

Pupil Premium Strategy Statement

1. Summary information					
School	St Peter and St Paul Carbrooke Church of England Primary Academy				
Academic Year	2017/2018	Total PP budget	£55,400	Date of most recent PP Review	July 2017
Total number of pupils	123	Number of pupils eligible for PP	42	Date for next internal review of this strategy	Spring 1 2018

2. Current attainment		
	<i>Pupils eligible for PP (our school, years 1 to 6, at the end of the last academic year)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving at the expected standard in reading, writing and maths	49% (10% increase from this point last year)	75%
% making expected progress in reading	76%	92%
% making expected progress in writing	81%	95%
% making expected progress in maths	84%	91%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	A significant minority of pupils in the school (less than 20, so around 15% of the pupils on roll) still present significant behaviour issues. 83% of these pupils are PP. Their social and emotional skills, how they make and form attachments and their behaviour for learning skills are huge barriers to learning and therefore attainment and progress.
B.	Gap between national progress (for non-PP pupils) in reading and the progress our PP pupils make is still significant (16% behind). This is also mirrored in the progress of our non-PP pupils in reading so is an area of focus for the whole school.
C.	Percentage of PP pupils achieving expected standard at RWM is significantly behind non-PP pupils nationally.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Poor home learning environments for a high proportion of PP pupils, particularly those who access the Nurture provision

4. Desired outcomes	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>

A.	Nurture pupils have their social, emotional and attachment skills developed in a calm and caring environment. They continue to have their personal timetables closely monitored and they have increased time in their mainstream class. The 5 mainstream classes are calm and focussed learning environments with no high-level disruption. Overseen by SENCo and monitored closely by SLT.	<p>Nurture class still judged (both internally and externally) to be providing excellent provision</p> <p>Nurture pupils continue to have their personal timetables closely monitored so they are in a position to access their mainstream class for greater proportions of the time</p> <p>Each mainstream class remains a calm and settled learning environment with no significant disruption to learning.</p>
B.	Booster groups to target specific pupils identified at not making rapid enough progress at reading. To be put in place and monitored by SENCo and Literacy subject manager, with SLT monitoring, supporting and challenging impact.	Targeted support is effective and we have documented evidence of more rapid progress in reading for these pupils.
C.	Each lesson, especially maths, has clear differentiation that includes further challenges for the more able pupils. This will include opportunities for reasoning and problem solving in maths. Monitored by Dep. Head/maths subject manager.	All lesson observations carried out by SLT and external support record this approach being in place and the impact is positive in terms of more pupils achieving at the expected (or higher) standard in RWM.

5. Planned expenditure					
Academic year		2017/18			
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	Nurture group continue to support and develop the pupils with significant behaviour issues. This ensures these pupils have the opportunity to develop their social, communication and attachment skills in an appropriate environment and the 5 mainstream classes remain calm and focussed learning environments.	The success of last year. The Nurture group was extensively externally moderated throughout the last academic year and the provision was always deemed to be of a very high quality. The system in place for planning and monitoring the provision will also be continued as it was judged (both internally and externally) to be thorough and robust last year.	Weekly planning and monitoring meetings between the SENCO (who oversees the Nurture provision) and the Nurture staff. Half termly review of the progress of the Nurture group pupils in SLT.	ES SLT	Formally, half termly, but in reality reviewing this has to be fluid and flexible because of the range of behaviours presented.
B	Literacy subject manager is provided with release time to track progress of identified pupils in reading whose progress has not been at the required level or rapid enough. A timetable of targeted support to be provided by Teaching Assistants, both in and out of class, will be set up. This will be closely reviewed and monitored, with TAs also liaising with class teachers to identify areas of support required.	Successful impact of small, targeted booster groups last year resulted in our combined RWM figure for PP pupils rising by 10% over the last academic year.	Literacy subject manager will review this approach half termly within SLT. Pupil progress meetings (carried out half termly) will assess the progress of these targeted pupils.	SENCo and Literacy subject manager Class teachers	Half termly SLT review Half termly Pupil Progress meetings
C	Differentiation, especially extension and challenge for more able pupils, identified as an area for development across the school. We will particularly focus on consistent implementation of effective opportunities for reasoning and problem solving in maths lessons.	Identified area for development based on lesson observations and book scrutiny sessions carried out by SLT and external school support professionals.	SLT to have this as an area to focus on for lesson observations next year.	SLT Maths subject manager	Half termly pupil progress reviews Half termly lesson observation cycle will closely monitor and review this
Total budgeted cost					£26,000

