



# St Andrew's C of E Primary School



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

## Planned use and impact of PP Grant Academic Year 2017-18

Summary information					
<b>School</b>	St Andrew's C E Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£231,000.00	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	430	<b>Number of pupils eligible for PP</b>	175	<b>Date for next internal review of this strategy</b>	Jan 2018

Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	R 52%, W 95%, M 76%	R 71%, W 79%, M 75%
<b>progress in reading</b>	4.31	-0.7
<b>progress in writing</b>	7.93	-0.3
<b>progress in maths</b>	6.54	-0.5

<b>Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Reading comprehension skills across the school influenced by poor language skills and % of EAL pp pupils
<b>B.</b>	Challenge for all especially more able so that more PP pupils are high achievers
<b>C.</b>	High % of PP pupils with EAL (KS1 17/27 PP pupils =EAL Early Acquisition, LKS2 9/37 PP pupils = EAL Early Acquisition/Developing Competence, UKS2 13/37 = EAL Developing Competence or below
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Poor home learning environments/deprivation/mobility/low attendance rates for some pp pupils/% of pupils with children's services involvement.

<b>Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increased pace of progress in reading across the school for PP pupils and improved attainment for all in summer 2018	Accelerated progress in reading through increased love of reading and reading stamina and evidence of reading skills being taught explicitly. Upward trend in attainment in all year groups.
<b>B.</b>	Accelerated progress to made in all year groups in Reading and Writing for PP pupils in order to have more high achieving PP pupils, especially internally targeted pupils and high attainers in Y1-5	More eligible PP pupils will be in more able category compared with more able pupils nationally and internally
<b>C.</b>	For 85% of pupils to achieve ARE at the end of year 6 in all 3 areas	85% of pupils to meet expected standard in 3 areas
<b>D.</b>	Improved opportunities for parental engagement and support so that they can have a better impact on their child's learning.	Teacher with responsibility for Parental involvement to further initiate programmes to support parents in engaging with school and pupil learning.  Work of Pastoral Officer & Learning Mentor & Commando Joe

**1. Planned expenditure****Academic year****£231,000.00**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increased pace of progress in reading across the school for PP pupils and improved attainment for all in summer 2018 (A)	<p>New reading materials embedded into classroom practice</p> <p>Ensure teaching includes mastery opportunities for all pupils</p> <p>PP pupils in appropriate interventions led by support staff to improve progress</p> <p>Bug Club</p>	PP pupils attained in line with other pupils and in line/above National in writing and maths last year. We want reading to tell the same story and move towards better than National. The story was similar with progress	<p>Increased and rigorous monitoring on a ½ termly basis of the progress and attainment of PP pupil.</p> <p>Phase meetings to discuss stalling pupils</p> <p>Monitoring of teaching both in class and interventions for questioning and challenge to ensure mastery opportunities</p>	<p>Ass Head</p> <p>English Lead</p>	January 2018

<p>Accelerated progress to made in all year groups in Reading and Writing for PP pupils in order to have more high achieving PP pupils, especially internally targeted pupils and high attainers in Y1-5</p> <p>(B)</p>	<p>Early and regular identification of PP pupils with the potential to be GD</p> <p>Ensure appropriate interventions are in place for high achieving pupils or those with the potential to be.</p>	<p>This is a suitable approach to embed across the school so that PP pupils alongside other pupils can be equally challenged. We want PP pupils to achieve high attainment.</p> <p>More regular monitoring of specific groups of children will prevent pupils from stalling in their progress or missing opportunities to do the best they can</p>	<p>As above.</p>	<p>Ass Head English Lead</p>	<p>January 2018</p>
<b>Total budgeted cost</b>					<p>£61,254.00</p>
<p><b>ii. Targeted support</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>

For a higher % of PP pupils achieving ARE combined to be in line with National (C)	Targeted intervention. Quality First teaching	To narrow/close the gap between PP pupils and other pupils both in school and Nationally  PP 48% (Other 53%, National, 60%)	As above	Ass Head  Upper KS2 Phase leader.	January 2018
					£43,908.00
<b>Total budgeted cost i + ii</b>					£105,162.00
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved opportunities for parental engagement and support so that they can have a better impact on their child's learning.  Achieve FFQA	Continue work of learning mentor and pastoral officer.  Develop role and of teacher responsible for parental engagement and further initiate new approaches to parents impacting learning	OFSTED inspection highlighted that this was an area for development  National research shows that a successful way to improve outcomes for PP pupils is to maximise the engagement of parents and equip them to support in the best way at home	Maintain the current good communication relationships of KS and SH with parents.  CF to continue to gain Family First Quality Award  Meet the Teacher events  Reading/Phonics Workshops  Cookery Club	Assistant head...KS, SH, CF	January 2018
Improve provision to enhance wellbeing in school.  Pupils with SEMH difficulties are able to succeed making the best progress possible.	Learning Mentor employed to support pupils with SEMH difficulties & to raise self-esteem and engagement of individual pupils.  Pastoral Officer to support disadvantaged families & children to raise aspirations  Commando Joe	Significant number of children who display challenging behaviour and difficulties with Social situations in school.	Regular supervision with LM and PO to ensure they are held to account.  Data collected on wellbeing and social skills which impact on behaviour	Assistant Head, KS, SH, JH	January 2018

	Contribution to school visits Fruit for KS2 Ed Resources inc. Bug Club & Counselling Contribution to funding of extra- curricular activities					
					iii	£125,138.00
					<b>Total budgeted cost</b>	£231,000