

Spalding Parish Church of England Day School

Pupil Premium Strategy

1. Summary information					
School	Spalding Parish Church of England Day School				
Academic Year	2016-17	Total PP budget	£111820	Date of most recent Pupil Premium Review	N/A
Total number of pupils	498	Number of pupils eligible for Pupil Premium	89	Date for next internal review of this strategy	July 2017

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	12.5%		33%	53%
Progress in Reading (Key Stage 1 → Key Stage 2)	-2.59		-2.57	0.1
Progress in Writing (Key Stage 1 → Key Stage 2)	-1.27		-1.15	0.0
Progress in Maths (Key Stage 1 → Key Stage 2)	-2.91		-1.91	0.0

3. Barriers to future attainment (for pupils eligible for Pupil Premium)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	High and middle ability pupils who are eligible for PP are making less progress than other high ability pupils across school, preventing sustained high achievement in Key Stage 2.
B.	Aspirations, self-belief and confidence – within the group eligible for Pupil Premium there is a need for them to believe they can achieve and have high expectations.
C.	High percentage of Pupil Premium pupils joined school since FS2 resulting in challenges, including transition, social and emotional support, curriculum coverage and engagement.
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance rates for pupils eligible for Pupil Premium in number of year groups (specifically within Year 2 and Year 6) are below target of 96% causing them to fall behind.
E.	Behaviour and family relationships can be challenging within the homes of those eligible for Pupil Premium, leading to increased negativity and lack of emotional stability.

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Higher rates of progress across Key Stage 2 for higher attaining and middle attaining pupils eligible for PPG	Pupils eligible for PP identified as higher and middle attaining pupils make as much progress as 'other' pupils identified as higher attaining in Maths, Reading and Writing. Measured in Y4, 5 and 6 by teacher assessments, successful moderation practices and actual outcomes.
B.	Aspirations, self-belief, confidence and resilience are improved for pupils eligible for PPG.	Aspiration, self-belief and confidence, specifically in relation to learning situations, improve. Attainment and progress for PPG (and other) pupils is improved
C.	Pupils eligible for PPG but new to school settle well and are accessing and are engaged in their learning.	Reduction in the number of 'behaviour' incidents (PPG pupils and others), specifically disrupting learning in the classroom. Identified interventions having positive impact on pupil engagement, attitudes to learning and subsequently progress and achievement. Transition arrangements support pupil engagement.
D.	Increased attendance and punctuality rates for pupils eligible for PPG.	Number of persistent absentee among pupils eligible to PPG is below 5%. Overall PP attendance improves by at least 2% to be in line with 'other' pupils, specifically within key assessment years (Year 2 and Year 6).
E.	Students with social, emotional, mental health (SEMH) needs or where other factors have been identified (e.g. environmental) receive appropriate support.	Referrals for support and received and responded to by the Inclusion Team for both pupils and families (where relevant). Pupils are feeling happier and are more positive about themselves, their life and school and as such are in a better position to approach their learning.

5. Planned expenditure					
Academic year					
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	Staff Lead	Monitoring/Review
A. Higher rates of progress across KS2 for higher & middle attaining PPG. pupils.	Weekly CT guided activities/support in core subjects. Additional CT support.	In providing additional guidance/support pupil attainment and progress will improve with clear evidence in impact of effective verbal feedback.	Higher attaining pupils make as much progress as 'other' pupils. Higher attaining pupils are accessing challenging activities successfully.	DM, KB, KR	March 2017 initially July 2017

B. Aspirations, self-belief, confidence and resilience improved for PPG (and 'other') pupils.	Changing Mindset work undertaken in Year 6, then rolled out in KS2. Children regularly reflecting on learning with CT/TA.	School participating in the University of Portsmouth's Changing Mindset project, with motivational messages key focus. KS2 pupils to be given opportunities to reflect, evaluate and talk about their learning and what they could improve.	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.	KB (Mindset Project) DM, KR	January 2017 initially (completion of weekly inputs) July 2017
C. Pupils eligible for PPG new to school settle well and are accessing/ engaged in their learning.	Clear induction systems in place for new pupils including expectations. Transition supports baseline assessments.	Analysis and scrutiny of year group outcomes, specifically for PPG pupils, evidence large proportion of mobility with evident impact on subsequent outcome.	Reduction in number of 'behaviour' incidents (PPG pupils and others), specifically disrupting learning in the classroom. Transition arrangements support pupil engagement.	CTs/PLs DM (Behaviour)	February 2017 initially July 2017
Total budgeted cost					£55,000
ii. Targeted support					
Desired Outcome	Action/Approach	Evidence/Rationale	Success Criteria	Staff Lead	Monitoring/Review
A. Higher rates of progress across KS2 for higher & middle attaining PPG. pupils.	Weekly booster sessions (lunch/after school) for Maths/GPS led by experienced teachers.	In providing additional guidance/support pupil attainment and progress will improve with small group boosters with highly qualified staff proven to be very effective (EEF Toolkit).	Higher attaining pupils make as much progress as 'other' pupils. Higher attaining pupils are accessing challenging activities successfully.	DM, KB, KR	March 2017 initially July 2017
C. 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.	Analysis and scrutiny of year group outcomes, specifically for PPG pupils, evidence large proportion of mobility with evident impact on subsequent outcomes.	Identified interventions having positive impact on pupil engagement, attitudes to learning and subsequently progress and achievement.	DM, DP (Inclusion) CTs	February 2017 initially July 2017
E. Students with SEMH needs or other issues receive appropriate support.	Early identification of concern logged (Inc. T) Intervention/support in place.	Good attainment cannot be achieved if pupils are not in right place to learn. Mental health and wellbeing is therefore a key step in improving outcomes.	Pupils are happier and more positive and as such are in a better position to approach their learning.	DM, DP	On Termly Basis (Short Term)
Total budgeted cost					£45,000