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 review implementation?
A	The Nurture group will be maintained and continue to provide the appropriate provision for the targeted pupils. Training for Nurture staff (e.g. Lego therapy) to continue, overseen by the SENCo to ensure effective spend in this area.	The need for this provision remains - despite the success of last year the school still needs to support and manage some very extreme behaviour needs.	Weekly planning and monitoring meetings between the SENCO (who oversees the Nurture provision) and the Nurture staff. Half termly review of the progress of the Nurture group pupils in SLT.	SENCo SLT	Weekly meetings between SENCo and Nurture staff SLT (half termly)
B	Additional booster groups set up to support PP pupils not making expected progress in reading – to be run in the afternoons.	Previous impact of these interventions reviewed by SENCo and found to be effective in securing more rapid and sustained progress.	Pupil progress meetings between SLT and class teachers will discuss these pupils and the impact that these support sessions are having on their progress in reading	SLT SENCo Class teachers	Half termly pupil progress meetings. This will also be on-going between SENCo, class teachers and the TAs who provide the support sessions
C	Good/Outstanding elements of practice shared with all teaching staff. These are then reviewed with a specific focus on how extension challenges are planned for and implemented. A reflective, sharing culture will be further developed within the school.	This approach had a positive impact on the quality of teaching during the last academic year and was endorsed by external school support professionals and MJE.	SLT will look for the impact of this approach in their half termly lesson observations. This will also provide an opportunity to identify elements of excellent practice that can be shared with all teachers during staff meetings.	SLT Class teachers	Half termly agenda item in staff meetings
Total budgeted cost					£28,000
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	Food for Nurture group to be provided.	These pupils often come to school without having breakfast and sharing food is an effective social development tool that will model the desired family style approach (pupils in charge of serving, washing up etc...)	SENCo to oversee implementation, budget and spend, Nurture staff to order and maintain stock.	SENCo Nurture staff	Half termly review of spend in SLT
Total budgeted cost					£1,000

6. Review of expenditure				
Previous Academic Year		2016/17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach(s)	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Progress of PP pupils in reading and writing rises to meet national levels and the level of other pupils across the school. This has a positive impact on the combined (RWM) PP attainment figure.	Literacy Lead attends termly Literacy network sessions and other appropriate training so she is able to feedback key messages on approaches to learning to all staff. She is also provided with release time to track progress of identified pupils and set up a timetable of targeted support to be provided by Teaching Assistants within class.	<p>Combined RWM figure for Y6 was 71%. For PP pupils it was 57% and for non PP pupils it was 86%, a gap of 29%. Two of the seven PP pupils were also SEN and neither of them achieved RWM at the expected standard.</p> <p>In terms of progress, 100% of both PP and non PP pupils made the expected progress in reading and writing and are therefore working above the national levels of progress.</p> <p>Literacy Leader tracked all identified pupils and the support they received, as well as their progress, was closely monitored. PP pupils made expected progress, but not more than expected progress</p>	<p>Because of the positive outcomes (in terms of progress) of the PP pupils we will continue to monitor and support the targeted pupils in the same fashion.</p> <p>Allowing the new Literacy Leader release time to monitor the subject and the key groups will be crucial, as will ensuring her access to the termly network sessions through DNEAT.</p>	£2,000
Each classroom (including the Nurture Group) is a calm and safe learning environment that meets the needs of all learners. Break and lunch times are always productive, safe, calm and orderly and pupils are able to resume lessons immediately after these times.	Nurture group established that meets the needs of KS1 pupils with high behavioural needs.	<p>Low level disruption to learning in class rooms has not been observed in any of the previous three rounds of lesson observations (during the first round of lesson observations in Autumn 1 2016 it was observed in 5 out of 7 classes).</p> <p>The Nurture group has been established and meets the needs of the pupils who attend it, both PP and non PP.</p>	This type of provision is still very much needed by a reasonable proportion of our pupils and will continue to operate as we start the next academic year. Having the SENCo oversee the work that the two Nurture staff do has proved to work successfully, and the majority of children who access the provision have split timetables that includes time in class as well as in Nurture.	£10,000

