

St Andrew's Pupil Premium Strategy 2017-2018



Amount of Pupil Premium funding received-

Number of pupils eligible	23
Total PP received	£33,580

Identified barriers to educational achievement

St Andrew's Junior School has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Access to extra-curricular activities- educational experiences such as trips, the school residential and extra- curricular clubs.
- Parental engagement with the school- additional support with attendance, developing routines to support good learning attitudes.
- The need of additional support in class, or through group education plans.
- Some have additional emotional needs which cause barriers to learning.

Rationale for Expenditure

TAs have been funded to focus on the specific needs of PP children throughout the school. Many pp pupils' parents are unable to pay for school trips, the residential trip to the Lakes and extra-curricular clubs (Cookery Club). In order to support their learning in all areas of the curriculum and to develop their confidence the school has allocated funding to pay for these additional expenses throughout the academic year. Additional TA support has been allocated to provide further support academic and emotional support to PP children. Funding has been allocated for the DHT to teach Year Six Booster lessons specifically focussing on grammar and the 4 rules; a significant number of PP children attend this group none of whom were at Age related expectations at the start of the academic year.

Key expenditure- how the allocation will be spent.

Area of spend	Focus	Total allocation
Additional TA support in classes and for focussed interventions.	English and Maths	£28,476
SENCo support	Intervention guidance and support for teachers and support staff	£2,909
Additional SEN support from Local Delivery Group	English, Maths, Social and Communication	£3,654
Funding for extra-curricular clubs	Personal and social	£375
Funding for school trips and the residential	Personal and Social	£1,175

Area of spend	Intended outcomes- why these approaches were taken	Actions
<p>TA support in classes and for focused interventions. (GEPs)</p>	<ul style="list-style-type: none"> • Improved learning outcomes in reading, writing and maths. (Meeting end of year standards) • 1:1 and/ or small group interventions planned to cater for individual needs (ie spelling, reading, handwriting, Inference) • Support within lessons to improve understanding in reading, writing and Maths. • Consolidation of learning completed in class- time to practise and application of skills. • Careful tracking of homework to ensure regular reading takes place. • Priority reading if pupils do not read at home. • PP children to be monitored regularly to ensure well-being maintained and any emotional needs met. 	<ul style="list-style-type: none"> • Weekly TA meetings with SENCo- review of interventions, sharing of ideas and resources. • Teacher and TA weekly meetings to allow greater discussion and sharing of strategies and planning. Always for clear communication and expectations. • TA timetables carefully planned by Teachers to ensure a balanced curriculum is enjoyed by all children. • Close communication between TA, teachers, SENCo and HT to track progress on a half-termly basis. • Teacher and SENCo reviews- during PPA on regular basis. • TAs to provide evidence of progress from GEPs. • SENCo to support all staff with interventions
<p>SENCo time to support teachers and TAs with training and resources for interventions.</p>	<ul style="list-style-type: none"> • Improved learning outcomes in reading, writing and maths. • Pupils gain confidence with key concepts. • Pupils feel equipped to tackle more challenging work. 	<ul style="list-style-type: none"> • Regular review of groupings to ensure the maximum impact to children. • Data analysis to monitor progress. • Close communication between year six and DHT to ensure that work is in line with termly objectives.

