

## Review of Pupil Premium St Chad's Patchway CE VC Primary School academic year 2016 17 and planned spend for 2017 18

The Government introduced the Pupil Premium Grant in April 2011 and it has been continued each year since this. This grant, which is additional to main school funding, is seen by the government as the best way to address the current underlying inequalities between children eligible for Pupil Premium (PP) and their wealthier peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium is allocated to schools and is clearly identifiable. Schools can decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

At St Chad's Primary School we support all our pupils. We do this by providing high quality classroom teaching supplemented by interventions to support vulnerable learners as and when required. The School Leadership Team and Governing Body monitor the impact of all spending and interventions, including the Pupil Premium. The governing body formally review the strategy 4 times a year with a new strategy being set in time to start for each academic year. The Senior Leadership Team review the success of the strategy at the end of each term and will make any necessary adjustments through the governing body if they are needed.

As a school we have identified barriers to learning for our PP pupils (where there are trends, not necessarily universal) and have identified the following – SEN difficulties/ pupils with SEN, lack of PP parental engagement and support for learning at home, individual cases of poor attendance, weaker language and communication skills and some social skills need, weaker English and Maths understanding and lack of funding for wider aspects of school such as clubs.

The year 2016 17 was the most successful year for our PP pupils to date, showing that the procedures and structure we have in place are creating academic and social growth and are therefore successful.

Current financial year 2017/18	Pupil Premium Grant £36,960	Intended Outcomes	How impact is to be measured	Impact (also see end of report for data impact)
<b>Grant used to fund:</b>	<b>Cost</b>			
Dedicated very small / one to one interventions for Pupil Premium pupils all year for English and Maths and wider including nurture and social awareness.	£3,600	Identified children in English, Maths and S&E benefit from small group tuition to secure accelerated progress and improved attainment and outcomes. <i>Sutton Trust: Small group tuition +4 months, reduced class size +3 months and one to one tuition +5 months.</i>	Reports from support staff and actions of pupils in school.	
Contribution towards additional guided maths support / booster and intervention groups.	£4,300	Children benefit from this support to remove barriers to their learning and progress; grouped according to current level of attainment or specific need. <i>Sutton Trust: Small group tuition +4 months, reduced class size +3 months and one to one tuition +5 months.</i>	Increased levels of progress of identified children. Improved attainment of identified children.	
Contribution towards additional guided English support / booster and intervention groups.	£4,300	As above.	Increased levels of progress of identified children. Improved attainment of identified children.	
Contribution towards Teaching Assistant support in class setting,	£4,300	Identified children in English and Maths benefit from small group tuition	Increased levels of progress of identified children.	

including flexible one to one time out of class, and small group support, in response to specific needs.		to secure accelerated progress and improved attainment. <i>Sutton Trust: Small group tuition +4 months, reduced class size +3 months and one to one tuition +5 months.</i>	Improved attainment of identified children.	
Contribution towards one to one reading.	£1,200	As above.	As above.	
Contribution towards early morning interventions.	£1,000	Pupils arrive on time and are supported to be in an appropriate mindset to start the day well. To pre teach and review learning.	Feedback from class teachers.	
Contribution towards Deputy Head out of class, to support all staff with increasing their knowledge and skills in teaching, coupled with specific short term support for individual pupils.	£2,500	Staff supported to implement school policy and given fast turnabout support when needed. Staff are rapidly up-skilled and this CPD is personalised and highly tailored to needs as they progress.	The impact will be evident in outcomes – both through assessment and outcomes in books.	
Release time to develop core subject leader skills in tracking, monitoring of and developing of vulnerable group provision and general provision across the school, including developing of training for all staff.	£2,000	To ensure rigor in planning, teaching, tracking and intervening. Ensuring a range of strategies are used with individuals to accelerate progress, coordinating interventions.	Data. Gaps between PP and non- begin to close. Timely and appropriate interventions are in place, quality assured, tracked and adjusted as needed in a swift manner.	
Allocated for additional reading resources, specifically more to include the purchasing of Project X resources to replace those used by Super Stars, very successful last year.	£1500 + £1500	Ongoing replenishing and updating of resources to support the specific needs of pupils.	Pupil and staff feedback. Pupils have engaging and appropriate resources to allow them to engage with their learning.	
Allocated for additional maths resources	£1500	As above.	As above.	
Contribution towards purchasing subscription to Inclusion Support Service and EP support Service.	£1000	Support purchased from South Gloucestershire to meet the needs of children. Children benefit from this support to remove barriers to their learning and progress. <i>Sutton Trust: Behaviour Interventions +4 months</i>	Data and staff feedback.	
Whole class attendance awards (x6 a year)	£900	Pupils are given personal motivation to attend school regularly.	Data. Attendance = progress.	