<p>Each Maths and Literacy lesson has clear differentiation with work that challenges and engages <i>all</i> more able pupils.</p>	<p>Marking policy established and fully embedded. All staff to receive training on how to embed agreed approaches and facilitate effective and appropriate differentiation.</p> <p>Policy is reviewed and books are regularly analysed in relation to it.</p> <p>Teaching Assistants trained and then utilised to play an effective role in the assessment and feedback process, working alongside teaching staff.</p>	<p>There has been an increasing amount of differentiation this year, although we are not quite where we want to be. All lessons have differentiated Learning Intentions, but the next step is to ensure further opportunities for reasoning and problem solving in maths lessons.</p>	<p>This will continue to be a focus for the next academic year. The teachers recognise the importance of this and have demonstrated that they can include this as part of their professional practice, but it needs to be more consistently evidenced.</p>	<p>£2,000</p>
--	--	---	--	---------------

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Progress of PP pupils in reading and writing rises to meet national levels and the level of other pupils across the school. This has a positive impact on the combined (RWM) PP attainment figure.</p>	<p>Additional booster groups set up to support PP pupils not making expected progress in Reading and/or Writing – to be run in the afternoons.</p>	<p>Combined RWM figure for Y6 was 71%. For PP pupils it was 57% and for non PP pupils it was 86%, a gap of 29%. Two of the seven PP pupils were also SEN and neither of them achieved RWM at the expected standard.</p> <p>In terms of progress, 100% of both PP and non PP pupils made the expected progress in reading and writing and are therefore working above the national levels of progress.</p> <p>Booster group pupils who were PP made expected progress but not all of them made rapid enough progress to secure combined working at.</p>	<p>Booster group support, coupled with the excellent provision in Y6, ensured expected progress from all PP pupils. A similar system will be set up next year, with the Dep. Head supporting the LAPS from the Y5/6 class in the morning.</p>	<p>£9,000</p>

<p>Each classroom (including the Nurture Group) is a calm and safe learning environment that meets the needs of all learners. Break and lunch times are always productive, safe, calm and orderly and pupils are able to resume lessons immediately after these times.</p>	<p>Staff Nurture leads and SLT trained appropriately. Release time provided for these staff members.</p> <p>Lunchtime clubs established to provide opportunities for all pupils with behavioural issues to engage in activities of their choice. Additional midday staff provided to ensure appropriate ratios.</p>	<p>Nurture staff (and ES) have accessed a range of training and are delivering a high quality service to the pupils in the Nurture class. Low level disruption in the rest of the classes is now at a very minimal level and they are effective learning environments.</p> <p>Lunchtime clubs enable us to separate pupils who may clash and for them to access “fun” activities of their choices. Serious behaviour incidents have been significantly reduced (by 72% when you compared the Autumn term to the Summer term) at lunch time and PP pupils have their behaviour effectively supported and managed.</p>	<p>Nurture timetables will need to continue to be carefully planned out to make sure pupils access the provision they need and gradually build up the time they spend with their peers in class.</p> <p>Lunchtime clubs work successfully and will continue next year with a greater emphasis on pupils planning and delivering them.</p>	<p>£24,000</p>
<p>Each Maths and Literacy lesson has clear differentiation with work that challenges and engages <i>all</i> more able pupils.</p>	<p>Coaching system established where targets are set and practice is reviewed against the marking and feedback criteria.</p>	<p>A system to ensure clear and planned for differentiation was designed as a teaching staff and the impact of this has been monitored throughout the year by SLT. It has now been embedded in the practice of all the teachers, but further focus on differentiation to effectively challenge the more able pupils is needed.</p>	<p>Learning Intention differentiation system of planning and delivery will continue, now with a greater focus on reasoning and problem solving activities being available in maths (see maths action plan).</p>	<p>£7,000</p>