<p>Additional SEN support from LDG</p>	<ul style="list-style-type: none"> • Identification of any specific learning difficulties or additional barriers to learning that the child might be experiencing. • Expert opinion and advice for SENCo and class teachers and TAs from Educational Psychologists, Speech and Learning Therapist and Occupational Therapy teams. 	<ul style="list-style-type: none"> • Any children who are not making expected progress to be analysed and focussed on under Monitored Quality First Teaching MQFT. • Expert support from LDG specialist teachers to advise staff and parents as needed. • Parents to be kept informed of meetings and suggested programmes to follow.
<p>Funding for extra-curricular clubs.</p>	<ul style="list-style-type: none"> • Social skills are developed through participation in a range of clubs by the school or external providers. • Pupils enjoy the experiences of being at school and are keen to stay late to participate in chosen activities. • Talents, skills and efforts in non-academic subjects are celebrated and develop self-confidence. 	<ul style="list-style-type: none"> • Analysis of numbers who have taken part in clubs. • Staff to talk to children/parents about possible interests and available clubs. • Funding to be arranged for paid clubs. Eg-cookery club.
<p>Funding for school trips and residential trip</p>	<ul style="list-style-type: none"> • Pupils are able to participate fully in school trips and the year six residential to The Lakes. • Learning is supported by trips that are carefully planned to enhance the schools curriculum. • Social-skills, independence, perseverance and team-work are developed through participation in groups and the residential activities. 	<ul style="list-style-type: none"> • Residential letter includes information for parents about available funding. • HT to meet with parents requesting funding support. • Teachers made aware of funding available-parents can be approached if deemed appropriate.

How will the school measure the impact of Pupil Premium?

At half-termly intervals the progress of the Pupil Premium pupils will be analysed by the class teacher, Deputy and Head teacher. Termly with the Head teacher. There are some pupils who are not eligible for PP who will benefit from these groups. If their needs are similar and we believe progress can be made towards their next-step targets.

Pupil premium Funding and the impact of this is a regular item on the governors' school curriculum committee.

Designated responsible staff member- Becky Black - Deputy Headteacher

Nominated Governor- Paul Strong

Date of next pupil premium strategy review-

Mon 13th November 2017 (Curriculum committee)

Mon 12th March 2018 (Curriculum committee)

Mon 25th June 2018 (Curriculum committee)

What has been the impact of the 2017-2018 Pupil Premium Strategy?

Amount of Pupil Premium funding received 2017-18

	Numbers of pupils eligible			23	
	Total Pupil premium grant received			£33,580	
<u>End of key stage data 2017/18</u> 7 pupils Subject	Percentage Achieving 97-99 standardised score	Percentage at expected	Percentage at greater depth	National data Percentage at expected	Comparison of our PPG children data to national PPG children data.
RWM		29% (2)	0%	Not currently available	Not currently available
Reading	43% (3)	43% (3)	14%		
GPS	0% (0)	86% (6)	0%		
Writing	29 % (2)	71% (5)	0%		
Maths	29% (2)	43% (3)	0%		

Key expenditure

Area of spend	Focus	Total Allocation	Impact	Budget implication for 2018-2019
TA support in classes and for focused interventions. (GEPs)	English and Maths	£25,171	All children were supported by additional interventions, both group and individual support. End of KS2 data demonstrates effective writing and GPS interventions.	Maintain in line with pupil numbers.

			Children accessing reading and maths interventions who did not achieve 97-100+ in their SATS- have made at least expected progress during year 6 (6 steps) and accelerated progress in one instance (7steps).	
SENCo support	Intervention guidance and support for teachers and support staff	£2,909	TAs received training and follow up support in 'Paired reading' and 'The Simple view of writing' which had a positive impact on the confidence levels and progress in the pupil and non-pupil premium children throughout the school who accessed these interventions.	Decrease the funding.
Additional SEN support from Local Delivery Group	English, Maths, Social and Communication	£3,654	6 children receiving funding were seen by one of more external agencies (Speech and Language Therapist, Educational Psychologist). All accept one met their targets (SALT) and had new ones set.	Keep the funding the same- proportionally per child.
Funding for extra-curricular clubs	Personal and social	£375	6 children receiving funding attended sports clubs throughout the year. 100% were given the opportunity to attend. The timing of the clubs causes some problems for our families- lunchtime sports clubs run by Sports coaches/apprentices would	Increase funding.

			<p>ensure greater opportunities to take part.</p> <p>100% have the opportunity to attend the lunchtime 'chill-out zone'.</p>	
Funding for school trips and the residential	Personal and Social	£1,175	Any pupil who requested for trips to be paid for has had payment made.	Maintain same level of funding.