=

## Progress from End of KS1 to End of KS2 (0 =average progress)

	PP	Non PP (School)	Non PP (National)
Reading	+4.63	+2.91	+0.3
Writing	+7.73	+7.36	+0.1
Maths	+6.43	+4.88	+0.2

**St Andrew's Disadvantaged pupils have made significantly above average progress compared to non-disadvantaged pupils nationally**

## Impact

Summary information					
<b>School</b>	St Andrew's C E Primary School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£215,000.00	<b>Total PP Spend</b>	£192,059.00
<b>Total number of pupils</b>	430	<b>Number of pupils eligible for PP</b>	163	<b>Date for next internal review of this strategy</b>	Jan 2018

Review of expenditure				
<b>Previous Academic Year 2016-2017</b>				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Accelerated Progress and improved attainment in reading (A)	Reading CPD...improve delivery/success criteria of GR sessions and enable reading to be on the timetable daily to raise also stamina and love of reading	Gap between PP attainment in school and non PP National has diminished. Progress now significantly higher than National in all areas  R +4.63, W +7.73, M +6.43 Overall Attainment up 2% in KS1 at expected and 7% increase at GD. Reading at KS2 up 11% and up 8% at GD	Attainment in reading is still not in line with writing and maths. This will remain a priority in school.	
More PP pupils to be high attaining (B)	Implement metals system to increase challenge and to not put a lid on pupils' progress	In KS2 in Maths where the metals system has been introduced...PP pupils out performed non PP at Greater Depth. End of KS 2 data for 2017 14% PP pupil = GD in maths compared with 7% in previous year. End of KS 1 data for 2017 11% PP pupil = GD in maths compared with 8% in	System embedded by the end of the year. Continue and train children further on choosing appropriate level of challenge to start with	

<b>ii. Targeted support</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>
<b>All PP pupils to achieve expected standard at the end of the year (C)</b>	<p>Targeted intervention.</p> <p>Precision teaching</p> <p>Quality First teaching</p> <p>Adjustment of timetable for a period of time to give all pupils access to teaching to achieve best possible outcomes.</p>	<p>GLD - PP in line with school other...gap narrowed from 9.1 to 2. PP pupils outperformed school other in exceeding the expected standard in EYFS</p> <p>In KS1 PP pupils performed in line with non PP and above in maths</p> <p>In Maths PP performed in line with National</p> <p>In KS2 PP performed in line with non PP in maths, out performed in writing and 7% less in reading. PP pupils outperformed in Writing and maths compared with National</p> <p>Progress for pp pupils in KS2 is significantly above national in all areas R +4.63, W +7.73, M +6.43</p> <p>Within Reading interventions 82% of PP pupils made expected or greater progress.</p>	<p>Reading still on SIP agenda and raising PP attainment in Reading to become in line with National other.</p> <p>PP high priority in staff appraisals</p>	<p>i + ii =</p> <p>£123,908.00</p>

<b>lii 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>
<p>Parents equipped and supported in their role in their child's learning</p> <p>Improve provision to enhance wellbeing in school.</p> <p>Pupils with SEMH difficulties are able to succeed making the best progress possible</p>	<p>Continue work of learning mentor and pastoral officer.</p> <p>Develop role and of teacher responsible for parental engagement and further initiate new approaches to parents impacting learning</p> <p>Learning Mentor employed to support pupils with SEMH difficulties &amp; to raise self-esteem and engagement of individual pupils.</p> <p>Pastoral Officer to support disadvantaged families &amp; children to raise aspirations</p> <p>Contribution to school visits</p> <p>Fruit for KS2</p> <p>Ed Resources inc. Bug Club &amp; dictionaries/stationary for new arrivals</p> <p>Counselling</p> <p>Contribution to funding of extra-curricular activities</p> <p>Commando Joe</p>	<p>Parents involved in children's learning through homework club. Improved parental involvement in school activities</p> <p>Work of learning mentor using Boxall/Scared profiles has better defined the needs of children with SEMH so support has been more targeted and appropriate to individual needs. 22/28 pupils made expected or better than expected progress in 2 or 3 subjects</p> <p>School recognised as outstanding for its work to improve attendance and therefore to maximise learning opportunities and potential.</p> <p>Playground behaviour incidents decreasing over the year.</p>	<p>Existing provision to continue</p> <p>Family First Quality Award begun</p>	<p>£40,301</p> <p>£5,000</p> <p>£3,600</p> <p>£6,000</p> <p>£750</p> <p>£5,500</p> <p>£7,000</p>
				<p>I + ii+iii</p> <p>£192, 059.00</p>

## 1. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.