<p>In addition to traditional pupil progress meetings, allow teachers and TAs to be part of joint Pupil Progress meetings 3x a year.</p>	<p>£4500</p>	<p>Whole school approach to understanding varied and specific needs. All children have access to the knowledge and skills within the entire school. All staff are given the skills and the confidence to know they can make a difference and are valued and congratulated when they do so. Pupil progress and attainment is positively impacted.</p>	<p>Termly tracking of data and soft tracking for SE needs.</p>	
<p>Funding of Play Therapy mentoring and counselling.</p>	<p>As needed, based on previous years set aside £1500.</p>	<p>Breakthrough sessions for vulnerable children over a year. Pupils will develop confidence in the pupils with social and family issues. <i>Sutton Trust: Social and emotional learning +4 months</i></p>	<p>Reports from mentors and actions of pupils in school.</p>	
<p>Grant directly to parents of Pupil Premium Pupils to be spent within school context / agreed protocols as they wish.</p>	<p>As needed. Based on previous years we set aside £1000</p>	<p>Families in need are given financial support for school spending. <i>Sutton Trust: Social and emotional learning +4 months</i></p>	<p>Uptake within school and individual 'success stories' – personalised witnessed impact.</p>	

Previous financial year 2016/17	Pupil Premium Grant £42,240	Intended Outcomes	How impact is to be measured	Impact (also see end of report for data impact)
<b>Grant used to fund:</b>	<b>Cost</b>			
2 to one interventions for Pupil premium pupils English and Maths all year and associated after and before school clubs (nurture, reading, maths, social awareness).	£12,500	Identified children in English, Maths and S&E benefit from small group tuition to secure accelerated progress and improved attainment and outcomes. <i>Sutton Trust: Small group tuition +4 months, reduced class size +3 months and one to one tuition +5 months.</i>	Reports from support staff and actions of pupils in school.	Data shows the impact of academic interventions. High impact. Universally pupil premium pupils in each class made more than a year's progress in each class, in each subject. The expected (good) progress for a year is calculated at 100%. The average PP progress for KS1 was 123% and the mean progress for KS2 was 111% with no PP in any class making below 100% progress in either reading, writing or maths.
Contribution towards additional guided maths support / booster and intervention groups.	£4,300	Children benefit from this support to remove barriers to their learning and progress; grouped according to current level of attainment or specific need. <i>Sutton Trust: Small group tuition +4 months, reduced class size +3 months and one to one tuition +5 months.</i>	Increased levels of progress of identified children. Improved attainment of identified children.	Data shows accelerated progress. Data shows gap between PP and non- is smaller in every measure than that of the LA. Data as above – more than a year's progress across the board.
Contribution towards additional guided English support / booster and intervention groups.	£4,300	As above. <i>Sutton Trust: Small group tuition +4 months, reduced class size +3 months and one to one tuition +5 months.</i>	Increased levels of progress of identified children. Improved attainment of identified children.	As above. Termly tracking shows that of the pupils who are part of the many booster / interventions (ranging from social emotional to academic) on average 90+% have fully grasped the learning (applying the learning at all times) or have partly grasped the learning (showing the learning in many aspects of their school life), and this is consistent term on term showing a very high success rate coupled with the progress as above.
Contribution towards Teaching Assistant support in class setting, including flexible one to one time out of class, and small group support, in response to specific needs.	£4,300	Identified children in English and Maths benefit from small group tuition to secure accelerated progress and improved attainment. <i>Sutton Trust: Small group tuition +4 months, reduced class size +3 months and one to one tuition +5 months.</i>	Increased levels of progress of identified children. Improved attainment of identified children.	As above.
Contribution towards one to one reading.	£1,000	As above.	As above.	As above.

