



# 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 2018-19

Summary information					
<b>School</b>	St Andrew's C E Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£220,440.00	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	454	<b>Number of pupils eligible for PP</b>	167	<b>Date for next internal review of this strategy</b>	Jan 2019

Current attainment		
	<i>Pupils eligible for PP (your school) (in school non PP)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	R 96%, W 75%, M 79%	R 95%, W 95%, M 95%
<b>progress in reading</b>	5.61 (1.69)	0.31
<b>progress in writing</b>	2.42 (0.87)	0.24
<b>progress in maths</b>	2.69 (1.93)	0.31

<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>	A significant percentage of PP boys who are also SEND and/or EAL which is impacting on writing outcomes and progress due to language gaps, gaps in prior learning on top of lack of life experiences which therefore become amplified. (SIP Priority 1)
<b>B.</b>	Writing skills across the school influenced by limited life experiences, poor language skills and % of EAL pp pupils (SIP Priority 2)
<b>C.</b>	Challenge for all especially more able so that more PP pupils are high achievers (SIP Priority 3)
<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 (SIP Priority 5)
<b>E.</b>	Significant economic/social/emotional deprivation (SIP Priority 5)
<b>F.</b>	High mobility (SIP Priority 5)
<b>G.</b>	Low attendance for some PP pupils (SIP Priority 5)
<b>H.</b>	Pupils with children's services involvement (SIP Priority 5)

<b>Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Of the 41 PP boys who began the year below ARE in writing 16-22 (40%-50%) to be ARE by Summer 2019. Of the remaining 19 at least expected progress to be made by all and accelerated progress by (30%-40%) so that attainment gap against ARE is not widened.	<p>Accelerated progress made by the 16-22 pupils to attain ARE. Writing stimuli being fit for purpose (boy friendly); increased participation in talk for writing as part of the writing learning journey including visual literacy and evidence of writing structure being taught explicitly.</p> <p>Accelerated progress made by 6-8 of pupils of the remaining 19 in order to narrow the attainment gap.</p>

		Outcomes of case study investigating why and how girls are successful writers to be incorporated into classroom practice where appropriate to impact writing outcomes for boys.
<b>B.</b>	Increased pace of progress in writing with a particular focus on boys across the school leading to raised attainment in summer 2019 for boys in all Year groups	Summer 2019 for the percentage of boys achieving ARE in writing in each year group to have increased from Summer 2018 (see SIP priority 2 targets)
<b>C.</b>	Accelerated progress to be made in all year groups for PP pupils in order to have more high achieving PP pupils, especially internally targeted pupils and high attainers in Y1-5	Summer 2019 more PP pupils achieving GD compared with Summer 2018. GD attainment for PP pupils to be in line with non PP internally and in line with national at end of KS2 (see SIP Priority 3 targets)
<b>D-H</b>	Improved opportunities for parental engagement and support so that they can have a better impact on their child's learning.  Sustain/Improve provision to enhance wellbeing in school....Achieve Well Being Award  Pupils with SEMH difficulties are able to succeed making the best progress possible.	<b>D...</b> Where homework club is offered, ensure the take up by PP pupils is monitored, encouraged and progress and attainment of pupils who attended is at least expected.  Increase in numbers of Parents of PP pupils attending workshops
		<b>E...</b> Pupils who are seen by learning mentor, Boxall, Scared etc monitoring shows numeric improvement and in turn impacts on progress and attainment
		<b>F...</b> New to school PP pupils make expected progress
		<b>G...</b> PP attendance shows a stable – improving picture
		<b>H...</b> Pupils who are seen by learning mentor, Boxall, Scared etc monitoring shows numeric improvement and in turn impacts on progress and attainment