iii. Other approaches					
Desired Outcome	Action/Approach	Evidence/Rationale	Success Criteria	Staff Lead	Monitoring/Review
D. 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 provision.	Attainment, and ultimately progress, cannot be improved, if pupils are not actually attending school. Improving attendance is therefore a key step in improving outcomes.	Number of persistent absentee among pupils eligible to PPG is below 5%. Overall PP attendance improves by at least 2% to be in line with 'other' pupils, specifically in key yr groups.	KB, LH	On Termly Basis (Short Term)
Total budgeted cost					£5,000

6. Review of expenditure					
Previous Academic Year					
i. Quality of Teaching for all					
Desired Outcome	Action/Approach	Estimated Impact	Lessons Learned	Cost	
All staff using Classroom Monitor effectively to support knowledge of pupils and subsequent assessment judgements.	All staff undertake relevant CM training and use to support TA judgements. All staff involved in moderation activities checking validity of TA judgements.	Mixed: Staff training has informed knowledge of Classroom Monitor and as such this has been use to support teacher assessment judgements. Intention was that this would also support targeted planning in terms of 'closing the gaps' but this is not yet evident or consistent within all Phases.	The use of Classroom Monitor and relevant tracking and assessment practices will continue over the course of the next academic year through both Professional Learning sessions, Phase and SLT Meetings in order to ensure that all school systems and practices are having an evident impact and are fit for purpose.	£15,000	
Outcomes and progression in Mathematics improve across both Key Stage 1 and Key Stage 2 for all pupils, supported by introduction of new scheme of work and revised cross curricular approach.	Collins 'Busy Ant' Maths Scheme purchased and implemented within all Year Groups. Cross curricular approach introduced increasing amount of curriculum time spent on Mathematics.	Mixed: Introduction of scheme has had impact on Mathematics across school particularly in relation to pupils understanding with progress clearly evident in books and through Learning Walks, despite having only been introduced in January. Having said that outcomes in Maths still need to improve and as such the scheme will need to be monitored to ensure it is having the relevant impact across school.	Progression within Mathematics is clearly evident as a result of the introduction of the scheme with improved teacher subject knowledge also evident in a number of year groups. Monitoring of implementation and impact needs to continue as we complete our first full cycle of the scheme to ensure that content, coverage and progression meets the increased expectations of the revised National Curriculum.	£15,000	

ii. Targeted support				
Desired Outcome	Action/Approach	Estimated Impact	Lessons Learned	Cost
Year 6 pupils on track to achieve national expectations in revised KS2 assessments, making at least 'good' progress in core areas.	Easter School and booster sessions held for identified pupils, (WTS → EXS and EXS → GDS).	Medium-low: Positive impact clearly evident for the actual students who attended, however many of the pupils who were identified did not attend due to timings/ scheduling etc. As such success criteria: not met.	Next year the intention is to provide more intensive after-school sessions instead, with workshop held initially as a means of informing parents, securing parental engagement and hopefully encouraging attendance.	£5,000
Majority of pupils on track to achieve at least age related expectations at the end of each academic year in all core subjects.	TA led interventions in place for all pupils identified as still or slow moving, focused on closing the gap.	Medium-low: Positive impact clearly evident for majority of pupils, evidenced by moderated outcomes at the end of the academic year. However outcomes achieved were not in line with targets set, with too many pupils targeted at EXS achieving WTS.	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
Social/communication interventions support pupils ability to access and succeed in their learning.	Identified pupils able to access wide range of interventions including Nurture, Friends, Theraplay etc.	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 parental engagement supporting home learning	Online subscriptions purchased supporting home learning	Medium: Majority of pupils have responded to interactive, engaging activities but this is not yet fully consistent across school so limited in impact.	Mathletics and Spellodrome lunchtime clubs will be introduced to ensure all pupils have opportunity to access relevant materials. Will also be built into SODA activities with rewards given for pupils accessing regularly achieving targeted success rates.	£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.

