

Spalding Parish Church of England Day School

Pupil Premium Strategy

The Government introduced the Pupil Premium Grant in April 2011. 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 free school meals (FSM), Looked After Children and their peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it the 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 SPCEDS 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, irrespective of their background. The School Leadership Team and Governing Board monitor the impact of all spending and interventions, including the Pupil Premium.

1. Summary information					
School	Spalding Parish Church of England Day School				
Academic Year	2017-18	Total PP budget	£121650	Date of most recent Pupil Premium Review	N/A
Total number of pupils	491	Number of pupils eligible for Pupil Premium	94	Date for next internal review of this strategy	July 2018

2. Current attainment				
	<i>Pupils eligible for Pupil Premium</i>		<i>Pupils not eligible for Pupil Premium</i>	
	<i>SPCEDS</i>	<i>National</i>	<i>SPCEDS</i>	<i>National</i>
% achieving at least 'Expected' standard or above in Reading, Writing & Maths	33.3%		43.9%	61%
Progress in Reading (Key Stage 1 → Key Stage 2)	-1.18		-3.14	0.0
Progress in Writing (Key Stage 1 → Key Stage 2)	2.01		-1.46	0.0
Progress in Maths (Key Stage 1 → Key Stage 2)	-1.46		-3.32	0.0

3. Barriers to future attainment (for pupils eligible for Pupil Premium)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor basic skills, including communication and language skills.
B.	Social, emotional and mental health needs.
C.	Almost 1/3 of PP pupils are on the SEND register
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance is below that of non-PP pupils
E.	Wellbeing – PP pupils sometimes don't have the same opportunities or levels of care as non-PP peers
F.	There can be a lack of educational support and aspiration

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Children make expected or better attainment in reading, writing and maths.	Differences seen on entry are diminished over time PP children achieve in line with non-PP children
B.	Children are able to build and maintain relationships with peers, to talk about feelings and resolve disputes sensibly. Behaviour is conducive to learning	Children retain more friendships and have less fall-outs Children need less support in class time to resolve friendship issues Timeouts/exclusions reduced
C.	Children with additional needs are given high quality, individualised support	Provision for SEN/D pupils is fully in line with new Code of Practice SEN/D PP pupils make the same rate of progress as their non-PP peers
D.	The attendance of PP children improves	Reduction in the no. of persistent absentees among pupils eligible for PP Attendance for the children is in line with national at 96%
E.	Opportunities for enrichment supported/provided. Welfare issues are addressed in partnership with families and other agencies as necessary	PP pupils involved in enrichment opportunities Targeted PP pupils supported with wrap around care Fewer welfare issues are recorded for PP pupils
F.	Children are supported with their learning and talk with enthusiasm about their academic future	Targeted pupils are supported by a known adult PP pupils talk openly and positively about their education and ambitions
G.	PP children are high profile within all aspects of school life, both academically and pastorally	All school staff are fully aware of all PP pupils with all PP pupils given relevant support to achieve success in all aspects of school life