## 1. Planned expenditure

Academic year

£220,440.00

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

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Of the 41 PP boys who began the year below ARE in writing 16-22 (40%-50%) to be ARE by Summer 2019. Of the remaining 19 at least expected progress to be made by all and accelerated progress by (30%-40%) so that attainment gap against ARE is not widened (A/SIP Priority 1)	<p>Quality First teaching</p> <p>CPD for all staff regarding the writing learning journey with an increased focus on talk for writing</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>3 x HLTAs</p> <p>Shining Lights intervention</p>	<p>Based on 2017-2018 the gender gap between boys and girls needs to be diminished.</p> <p>Data showed PP pupils in 7/12 classes attained below other pupils and for boys PP pupils attained below other pupils in 4/6 year groups.</p> <p>At end of KS2 progress measures for writing fell</p> <p>To narrow/close the gap between PP pupils and other pupils in school and Nationally</p> <p><u>External rationale</u></p> <p><i>Sutton Trust (2014) – Quality First Teaching</i></p>	<p>Increased and rigorous monitoring on a ½ termly basis of the progress and attainment of the 41 PP male pupils identified as below ARE in writing at Summer 2018.</p> <p>Phase meetings/Pupil progress meetings to discuss P &amp; A &amp; stalling pupils</p> <p>Ensure Quality first teaching through monitoring of planning, and teaching to ensure the complete learning journey for writing is delivered to raise opportunities for success for all learners.</p> <p>Lesson drop ins &amp; observations to ensure talk for writing &amp; visual literacy opportunities are exploited and curriculum is boy friendly.</p> <p>Analyse interventions &amp; adjust groupings/targets based on outcomes.</p> <p>Consider outcomes of case study and implement strategies identified as successful with the targeted pupils. Analyse impact on P &amp; A.</p>	<p>Ass Head</p> <p>English Lead</p>	<p>January 2019</p>

### Milestones (A)

Autumn	Spring	Summer
Pupils identified for monitoring...communicate at P progress meetings	Pupils identified for monitoring...communicate at P progress meetings	Pupils identified for monitoring...communicate at P progress meetings
½ termly sampling monitoring of targeted pupils inc learning walks/book scrutiny/staff 1:1 accountability meetings.	½ termly sampling monitoring of targeted pupils inc learning walks/book scrutiny/staff 1:1 accountability meetings.	½ termly sampling monitoring of targeted pupils inc learning walks/book scrutiny/staff 1:1 accountability meetings
Initial analysis of quality & impact of interventions & adjust accordingly	Further analysis of quality & impact of interventions & case study & adjust accordingly	Analysis of impact/suitability of interventions & findings from case study on pupils achieving/not achieving ARE
8-14 of the identified pupils to have achieved ARE	12-18 of the identified pupils have achieved ARE.	16-22 of the identified pupils have achieved ARE
1-3 of those not at ARE to have made progress +	2-5 of those not at ARE to have made progress +	6-8 of those not at ARE to have made progress +

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased pace of progress in writing with a particular focus on boys across the school leading to raised attainment in summer 2019 for boys in all Year groups (B/SIP Priority 2)	<p>Quality First teaching</p> <p>CPD for all staff regarding the writing learning journey with an increased focus on talk for writing</p> <p>Ensure teaching includes mastery opportunities for all pupils</p> <p>PP pupils identified as GD or with capacity to be in appropriate interventions led by support staff to improve progress</p> <p>3 x HLTAs</p> <p>Shining Lights intervention</p>	<p>Based on 2017-2018 the gender gap between boys and girls needs to be diminished.</p> <p>Data showed PP pupils in 7/12 classes attained below other pupils and for boys PP pupils attained below other pupils in 4/6 year groups.</p> <p>At end of KS2 progress measures for writing fell</p> <p>To narrow/close the gap between PP pupils and other pupils in school and Nationally</p> <p><u>External rationale</u></p> <p><i>EEF Teaching and Learning Toolkit: Quality First Teaching</i></p> <p><i>National Literacy Trust (2014)</i></p>	As above.	<p>Ass Head</p> <p>English Lead</p>	January 2019

### Milestones (B)

Autumn	Spring	Summer
<p>Pupils identified for monitoring...communicate at P progress meetings</p> <p>½ termly sampling monitoring of targeted pupils inc learning walks/book scrutiny/staff 1:1 accountability meetings.</p> <p>Y1 50% Y2 40% Y3 50% Y4 60% Y5 54% Y6 65%</p> <p style="text-align: center;">} % of PP boys at ARE in Writing</p>	<p>Pupils identified for monitoring...communicate at P progress meetings</p> <p>½ termly sampling monitoring of targeted pupils inc learning walks/book scrutiny/staff 1:1 accountability meetings</p> <p>Y1 55% Y2 45% Y3 55% Y4 65% Y5 59% Y6 70%</p> <p style="text-align: center;">} % of PP boys at ARE in Writing</p>	<p>Pupils identified for monitoring...communicate at P progress meetings</p> <p>½ termly sampling monitoring of targeted pupils inc learning walks/book scrutiny/staff 1:1 accountability meetings</p> <p>Y1 60% Y2 50% Y3 60% Y4 70% Y5 64% Y6 75%</p> <p style="text-align: center;">} % of PP boys at ARE in Writing</p>

#### ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Accelerated progress to be made in all year groups for PP pupils in order to have more high achieving PP pupils, especially internally targeted pupils and high attainers in Y1-5 (C/SIP Priority 3)</p>	<p>Early and regular identification of PP pupils with the potential to be GD communicated at P Progress meetings</p> <p>Ensure appropriate interventions are in place for high achieving pupils or those with the potential to be.</p> <p>3 x HLTAs</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><u>External rationale</u></p> <p><i>As above</i> <i>See EEF reports on learning support and small group tuition</i></p>	<p>As above</p>	<p>Ass Head</p> <p>Upper KS2 Phase leader.</p>	<p>January 2019</p>

**Milestones (C)**

**Autumn**

Pupils identified as previous high attaining or with the capacity to be GD identified for monitoring...communicate at P progress meetings

½ termly sampling monitoring of targeted pupils inc learning walks/book scrutiny/staff 1:1 accountability meetings.

