



Pupil premium strategy statement: St Margaret's C of E Primary

1. Summary information					
School	St Margaret's C of E Primary School				
Academic Year	2016	Total PP budget	117,507.00	Date of most recent PP Review	7.11.16
Total number of pupils	420	Number of pupils eligible for PP	90	Date for next internal review of this strategy	

2. Current attainment		
	<i>Pupils eligible for PP 18</i>	<i>Pupils not eligible for PP 39</i>
% of pupils achieving the expected standard in reading, writing and maths	38.9 (LA 50.3 NAT 38.4)	69.2 (LA 64.2 NAT 59.6)
reading progress score	96.8 (LA 100.7 NAT 99.8)	102.6 (LA 103 NAT 100.7)
writing progress score	55.6 (LA 73.7 NAT 63.2)	82.1 (LA 84 NAT 78.6)
maths progress score	103.2 (LA 103.7 NAT 101.6)	107.7 (LA 106.6 NAT 105)

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
Detailed PP review and focused identification as to the needs of our community. Year 6 analysis 24 PP in 16-17. SEMHD needs 12 children 50% Attitudes to learning 5 children	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Speech and Language issue and sig + EAL. Need for early identification and discernment.
B.	Poor personal vocabulary due to limited access to literature and limited parental support due to adult literacy issues.
C.	SEMHD issues around Year 6.

D.	Writing strategies need to be reviewed across the school and use of ETT to support pupil progress revisited.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A	Limited to no enriching experiences outside of school which would enhance pupils access to the world and understanding of the world we live in
B	Poor adult level of attainment and culture of belief that education is important but it needs to be in school or by Tutors rather than as a part of Parenting.
C	SEMHD challenges and the parental support for Yr6 pupils and pressure to detach from education process.
D	Clarity in Pupil Premium use and the impact in terms of pupil progress.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils have broader experience of the world through a range of strategies and their vocabulary will have been extended. An event manager is in post.	PP have increased their understanding of the world through in school experiences and wider knowledge is shown through contribution to learning and written evidence. PP SATs results in writing have improved to be at National/LA or above.
B.	Early identification of speech and language through baseline assessments (Speech Link) , a school employed Speech and Language Therapist (Rebecca Burton) a specialist TA (G)	PP have been identified and completed support packages addressing needs.
C.	Widen SEMHD strategies in order that pupils access quality reading and writing opportunities such as DEAR, Tutor groups, streaming, Focus Room result in	PP pupils are stable and are enthusiastically producing high standards of work within reading and writing. 2017 SATS results show a 15% increase in writing taking to above National.
D.	The school to provide more enriching experiences and access to experiences that are core to their understanding and knowledge of the world.	PP have increased opportunities to enrichment experiences and evidence shows widening use of vocabulary across writing and in articulation.

5. Planned expenditure					
Academic year		16-17			
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?
A. Pupils have broader experience of the world through a range of strategies and their vocabulary will have been extended	<ul style="list-style-type: none"> • Purchase of a mini bus. • Staff trained appropriately to drive with appropriate policies. 	Evidence that pupils need wider practical experiences and opportunities of the wider world. Home visits have shown limited to no learning opportunities/resources and access to media is restricted to cultural programmes.	HT report Informal /formal feedback from pupils. School Council Evidence in book scrutiny.	SBM	January 2017
B Early identification of speech and language in relation to needs and clarification re EAL.	<ul style="list-style-type: none"> • Speechlink to be purchased as a package of early assessment. (IT) • School employed speech and language therapist Rebecca Burton (RB) • Family learning focus on S + L (FLO) • Employment of specialist TA for S+L Sarah Gladden • Employment of EAL TA Carol Cox • All staff to assess needs per DFE categorisation. 	On entry profiles identify significant EAL /S + L. Mid year transfers predominantly EAL/S+L. Specialist training to increase effectiveness of identification and intervention programmes. Whole school data and on entry profiles show this is an issue for school.	Termly Data tracking Reports from key staff. HT report	INCO Sandra Moey SENCO Corinne Davies	February 2017

C. Pupil Premium Review	<ul style="list-style-type: none"> Individual review for 90 pupils. Data tracking, informal interview. Review week. December 2016 	Case studies to be established for all PP within classes. Data tracking and intervention tracking as per data analysis.	Report to GB Link Governor for PP report PP interviews.	Assessment LEAD Phase Leaders	
D Widen SEMHD strategies in order that pupils access quality reading and writing opportunities	<ul style="list-style-type: none"> Thrive training for two core staff to implement. Miss Ekpo and Ms Tull. Whole staff INSET training 25th November. Focus room created and resourced. Staff member appointed as specialist behaviour support. 	Pupils accessing SEMHD support had increased and started to become unmanageable. THRIVE system manages the process and tracks pupil development and progression. New build enabling room and resource areas.	Safeguarding link governor HT report Focus room record keeping. System and structures for behaviour management.	HT Behaviour specialist EE	
E The school to provide more enriching experiences and access to experiences that are core to their understanding and knowledge of the world.	PILOTING high quality specialist access to curriculum. Art specialist in Year 6 Music specialist in Yr 6 DT TA (Kids kitchen, Chess, Sewing, Gardening) Event Manager across school.	Pilot Focusing teachers on core areas whilst Allowing enriching learning from specialist support staff.	Teaching and Learning Committee to monitor. HT report Governor day review.	KS2 Phase Leader	
Total budgeted cost					£58,000