5. Planned expenditure				
Academic year	2017/18			
The three headings below enable schools to demonstrate how they are using Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies				
i. Quality of teaching for all				
Desired Outcome	Action/Approach/Evidence/Rationale	Success Criteria	Lead	Monitoring/Review
A: Children make expected or better attainment in reading, writing and maths.	<ul style="list-style-type: none"> 🔥 Phonics Intervention – Accelerate progress of PP pupils in FS2/KSI Phonics 🔥 Fluid Intervention – Accelerate progress of PP pupils with maths 🔥 Reading volunteers in Y2 and Y6 – Accelerate progress of PP pupils with reading and improve engagement 🔥 Appraisal objectives linked to pupil outcomes all focus on PP groups within classes – Raise the profile of PP pupils and accelerate progress 	<ul style="list-style-type: none"> 🔥 PP pupils outscore national peers and match non-PP peers in check 🔥 PP pupils maths outcomes match non-PP peers, with improved performance of PP pupils compared to others 🔥 PP pupils reading outcomes match non-PP peers, with improved performance of PP pupils compared to others 🔥 Differences diminished across the school 	HT AHTs	Termly Monitoring (Terms 1-6) July 2018
Funding additional teacher in Year 6 resulting in three classes of 21-22 to accelerate and secure accelerated progress and at least expected attainment Targeted intervention in Phonics, Maths and Reading across school, led by teacher or HLTA				£35,000 £15,000
B: Children are able to build and maintain relationships with peers, to talk about feelings and resolve disputes	<ul style="list-style-type: none"> 🔥 Named TA targeted to support particular individuals in class and in playground – Increase engagement and social inclusion 	<ul style="list-style-type: none"> 🔥 Targeted pupils are included and make good progress academically. Incidents reduced 	RS PLs	January 2018 initially
Key TA for PP pupils to support building of relationships and self esteem				£5,000
C: Children with additional needs are given high quality, individualised support	<ul style="list-style-type: none"> 🔥 SENCo to work on improving provision for SEN/D pupils by allowing full implementation of actions outlined in School Improvement Plan -adapting provision to meet learning needs/next steps -track, monitor and review progress at termly intervals via tracking systems and Pupil Progress Meetings, adapting support to meet needs 	<ul style="list-style-type: none"> 🔥 Actions from SIP all embedded 🔥 New Code of Practice followed fully 🔥 Differences between SEN/D pupils and their peers diminish 	DP PLs	Termly Monitoring (Term 1-6)
Adjustment of SENCo working hours to support Additional hours from STT to identify needs and next steps to support progression				N/A £10,000

Desired Outcome	Action/Approach/Evidence/Rationale	Success Criteria	Lead	Monitoring/Review
F: Children are supported with their learning and talk with enthusiasm about their academic future	<ul style="list-style-type: none"> 🔥 Drop-in sessions set up and run by named TA, giving targeted PP children their own adult to oversee and engage in their pastoral and academic lives 🔥 Pupils have someone regular to support them, to show interest in what and how they are doing and to help engage them 🔥 Booster programme organised and for Year 6 pupils – Year 6 PP pupils supported with SATs preparation & given as much chance to shine as possible 	<ul style="list-style-type: none"> 🔥 Inclusion meetings used to identify the PP pupils that need support from the named TA 🔥 Pupils feel supported, valued and show engagement Y6 🔥 PP pupils attend booster sessions, feel prepared for assessments and approach them with confidence 	RS KB PLs	January 2018 initially then March 2018 July 2018
Drop in sessions established for PP pupils to support academic and pastoral achievement				£5,000
Booster programme established for Year 6 pupils – before and after school led by CTs				£10,000
			Total budgeted cost	£80,000
ii. Targeted support				
Desired Outcome	Action/Approach/Evidence/Rationale	Success Criteria	Lead	Monitoring/Review
B: Behaviour is conducive to learning	<ul style="list-style-type: none"> 🔥 Named TA targeted at challenging friendship groups – Improve group dynamics and reduce incidents through programmes, e.g. SFC, Theraplay 	<ul style="list-style-type: none"> 🔥 Less teaching time/management time taken up resolving petty disputes 	RS BH	January 2018
Key TA for PP pupils to support building of relationships and self esteem				As above
HLTA employed to deliver SEMH interventions				£10,000
C: Children are given high quality, individualised support	<ul style="list-style-type: none"> 🔥 SENCo to work on improving provision for SEN/D pupils by allowing full implementation of actions outlined in School Improvement Plan –establish support programmes and interventions as appropriate 	<ul style="list-style-type: none"> 🔥 Actions from SIP all embedded 🔥 Differences between SEN/D pupils and their peers diminish 	DP PLs	January 2018 initially
Ad justment of SENCo working hours to support				N/A
E: Opportunities for enrichment supported. Welfare issues are addressed in partnership with families and other agencies as necessary	<ul style="list-style-type: none"> 🔥 Subsidies provided for educational trips/residential visits for PP children, attendance on such experiences is encouraged and financially supported 🔥 Music tuition and instrument hire provided for PP pupils 🔥 Subsidised use of Parish Pioneers to be offered if necessary for PP pupils 🔥 PP pupils to be offered enrichment experiences such as sporting events, STEM festival and Library links 	<ul style="list-style-type: none"> 🔥 All PP pupils attend trips and visits 🔥 PP children are supported to take part in music tuition, where appropriate 🔥 A large and consistent number of PP pupils attend enrichment experiences, especially those targeted to participate 	RS CTs	January 2018 July 2018
Resources in place to support, e.g. uniform, support for trips				£12,500
			Total budgeted cost	£22,500

