



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 2017-18

Attainment

EYFS: Reception

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

	GLD
St Andrew's PP	69%
St Andrew's non PP	63%
Difference	+ 6%
National Non PP	71% (16-17)

Year 1 Phonics Screening Test Results

Percentage of disadvantaged children achieving the expected standard

	Year 1 Phonics
St Andrew's PP	77%
St Andrew's non PP	77%
Difference	=
National Non PP	83%

Year 2

Percentage of disadvantaged children achieving the expected standard or above

	Reading	Writing	Maths	Science
St Andrew's PP	65%	65%	65%	70%
St Andrew's non PP	71%	76%	79%	84%
Difference	-6%	-11%	-14%	-14%
National All Pupils	80%	70%	76%	83%

Year 6

Percentage of disadvantaged children achieving the expected standard or above

	Reading	Writing *	Maths	Reading, Writing & Maths	Spelling, Punctuation & Grammar	Science
St Andrew's PP	96%	75%	79%	71%	87%	70%
St Andrew's non PP	95%	95%	95%	82%	95%	86%
Difference	+1%	-20%	-16%	-11%	-8%	-16%
National All Pupils	80%	83%	81%	64%	78%	82%

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

	Year 1	Year 3	Year 4	Year 5
Reading PP	65%	65%	54%	57%
Reading non PP	57%	71%	63%	48%
Difference	+8%	-6%	-9%	+9%
Writing PP	65%	62%	54%	51%
Writing non PP	61%	71%	63%	40%
Difference	+4%	-9%	-9%	+11%
Maths PP	68%	62%	54%	68%
Maths non PP	71%	71%	66%	56%
Difference	-3%	-9%	-12%	+12%

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

	Reading Expected	Reading Expected +	Writing Expected	Writing Expected +	Maths Expected	Maths Expected +
PP Progress	95%	20%	100%	20%	95%	5%
Non PP Progress	100%	32%	96%	36%	93%	25%
Difference	-5%	-12%	=	-16%	+2%	-20%

Other Years – pupils making expected progress for the year

	Reading	Writing	Maths
Year 1 PP	87%	77%	77%
Year 1 Non PP	78%	74%	74%
Difference	+9%	+3%	+3%
Year 3 PP	100%	94%	100%
Year 3 Non PP	92%	96%	92%
Difference	+8%	-2%	+8%
Year 4 PP	95%	100%	100%
Year 4 Non PP	96%	100%	96%
Difference	-1%	=	+4%
Year 5 PP	94%	77%	94%
Year 5 Non PP	91%	86%	86%
Difference	+3%	-9%	+8%

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

	PP	Non PP (School)	Non PP (National)
Reading	+5.61	+3.85	+0.31
Writing	+2.42	+1.72	+0.24
Maths	+2.69	+2.35	+0.31

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

Impact

Summary information					
School	St Andrew's C E Primary School				
Academic Year	2017/18	Total PP budget	£231,000.00	Total PP Spend	£231,000.00
Total number of pupils	430	Number of pupils eligible for PP	175	Date for next internal review of this strategy	Jan 2019

Review of expenditure				
Previous Academic Year 2017-2018				
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
<p>Increased pace of progress in reading across the school for PP pupils and improved attainment for all in summer 2018 (A)</p> <p>Accelerated progress to be made in all year groups in R & W for PP pupils in order to have more high achieving PP pupils esp internally targeted pupils & high attainers in Y 1-5</p>	<p>New reading materials embedded into classroom practice Ensure teaching includes mastery opportunities for all pupils PP pupils in appropriate interventions led by support staff to improve progress Bug Club</p> <p>Early & regular identification of PP pupils with the potential to be GD Ensure appropriate interventions are in place for high achieving pupils or those with the potential to be</p>	<p>Progress in reading has increased from +4.63 (2017) to +5.61 (2018). KS2 data for progress in reading is significantly above national (0.31)</p> <p>Attainment at end of KS2 rose from 52% (2017) to 96% (2018). This is well above national (80%)</p> <p>In Y3-5 expected progress in reading rose or remained equal. Y3 +15% Y4 +9% Y5 =</p> <p>Accelerated Progress in Reading & Writing rose in 2/6 year groups.</p> <p>There was an increase in the number of pupils achieving GD in Reading and Writing in 4/6 year groups</p>	<p>The direct and specific teaching of reading skills has led to significant impact in KS2. This needs to be further developed and embedded in KS1 and to be consolidated further in Y3-5, so that similar impact can be had on progress and attainment in reading across the school.</p> <p>Also initiatives to promote the love of reading/reading stamina such as reading areas in all classrooms have been successful as has Bug Club as an intervention.</p> <p>How can we raise pupil aspiration and teacher expectation further so that there is an improving picture of accelerated progress in more year groups?</p>	

ii. Targeted support

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
<p>For a higher % of PP pupils achieving ARE combined to be in line with National (C)</p>	<p>Targeted intervention. Quality First teaching</p>	<p>In KS2 the % of PP pupils achieving ARE combined rose from 48% (2017) to 71% (2018). This outcome is better than national at (64%).</p> <p>82% of Non PP pupils achieved ARE combined.</p> <p>GLD rose from 56% to 69% diminishing the gap with National from 16% to 2%. PP pupils performed better than non PP pupils internally</p>	<p>Continue the priority of quality first teaching through the monitoring cycle of lesson observations/work trawls and the appraisal process.</p> <p>Continue to monitor the internal gap between PP/Non PP pupils in order that pupils perform similarly or better.</p>	

lil Other approaches

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
<p>Improved opportunities for parental engagement and support so that they can have a better impact on their child's learning.</p> <p>Achieve FFQA</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. Develop role 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 & to raise self-esteem and engagement of individual pupils.</p> <p>Pastoral Officer to support disadvantaged families & children to raise aspirations</p> <p>Contribution to school visits</p> <p>Fruit for KS2</p> <p>Ed Resources inc. Bug Club</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 achieved</p>	<p>£231,000.00</p>

1. Additional detail

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