Initial analysis of quality & impact of interventions.

	R	W	M
R	0	0	0
1	6	0	6
2	14	9	14
3	10	5	5
4	20	16	16
5	21	11	18
6	9	6	22

**Spring**

P & A of pupils identified as previous high attaining or with the capacity to be GD discussed at P progress meetings

½ termly sampling monitoring of targeted pupils inc learning walks/book scrutiny/staff 1:1 accountability meetings.

Further analysis of quality & impact of interventions.

	R	W	M
R	20	20	20
1	13	6	19
2	17	11	17
3	19	14	19
4	24	20	20
5	25	14	21
6	13	9	25

**Summer**

P & A of pupils identified as previous high attaining or with the capacity to be GD discussed at P progress meetings

½ termly sampling monitoring of targeted pupils inc learning walks/book scrutiny/staff 1:1 accountability meetings

Analysis of impact/suitability of interventions.

	R	W	M
R	20	20	20
1	19	13	25
2	20	14	20
3	23	19	23
4	28	24	28
5	29	18	29
6	16	16	31

**Total budgeted cost i + ii**

£110,469.00

**iii. Other approaches**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improved opportunities for parental engagement and support so that they can have a better impact on their child's learning.</p> <p>Improve provision to enhance wellbeing in school...Achieve Well Being Award</p> <p>Pupils with SEMH difficulties are able to succeed making the best progress possible.</p> <p>(D-H/SIP Priority 5)</p>	<p>Continue work of learning mentor and pastoral officer.</p> <p>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&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/Magic Breakfast</p> <p>Ed Resources inc. Bug Club &amp;</p> <p>Counselling</p> <p>Contribution to funding of extra- curricular activities</p>	<p>OFSTED inspection highlighted that this was an area for development.</p> <p>Bringing outside barriers into school in order to address them and equip families to support at home.</p> <p>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</p> <p>Significant number of children who display challenging behaviour and difficulties with social situations in school.</p> <p>Raised national awareness and focus on mental health and the need for this to be high on school's agenda, alongside school's own awareness of the mental health and well being needs and challenges for our pupils and families.</p> <p><u>External rationale</u></p> <p><i>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 – EEF Parental Engagement toolkit strand</i></p>	<p>Maintain the current good communication relationships of KS and SH with parents.</p> <p>CF to continue to initiate new initiatives/improve current strategies for engagement of parents</p> <p>Meet the Teacher events</p> <p>Reading/Phonics Workshops</p> <p>Regular supervision with LM and PO to ensure they are held to account.</p> <p>Data collected on wellbeing and social skills which impact on behaviour</p>	<p>Assistant head...KS, SH, CF</p> <p>Assistant Head, KS, SH, JH</p>	<p>January 2019</p>



**Milestones (D-H)**

<p><b>Autumn</b></p> <p>Gain Baseline data for children who access support from LM &amp; PM (academic and social/emotional)</p> <p>Analyse performance of these pupils at the end of term</p> <p>Parent Ambassadors appointed &amp; trained</p> <p>Parental questionnaire carried out and analysed</p> <p>Monitor impact of Bug Club</p>	<p><b>Spring</b></p> <p>Continue to monitor and analyse performance of pupils accessing school support for social/emotional/well- being needs...showing a stable/improving picture...use outcomes to inform further support and academic interventions required</p> <p>Fred Project commenced</p> <p>Begin to monitor parental attendance</p> <p>Monitor impact of Bug Club</p>	<p><b>Spring</b></p> <p>Continue to monitor and analyse performance of pupils accessing school support for social/emotional/well- being needs...showing a stable/improving picture...use outcomes to inform further support and academic interventions required.</p> <p>Achieve Well Being Award</p> <p>Increased parental attendance</p> <p>Monitor impact of Bug Club</p>
		<p><b>iii</b></p> <p>£143, 743.98</p>
		<p><b>Total budgeted cost</b></p> <p>£220,440.00</p>