iii. Other approaches				
Desired Outcome	Action/Approach/Evidence/Rationale	Success Criteria	Lead	Monitoring/Review
D: The attendance of PP children improves	<ul style="list-style-type: none"> 🔥 Recently appointed Attendance Officer and AHT targeted with improving attendance for certain PP pupils – Working with pupils and families to improve engagement and attempt to overcome barriers 🔥 In depth analysis of attendance and lateness figures for PP pupils completed with targets set for improvement 🔥 Teachers involved in tracking attendance of PP pupils and helping to support improvement 	<ul style="list-style-type: none"> 🔥 Attendance gap for PP pupils closes 🔥 Less PP pupils are persistent absentees 	RS LH CTs	January 2018 July 2018
Additional hours put in place to support development of Attendance Officer role				£10,000
G: PP children are high profile within all aspects of school life, both academically and pastorally	<ul style="list-style-type: none"> 🔥 AHT takes on role of Inclusion Leader 🔥 Non-contact time given to coordinate the actions listed in A-F and complete relevant documentation, e.g. provision map, expenditure overview 🔥 Pupil Premium Strategy will have a regular slot within the SLT agenda and also within the 3 weekly Inclusion meeting agenda 🔥 In-depth analysis of individual achievement, attendance, inhibiting factors and needs undertaken. 🔥 Whole school provision map created – teachers and PP lead are clear what needs PP pupils have, what support/interventions they are receiving and where additional help is required 	<ul style="list-style-type: none"> 🔥 Strategy is communicated to relevant stakeholders 🔥 Actions are facilitated and monitored closely 🔥 Impact is evaluated and changes made as required 🔥 Individual monitoring flags where additional support is most needed and allows evaluation of individual and whole school practice 	RS	Termly Monitoring (Terms 1-6) July 2018
Leadership time for AHT responsible for Inclusion, plus other key staff				£7,500
Total budgeted cost				£17,500
TOTAL				£120,000

6. Review of expenditure				
Previous Academic Year		2016-2017		
i. Quality of Teaching for all				
Desired Outcome	Action/Approach	Estimated Impact	Lessons Learned	Cost
Higher rates of progress across KS2 for higher & middle attaining PPG. pupils.	Weekly CT guided activities/support in core subjects. Additional CT support.	Higher attaining pupils make as much progress as 'other' pupils. Higher attaining pupils are accessing challenging activities successfully. Medium-high: Progress in reading for HA PP pupils was 0.5, compared to -1.79 (HA other). Progress in Maths for HA PP pupils was 0.8 compared to -2.25 (HA other). Progress in Writing for HA PP was 1.90 compared to -0.04 (HA other). Similarly 50% of HA PP pupils achieved GDS in Reading compared to 44% (HA other). 50% of HA PP pupils achieved GDS in Maths compared to 38% (HA other). 50% of HA pupils achieved GDS in Writing compared to 50% (HA other).	Interventions put in place for higher attaining pupils have clearly had an impact both in Year 6 and across school, with higher numbers of pupils overall achieving GDS. Outcomes for middle attaining Pupil Premium children were not as positive and this now needs to be a focus area for the next academic year across Reading, Writing and Maths.	£10,000