Contribution towards early morning interventions.	£1,000	Pupils arrive on time and are supported to be in an appropriate mindset to start the day well. To pre teach and review learning. <i>Sutton Trust: One to one tuition + 5 Months</i>	Feedback from class teachers.	These were not successful – we struggled to get uptake from families. We continued and also added lunchtime clubs which had a positive uptake and data shows positive impact.
Contribution towards Deputy Head out of class, to support all staff with increasing their knowledge and skills in teaching, coupled with specific short term support for individual pupils.	£2,500	Staff supported to implement school policy and given fast turnabout support when needed. Staff are rapidly up-skilled and this CPD is personalised and highly tailored to needs as they progress.	The impact will be evident in outcomes – both through assessment and outcomes in books.	The release of the DHT continues to have a very positive effect on the rigour of planning and delivery for the interventions groups. These are focussed on the children’s learning gaps and needs. The teachers keep focus on planning in short bursts and more astute targets. The DHT support the setting up and running of specific interventions including supporting / training staff. Data and books show the desired impact.
Release time to develop core subject leader skills in tracking, monitoring of and developing of vulnerable group provision and general provision across the school, including developing of training for all staff.	£2,000	To ensure rigor in planning, teaching, tracking and intervening. Ensuring a range of strategies are used with individuals to accelerate progress, coordinating interventions.	Data. Gaps between PP and non- begin to close. Timely and appropriate interventions are in place, quality assured, tracked and adjusted as needed in a swift manner.	Core leaders (CL) have more understanding of their subject and the differing needs within them CL are able to share high quality practice between staff. Progress of over a year shows a rapid rate of progress. The PP outcomes
Allocated for additional reading resources, specifically more to include the purchasing of Project X resources to replace those used by Super Stars, very successful last year.	£1500 + £1500	Ongoing replenishing and updating of resources to support the specific needs of pupils.	Pupil and staff feedback. Pupils have engaging and appropriate resources to allow them to engage with their learning.	We have a wide range of engaging resources that inspire pupils and are enjoyed.
Allocated for additional maths resources	£1500	As above.	As above.	As above.
Contribution towards purchasing subscription to Inclusion Support Service and EP support Service.	£700	Support purchased from South Gloucestershire to meet the needs of children. Children benefit from this support to remove barriers to their learning and progress. <i>Sutton Trust: Behaviour Interventions +4 months Social and emotional learning +4 months</i>	Data and staff feedback.	Staff, parents and children have been provided with more strategies to utilise when supporting specific needs with impacts on learning and social interactions. Through this we have supported a very large number of children who are experiencing difficulties at home and are of CP concern or higher. This has created an environment where PP pupils are ready to engage with work