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 <i>review</i> implementation?
A. Use experienced teachers to deliver the most effective use of targeted support work through third teachers.	<ul style="list-style-type: none"> • Third teachers employed within Y6, Y2 and Y3. • TAs intervention maps based on data focusing support programmes. • Review planning and target setting. 	All three classes to operate reduced size ability groups.		DHT	January 2017
B. Provide additional focused support for teaching for Y6 LAC and yr2 PP.	DHT to review data and identify focus pupils for small group additional intervention.	Pupils selected according to gaps identified within SALFORD, NFER and ETT.		Assessment Co-ordinator	DATA week February 2017.
C. Focus teaching for 'greater depth' group.	<p>Children identified within data and PP offered place at Saturday tuition.</p> <p>Third group within Yr 6 for high end group.</p> <p>Regular 1:1 Tutorials. Employment of DEAR team of 6 TAs to ensure daily reading focus and extension language and knowledge and understanding of the world.</p>	<p>Selection for yr 6 based on data evidence.</p> <p>Purchase Collins mastery 'BUSY ANTS' curriculum to support greater depth work. Recognition of level of movement required towards mastery.</p> <p>6 DEAR TAs developed in this role to improve quality of reading, vocabulary and dialogue about language.</p>		HT	January 2017

Total budgeted cost £67,000

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?
A. Improved greater depth attainment in Y6 English and Mathematics	As above	New mastery resources Year 6 Strategy (SDP)	Maths leader Literacy leader Development plans for English and Maths	Assessment Lead	July 2017
B Improved attainment in KS1/2 English and Mathematics	As above	Familiarity with assessment relating to curriculum changes ie 2016. Partnerships within clusters.		Assessment Lead	July 2017
D. Improved language development of pupils in Reception and Nursery	As above re speech and language input. Plus review of resources and listening stations. Review potential TA apprentices to increase adult ratio in order to increase pupil conversation opportunities.	Baseline assessment Speech link assessments S+L reports	FS2 leader feedback and Link EYFS governor reports.		May 2017
E. Develop computer Literacy, and access, for targeted children	IT leader B Ingram to hold Lunchtime IT groups using Active Learn and Bug Club.	Children not accessing computers at home so opportunity within school day. Lunchtime slot offered by IT lead and intern.	HT report. Class teacher/Assessment leader to track data and progress using computer access.	IT lead and intern.	March 2017

F. Ensure targeted children have a good start to their learning day at school	Class TAs are familiar with pupils needs and able to act appropriately ie provision of breakfast as and when. Contributing costs for class TAs	Appointment of TAs and the roles within classes. Record keeping and monitoring.	Phase leader monitoring FLO liaison with class teachers/TAs	TA leader	Ongoing
G. Increased involvement in sports and targeted motor skill development	PE lead aware of and focusing access to extra curriculum sports events.				
H. Access to educational visits for all	PP money to fund trips/Personal organisers/Residential trips etc etc	Children not losing out through lack of funds and therefore being unable to participate in school events.			
Total budgeted cost					25,000
TOTAL PP Expenditure					£150,000

Use of the Pupil Premium Income in 2016/17

Pupil Premium is additional funding received by schools for each pupil from disadvantaged families or background. The funding brings in £1320 per pupil. It is allocated to schools, based on the number of children who come from low-income families - this is defined as any child who is known to have been eligible for free school meals at any point in the last six years. This is one of the current government's key education policies. It is based on findings that show that, as a group, children who have been eligible for free school meals at any point in time, have consistently lower educational attainment than those who have never been eligible.

It also includes children who have been looked after continuously for more than six months; and children where a parent serves in the armed forces.

Levels of deprivation at St Margaret's are higher than nationally and the proportion of PP pupils is higher (St Margaret's 28%, national 25%). Furthermore, a significant proportion of other children in school live in families who are just above the threshold or 'with no recourse to public funds'. Even if a pupil does not have a school dinner, it is vital for the school to know if they are entitled to a free school meal or would be if funds were available to them.

The government compares our results against national averages, rather than against similar schools. The results are mixed and indicate at the statistical level, that the gap results for Disadvantaged pupils at St Margaret's had closed prior to 2016 SATs changes. These 2016 changes have highlighted issues that still need to improve across ages and subjects for both disadvantaged and non - disadvantaged pupils. In particular writing for PP pupils was identified.

Schools have to decide how to use the money, in order to improve educational attainment of children from less privileged backgrounds. The pupil premium income makes a big difference to St Margaret's and it has the potential for a great impact on the attainment, and future life chances of pupils. This works especially where parents support their child through high attendance, good punctuality, encouraging a positive attitude and supporting homework.

St Margaret's aim is that ALL pupils achieve their full potential and that the school compares well with other schools across the country.

How the money was spent

The Impact