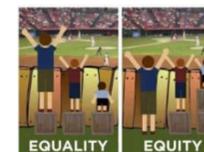


# St Paul's C of E Junior School Pupil Premium Strategy Statement 2017 - 2018



Summary information					
Academic Year	2017 - 2018	Total PP budget for period April 2017 – March 2018	46200	Most recent external review	4th January 2018
Total number of pupils	384	Number of pupils eligible for PP	46	Next internal review	March 2018

EOKS2 Data July 2017		
4 PP pupils in total, of these 1 had an EHC plan	Pupils eligible for PP (own school data)	Pupils not eligible for PP (national average)
% achieving EXS or above in reading, writing & maths	25%	61%
% achieving EXS or higher in reading (or equivalent)	50%	77%
% achieving EXS or higher in writing (or equivalent)	50%	81%
% achieving EXS or higher in maths (or equivalent)	25%	80%

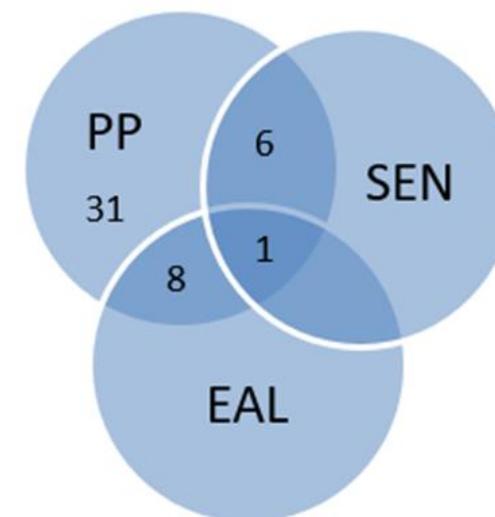
## Progress scores for disadvantaged pupils by subject

2017	Reading	Writing	Maths
School (4 pupils)	- 1.01	- 3.50	- 3.96
NA for non-disadvantaged	+0.33	+0.17	+0.28
Difference	- 1.34 ▼	- 3.67 ▼	- 4.24 ▼
<b>2016</b>			
School(10 pupils)	- 3.12	- 6.32	- 4.78
NA for non-disadvantaged	+0.33	+0.12	+0.24
Difference	- 3.95	- 6.44	- 5.02

From 2016 – to 2017, the EOKS2 gap between St Paul's disadvantaged pupils and the national average for non-disadvantaged pupils diminished in all 3 subjects.

2017 % at ARE+	Reading	Writing	Maths
Y3 Non PP	80%	63%	72%
Y3 PP	10%	10%	30%
Y4 PP	94%	88%	93%
Y4 Non PP	64%	55%	55%
Y5 PP	77%	68%	81%
Y5 Non PP	91%	73%	82%

## 2017 – 2018 PP Cohort (46 pupils)



## Barriers to future attainment (for pupils eligible for PP)

### In-school barriers

A	Poor language acquisition & comprehension of vocabulary across the curriculum
B	Overlap of SEN and PP or PP & EAL for some pupils, whilst others are in other vulnerable groups as well e.g. refugees
C	Lack of self-esteem/resilience
D	Challenging behaviour for a very small number of pupils, impacting on individual academic progress and that of others

### External barriers

A	Low income in a high income area
B	Families designated Child Protection, Child in Need, Early Help status
C	Addiction and drug dependency issues amongst members of PP families
D	Life experiences and opportunities for enrichment activities such as holidays, parties, extra-curricular opportunities
E	Variable parental support and home learning environment which impacts on attendance and progress
F	Attendance for some PP pupils is low due to being withdrawn from school to attend term time holidays
G	Overcrowding, temporary housing/ poor quality accommodation. Relationships with members of the local community
H	Trauma and mental health issues in the family and/or child
I	In some cases, very low parental aspiration as to what a child could achieve (based on a parent's own experiences as a pupil)
J	Changing family structures leading to stress and reduced resilience
K	Parental engagement with school events (e.g. parents' evenings)
L	Loss and bereavement. Life limiting conditions or terminal illness within the family

### Desired outcomes for PP pupils

### How will they be measured?

1	Progress is accelerated and they achieve age-related expectations in line with their peers.	Half termly tracking and the impact of any interventions monitored. Progress scores are at least in line with the national average by the end of KS2
2	Improved confidence and self-esteem	Through the use of the Boxall Profile and through pupil conferencing and teachers' observations
3	Attendance is not less than 96%	Detailed attendance monitoring of all pupils and all subgroups
4	100% benefit from involvement in at least one extra-curricular club	Club registers confirm that every PP pupil regularly attends at least one club per term, including Homework Club, and their feedback is positive
5	High parental engagement in the life of the school	Attendance registers show parity between the attendance % of non PP & PP parents at Parents' Evenings, Curriculum Information Evenings, and Christmas Celebration etc. records show an improved percentage of PP parents' involvement in special events such as trips, curriculum workshops, themed days etc.