				and are in the right mindset to access learning.
Whole class attendance awards (x6 a year)	£900	Pupils are given personal motivation to attend school regularly.	Data. Attendance = progress.	This has impact on a number of PP pupils who make active efforts to be in school – including feedback from one family (x2 pupils) who expressed concern that her PP pupils want to be in school even when they are ill. There are individual case studies that show improvements from near non-attending to regular attendance of PP pupils.
In addition to traditional pupil progress meetings, allow teachers and TAs to be part of joint Pupil Progress meetings 3x a year.	£4500	Whole school approach to understanding varied and specific needs. All children have access to the knowledge and skills within the entire school. All staff are given the skills and the confidence to know they can make a difference and are valued and congratulated when they do so. Pupil progress and attainment is positively impacted.	Termly tracking of data and soft tracking for SE needs.	Every child is forensically examined with a whole team approach and the full range of expertise is utilised to impact the child's development. The whole team approach (led and highly structured by the DHT and Inclusion leader) empowers all staff to understand their role in supporting pupils to overcome barriers and to succeed. In addition it has served as further form of CPD to support the dissemination of skills from all levels to all levels, allowing the best practice from all areas of school to be shared, acknowledged and replicated.
Funding of Play Therapy mentoring and counselling.	£1200	Breakthrough sessions for vulnerable children over a year. Pupils will develop confidence in the pupils with social and family issues. <i>Sutton Trust: Social and emotional learning +4 months</i>	Reports from mentors and actions of pupils in school.	Individual reports show personal impact on specific pupils with complex high needs. This has allowed them to access age appropriate schooling, to be able to interact with their peers in a successful and enriching way and have been able to move to their individual appropriate next steps in education successfully. This has been a vital service for two children in particular. Feedback from the families was also highly positive.
Grant directly to parents of Pupil Premium Pupils to be spent within school context / agreed protocols as they wish.	As needed.	Families in need are given financial support for school spending. <i>Sutton Trust: Social and emotional learning +4 months</i>	Uptake within school and individual 'success stories' – personalised witnessed impact.	This has had a varied uptake and the impact has been significant for some of those who have taken it (increased inclusion in after school activities, purchasing of peripatetic music lessons,

				attendance in events such as book at bedtime and Languages breakfast where a donation is asked for), whereas others have not taken advantage of this. FSM children whose families have taken advantage have taken part in high quality enrichment opportunities. There has been a 100% increased uptake in those applying for PP and then using the personal fund compared to last year. <i>We note that we will advertise this more heavily and personally approach families.</i>
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**For data analysis, please see following page.**

## EYFS

	GLD overall	Read	Write	Number	SSM
FSM	There were no PP pupils in EYFS				

## Y2

Nb – expected standard of attainment is the national standard, there is no national measure of progress, so we have used our internal measure as we have for each class across the year. (Expected (classed as good) progress is 100%.)

	Read	Write	Maths
FSM <i>1 child joined in mid-term 4.</i>	Expected + = 0% Greater Depth = 0% Average in year progress = 116%	Expected+ = 0% Greater Depth = 0% Average in year progress = 116%	Expected+ = 2/100% Greater Depth = 0% Average in year progress = 116%

By the end of Y2 in 2016 17, all pupils had passed their Phonics test.

## Y6 – SATs results (50% school mover/38% SEN)

	Read	Write	Maths
FSM <i>1 child joined in term 4 and attended 8 days in this term, their attendance improved significantly but not in time to impact SATs * with child removed.</i>	Expected+ = 89% (*89%) Greater Depth = 11% (*13%) Average in year progress = 116%	Expected+ = 75% (*89%) Greater Depth = 25% <i>No PP child achieved this last year</i> Average in year progress = 114%	Expected+ = 89% (*100%) Greater Depth = 22% (*25%) Average in year progress = 112%

## Year 6 (50% school mover/38% SEN) Age Related Expectations:

Historically, data shows that PP children in the Y6 cohort achieved below their peer group in EYFS and Year 2.

	EYFS	KS1 end
PP	EYFS for PP: 84.71	KS1 APS for PP: 16.50
Non-pp	EYFS for Non-PP: 87.47	KS1 APS for Non-PP: 16.77

By the time PP children left St Chad's, the data shows that they achieve in line (in one measure) or above (in all but one measure) their peer group. This shows that strategies implemented using the funding have made an impact.

PROGRESS	READING	WRITING	MATHS
PP	1.12	1.14	1.16
Non-pp	1.12	1.25	1.14

Reading progress of PP children is in line with their peer group. Maths is above. All PP children have made over 100% (114% on average) progress in writing which is outstanding; due to strategies implemented benefiting all children, there is a wider gap in percentage terms for writing.

## Whole school FSM progress

	Read	Write	Maths	Key stage average
FSM KS1 Mean progress	136%	108%	126%	123%
FSM KS2 Mean progress	110%	111%	112%	111%
FSM Subject mean across school	115%	111%	119%	