<p>Aspirations, self-belief, confidence and resilience improved for PPG (and 'other') pupils.</p>	<p>Changing Mindset work undertaken in Year 6, then rolled out in KS2. Children regularly reflecting on learning with CT/TA.</p>	<p>Evident improvement in attitudes to learning, self-belief, confidence and resilience (pupil discussions, journal entries, work scrutiny, outcomes). Summative assessments evidence greater resilience, no attempted. Medium-high: Improvement in outcomes for Pupil Premium children in KS2, with greater confidence evident when approaching activities and subsequent improvement in outcomes. Changing Mindset work completed with both Year 5 and Year 6 pupils (2016/17) with impact now evident within current Year 6 and approach to more challenging activities both for Pupil Premium and 'Other' children.</p>	<p>Growth Mindset work will now be rolled out across school as a result of the positive impact seen within Year 5 and Year 6. CPD/Professional Learning will also be undertaken with staff with regards to mindset, to support introduction of a Growth Mindset approach across school, with training delivered based on an audit of staff's own mindset and approach.</p>	<p>£10,000</p>
---	--	--	--	----------------

ii. Targeted support

Desired Outcome	Action/Approach	Estimated Impact	Lessons Learned	Cost
<p>Higher rates of progress across KS2 for higher & middle attaining PPG. pupils</p>	<p>Weekly booster sessions (lunch/after school) for Maths/GPS led by experienced teachers.</p>	<p>Higher attaining pupils make as much progress as 'other' pupils. Higher attaining pupils are accessing challenging activities successfully. Medium-low: Positive impact clearly evident for the actual students who attended, many of whom were higher attaining pupils, however many of the pupils who were identified, specifically middle attainers, did not attend due to timings/ scheduling etc. As such success criteria not fully met.</p>	<p>Next year the intention is to provide more intensive before and after-school sessions instead, with workshop held initially as a means of informing parents, securing parental engagement and hopefully encouraging attendance.</p>	<p>£10,000</p>

Pupils eligible for PPG new to school settle well and are accessing/engaged in their learning.	Early identification of concern logged (Inc. T) Relevant intervention /support identified as result of referral.	Identified interventions having positive impact on pupil engagement, attitudes to learning and subsequently progress and achievement. Medium-high: Positive impact clearly evident for majority of pupil of Pupil Premium pupils new to school in academic year 2016/17 with over 60% achieving age related expectations in individual year groups, more or less in line with other school groups.	Clear evidence of impact for some identified interventions although not consistent for all year groups and all staff. Next year the intention is to provide more intensive intervention led by Class Teachers, as opposed to TAs, with experience impacting on outcomes.	£20,000
Students with SEMH needs or other issues receive appropriate support.	Early identification of concern logged (Inc.T) Intervention/support in place.	Pupils are happier and more positive and as such are in a better position to approach their learning. Medium-high: System of referrals working well with increasing number of pupils accessing appropriate interventions with impact clearly evident, both in terms of social and communication but also in developing approach to learning.	For next academic year need to look at timetabling as greater numbers of pupils being referred and wider range of interventions can be provided due to staff professional development undertaken and completed.	£35,000

iii. Other approaches

Desired Outcome	Action/Approach	Estimated Impact	Lessons Learned	Cost
Increased attendance and punctuality rates for pupils eligible for PPG.	Attendance Officer role established to monitor and follow up on absences with 1 st day response	Number of persistent absentee among PPG pupils is below 5%. Overall PP attendance improves to be in line with 'other' pupils, specifically in key yr groups Medium-high: Attendance % is in line for PP compared to other.	Attendance still an area for improvement particularly within some key year groups where attendance of PPG pupils is low. Further work to be undertaken to support improving attendance for all pupils.	£10,000

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Pupil Premium Strategy and other relevant Pupil Premium documentation can be accessed on the school website in Pupil Premium, accessed from the SPCEDS tab.