6	Year 6 are well prepared for KS3	Pupils are excited about secondary school and leave St Paul's as confident learners. Year 7 colleagues are well informed of the barriers pupils face.
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## Planned expenditure for 2017 – 2018

### I. Quality of Teaching for All

Desired outcome	Action	Rationale	Evidence of success	Lead	Monitoring
Progress is accelerated for PP pupils and they achieve age-related expectations in line with their peers.	<ul style="list-style-type: none"> <li>Highly focused lesson design with sharp objectives tilted to PP</li> <li>High demands of PP pupils' involvement and engagement with learning</li> <li>High levels of interaction for all PP pupils</li> <li>Effective, targeted questioning for PP pupils</li> <li>PP work used frequently as models and exemplars (See PP First document)</li> </ul>	If 'Tilt' is applied consistently for PPG – as per our PP First document, the learning and emotional needs of pupils will be well met, resulting in good progress for every pupil.	Triangulated monitoring including classroom observations, pupil progress meetings, planning scrutiny and book looks. 1:1 termly book looks involving Headteacher and class teachers	HT & DH ML & LA Team Leaders	Ongoing by Leadership Team & PP Governor  Termly data collection  Through PM observations and mid-year PM review
	Pupil Premium Champion continues to provide 1:1 targeted support based on weekly targets identified and contextualised by the class teacher.  Targeted SEN interventions for double disadvantaged pupils.	The school has based its approach to supporting PP pupils on research evidence, good practice and the work of the PP network,	Despite staffing changes and the need for teachers to address other identified priorities, PP pupils retain a high profile and that their needs are being well met by precise and effective differentiation in every lesson, each day	ALL	HT, PP Champion and PP Governor
	High quality CPD: <ul style="list-style-type: none"> <li>Talk 4 Writing</li> <li>Paired Reading</li> <li>Book Talk</li> <li>Maths Progression and Mastery</li> </ul>	Evidence that all approaches improve pupil outcomes – reading for meaning, oral and written comprehension, understanding the nature and purpose of how meaning is created.	Through review of hot and cold tasks, book looks, moderation in teams and across the school and positive increase in progress data.	Subject L'dr & Team Leaders	Subject Leader, Assessment Coordinator  Learning and Teaching Committee and Literacy Governor
	Produce writing exemplification materials to increase teachers' knowledge of GDS so that all high achieving pupils throughout the school, particularly PP, achieve above ARE	To ensure that planning, assessment and moderation are strongly linked and as a result, classroom practice is sharpened.	Moderation judgements are consistent within year groups and across the whole school. Teachers are confident in their knowledge of ARE and SDS and assessment is accurate.	Subject L'dr	RBC Literacy Advisor & Subject Leader to perform QA role. Learning and Teaching Committee and Literacy Governor

### II. Targeted Support

	Action	Rationale	Evidence of success	Lead	Monitoring
Improved confidence and resilience of PP pupils	Introduce Boxall Profile for the diagnostic assessment of potential barriers to learning	Framework for precise assessment of pupils who are unable to access learning fully. Enables teachers to effectively plan appropriately focused intervention and support.	In depth knowledge of individual pupils leads to accelerated progress as work is better matched to need.	Inclusion Manager & PP Champion	Learning and Teaching Committee, PP and SEN Governors

	Increase number of trained nurture assistants in the school	Ensure that demand for specialist emotional and social support amongst PP pupils can be met.	Increased number of Nurture sessions available for PP pupils with social and emotional needs.	Inclusion Manager	Inclusion Manager and SEN Governor
	Eradicate the problem of some PP pupils not having access outside of school to IT.	To overcome an external barrier to learning for PP families.	100% of PP pupils have access to a computer and are able to get online. This will continue as pupils move into KS3.	HT and Office Manager	PP Governor
	Implement Forest Schools curriculum and provide pupils with opportunities for good quality outdoor learning involving problem solving and the development of personal, social and technical skills.	To provide small group specialist enrichment activities and real life contextualised problem solving. To provide pupils with a variety of exciting learning experiences that they can then draw upon in other curriculum areas.	Evidence of pupils applying their FS learning to a range of curriculum subjects.	HT & FS Lead	Class teachers & Team Leaders  Learning and Teaching Committee

### iii. Other Approaches

	Action	Rationale	Evidence of success	Lead	Monitoring
Improving attendance	Systematic approach to attendance monitoring with a particular focus on persistent absenteeism.	For children to gain the greatest benefit from their education it is vital that they attend regularly. Any absence affects the pattern of a child's schooling and regular absence impacts negatively on progress.	Absence for PP pupils is in line with that of other pupils and at least 96%	HT, School Secretary,	EWO  PP Governor
Extra-curricular opportunities	100% benefit from involvement in at least one extra-curricular club and every child has the opportunity to attend peripatetic music lessons.	Reduced strain on finances, impacts positively on all family members and encourages and promotes long term participation in the life of the school.	Club registers confirm that every PP pupil regularly attends at least one club per term, including Homework Club, and their feedback is positive. A growing number of pupils are learning to play a musical instrument.	HT & PP Champion Office Manager	PP Governor
Parental engagement	High levels of parental engagement at all key events	A number of parenting characteristics are statistically associated with children's levels of achievement, including parental promotion of reading and learning, parents' relationships and interactions with the child, and disciplinary practices.	Parents report greater confidence in supporting children's learning and managing behaviour and develop closer partnerships with school staff.  Registers show parity between the attendance % of non PP & PP parents at Parents' Evenings, Curriculum Information Evenings, and Christmas Celebration etc. records show an improved percentage of PP parents' involvement in special events such as trips, curriculum workshops, themed days etc.	School Secretary, HT	PP Governor

	Year 6 PP pupils are well prepared for KS3	To be successful at transition, pupils must be ARE+ and clear about the part they play in their learning. They must be emotionally secure and confident so that they are well prepared for the huge change that is about to befall them as they move into secondary education	Pupils are excited about secondary school and leave St Paul's as confident learners.  Year 7 colleagues are well informed of the barriers pupils face and where appropriate, vulnerable pupils have completed an extensive transition programme.	Y6 Team HT	PP Governor
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The Pupil Premium and any other disadvantaged children will be the focus for close monitoring to ensure personalised provision is having a positive impact on progress and attainment. This will be measured at least half termly through tracking, teacher assessment and pupil progress meetings. Practice will be 'TILTED' to ensure equity over equality and that the needs of Pupil Premium pupils are met every day.

