

Pupil Premium Strategy Statement

1. Summary information					
School	St Peter and St Paul Carbrooke Church of England Primary Academy				
Academic Year	2018/2019	Total PP budget	£52,160	Date of most recent PP Review	Sept 2018
Total number of pupils	129	Number of pupils eligible for PP	49 (38%)	Date for next internal review of this strategy	Spring 2019

2. Current attainment		
Children who were on roll and PP in July 2018	<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	51% (2% increase from this point last year)	53%
% making expected progress in reading	72%	72%
% making expected progress in writing	56%	74%
% making expected progress in maths	69%	72%

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 (@12 pupils, so around 9% of the pupils on roll) still present significant behaviour issues. 70% of these pupils are PP. Their social and emotional skills, how they make and form attachments and their behaviour for learning skills are barriers to learning and therefore attainment and progress.
B.	Gap between progress (for non-PP pupils) in writing and the progress our PP pupils make is still significant (18% behind).
C.	Percentage of PP children making progress in Reading (Year 6 outcomes) is below those who are non PP. Reading at home is not fully supported by families of FSM children.
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>

<p>A.</p>	<p>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 6 mainstream classes are calm and focussed learning environments with no high-level disruption. Overseen by the Headteacher and monitored closely by SLT.</p>	<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>
<p>B.</p>	<p>Booster groups to target specific pupils identified at not making rapid enough progress at reading/writing. To be put in place and monitored by Literacy subject leader, with SLT monitoring, supporting and challenging impact.</p>	<p>Targeted support is effective and we have documented evidence of more rapid progress in reading for these pupils.</p>
<p>C.</p>	<p>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 leader.</p>	<p>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.</p>

5. Planned expenditure					
Academic year		2018/19			
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 6 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 meetings between the HT (who oversees the Nurture provision) and the Nurture staff. Half termly review of the progress of the Nurture group pupils in SLT.	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 leader 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 12% over the last two academic years.	Literacy subject leader will review this approach half termly within SLT. Pupil progress meetings (carried out half termly) will assess the progress of these targeted pupils.	Literacy subject leader Headteacher 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 Leader	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	<p>The Nurture group will be maintained and continue to provide the appropriate provision for the targeted pupils.</p> <p>Training for Nurture staff (e.g. Lego therapy) to continue, overseen by the HT and EPSS to ensure effective spend in this area.</p>	<p>The need for this provision remains - despite the success of last 2 years the school still needs to support and manage some very extreme behaviour needs.</p>	<p>Weekly planning and monitoring by HT (who oversees the Nurture provision) and the Nurture staff.</p> <p>Half termly review of the progress of the Nurture group pupils in SLT.</p>	HT SLT	<p>Weekly meetings between SENCo and Nurture staff</p> <p>SLT (half termly)</p>
B	<p>Additional booster groups a set up as well as in class support to enable PP pupils to make expected progress in reading/writing.</p>	<p>Previous impact of these interventions reviewed by HT and found to be effective in securing more rapid and sustained progress.</p>	<p>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</p>	<p>SLT</p> <p>HT</p> <p>Class teachers</p>	<p>Half termly pupil progress meetings. This will also be ongoing between HT, class teachers and the TAs who provide the support sessions</p>
C	<p>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.</p>	<p>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 the MAT.</p>	<p>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.</p>	<p>SLT</p> <p>Class teachers</p>	<p>Half termly agenda item in staff meetings</p>
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.	<p>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...)</p> <p>Apply to the National School Breakfast Programme</p>	HT & Administrator to oversee implementation, budget and spend, Nurture staff to order and maintain stock.	HT Administrator Nurture staff Breakfast Club Staff	Half termly review of spend in SLT
Total budgeted cost					£1,500

6. Review of expenditure			
Previous Academic Year		2017/18	
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)
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.	Nurture re-located from the school mobile to a classroom within the building. The room was made safe and fitted with necessary equipment to become an effective Nurture Classroom. Learning zone, social zone and play zones were introduced, ensuring the children understood what each area was for. Children came and went as SLT and Nurture staff deemed appropriate – Boxall Profiles being carried out regularly. More children accessed in the afternoons.	Nurture group has enabled better quality teaching and learning across the school as there are less interruptions. It has shown where the majority of exclusions were coming from, and gives confidence to SLT that disruption to learning is kept to a minimum and having a big impact on raising standards. 2017/18 8 out of 12 excl were PP, 1 p-ex PP, 1 p-ex non PP.	Keeping nurture and moving it into the main building was the right action. Children no longer have to go 'out' to the toilet. Stable and well trained staff have made a significant impact on the children who work within the Nurture class. This is looking to move further as we go into 2018/19 with the children in the morning attending at least the main input of the class teaching, then returning to Nurture to do their work with additional support. Afternoons were difficult to manage with different children, so less children come and go. Additional support from EPSS will support the others.
Literacy subject leader 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.	Deputy head became Literacy subject lead in Jan 18. This gave him opportunity to complete book scrutiny, pupil progress activities, monitor planning and look at rates of progress for individual groups of children. Data scrutiny with staff took place once per half term, with PP children highlighted to ensure progress was made, and put appropriate interventions in place if not. Combined attainment at expected level was nearer to that of non PP children. Writing focus – BIF took place in Spring 18 and was successful.	Successful impact of small, targeted booster groups last year resulted in our combined RWM figure for PP pupils rising by 12% over the last 2 academic years. However, 10% of this was 2016/17 and only 2% in 2017/18. The gap between PP and non PP is now only 2%. The biggest gaps are between PP and not PP for writing. Race to read, Buster's book club and regular reading volunteers are targeting particular year groups where PP reading is not in line.	Interventions that take place within the afternoons appear to have less impact than additional support during the morning teaching sessions. Phonics, Reading and Writing continue to be a focus across the whole school, but with additional volunteer and teacher time being targeting PP children. A start of year baseline for reading and comprehension needed to take place, with a mid-year and end of year snapshot to demonstrate accelerated progress in age/confidence bands, not just attainment. Deputy head remains Literacy subject lead and continues to monitor writing and leads Buster's book club and Race to read. He also, successfully, applied for grants to improve the library books, regular readers and highlighted necessary changes in guided reading.
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.	More able children were the focus of the year, particularly those who were PP. STEM days, mixed ability groups and school activities allowed comparisons and improvements to be made. A new Maths lead was appointed and started in January 2018. He has reviewed the curriculum and, in particular, looked into Mastery, as well as the QLA from GL and SATs assessments to inform next steps for 2018/19.	More children are working at the expected standard in maths, with PP and non PP children being only 3% apart. Year 6 data (although there were only 3 PP children in the cohort) showed that 2/3 achieved the expected level. Only 1 child in Year 6 achieved GD in maths. This remains a focus for the school – to ensure more children are challenged and meet GD expectations.	We continue to monitor our learning experiences in Maths, with a new curriculum scheme to be used and adapted during 2018/19. A BIF carried out in the Summer Term was not as successful as planned due to other pressures on the maths lead. However, an Autumn Term 2018 BIF has taken place in giving teachers the opportunity after lunch to have meetings with the children, going over teaching points from the morning and more precise LI's and marking feedback. Additional support from Maths Ambassadors and networks from the MAT has ensured the Maths Lead is clear in his work and how improvements can be managed.

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)
<p>The Nurture group will be maintained and continue to provide the appropriate provision for the targeted pupils.</p> <p>Training for Nurture staff (e.g. Lego therapy) to continue, overseen by the SENCo to ensure effective spend in this area.</p>	<p>See above.</p> <p>Individual children are making huge progress with the non-academic achievements – the regular routines and consistent approach, the higher expectations and the rewards are having a positive impact. Staff across the school all support individuals – understanding where praise is required.</p>	<p>See above.</p> <p>Exclusions are reduced. Attendance is improving. Additional therapy and support for more children – ultimately reducing the number of children accessing nurture, and reducing the disruption in class. Further training as it becomes available – ASD and EPSS in house.</p>	<p>See above.</p> <p>Moving the class to main school was the only way forward to start further integration into mainstream classes.</p> <p>Individuals want to participate in their 'normal' class, so Nurture staff are looking to support them within the classroom setting – ensuring they get the same teacher input as other learners. Teachers also get an overview of attainment and progress, but without disrupting the learning of others.</p>
<p>Additional booster groups set up to support PP pupils not making expected progress in reading – to be run in the afternoons.</p>	<p>Additional work undertaken with children by class TA. Some classes do not have afternoon TA's so this wasn't always effective with a TA removing children for intervention during the mornings. Regular monitoring of children's attainment, 'speed dating' the issues with class teachers during SLT meetings then highlighted lack of progress or change of attainment.</p>	<p>Combined RWM has increased by 2%, so is now within 2% of non PP children. Teachers are more aware of the combined attainment needed for their cohort of children. Through the venn diagram approach and additional intervention for particular areas (QLA used to highlight these) children are making improvements. These areas are shared with parents at regular intervals during the year.</p>	<p>TA removed children for intervention when quality first teaching was going on. This TA now supports the children in class on a particular day so they are able to access the quality first teaching and have gaps/additional teaching administered at the right time. Working closely with parents and children, setting additional homework tasks and putting a strong emphasis on reading should improve language, confidence and self-esteem. Data for reading shows that 41% of PP children vs 47% of non PP children are reading at home regularly.</p>
<p>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.</p>	<p>Sharing good practise across the school – lesson observations of teachers and TA's. TA training – in house and external CPD. Higher level skills taught during specific sessions. Lead teachers to be observed and then meet to discuss. LI's and marking clearly show how to make improvements and to take learning to GD.</p>	<p>During Pupil Progress meetings staff are able to reflect on the progress made by all children, including PP vs non PP. Marking reflects next steps for children – providing a challenge, clear reflection to think about their work. More of this is required in the younger years.</p>	<p>An observation/monitoring log is now completed by SLT when sessions, book scrutiny, learning walks, moderations have taken place (09/2018). This will allow all feedback to be collated easily in one place, making staff accountable to improvements required. Face to Face feedback following observations and direct discussions where underperformance is an issue. New teachers now undertake a 6 month probationary period – progress meetings at 5/6 weeks, 3 and 5 months.</p>