

# St Helena's CE Primary School, Willoughby

## Pupil Premium Strategy Statement

We endeavour to support all our children academically, socially, emotionally and physically. We do this by providing the best quality teaching, carefully matched interventions, engaging resources and purposeful learning spaces that we can. This is evaluated regularly by staff and governors through lesson observations, work scrutinies and pupil progress meetings. As always, we focus on what is working well and what needs to improve to ensure all children maximise their potential and make expected progress throughout the year.

1. Summary information					
Academic Year	2018/19	Total PP budget	£30,360	Date of most recent PP Review	
Total number of pupils	132	Number of pupils eligible for PP	23	Date for next internal review of this strategy	October 2018

### 2017-2018 Attainment Outcomes

Three children were eligible for funding in the Early Years Foundation Stage and although they did not reach a Good Level of Development, they made great strides forward in their early literacy and counting skills. They must be a priority for Year 1 staff to accelerate their basic skills to ensure the progress gap between them and their peers does not widen further.

**Year 1 National Phonics test** –the 1 child eligible for the funding did not achieve the phonics pass mark

**Year 2 National Assessments – 1 of the 16 children was eligible for the funding**

This child made expected progress in all subjects from Year 1 and attained the age related expectation in Writing but not in Maths and Reading.

**Year 6 National Assessments – 6 of the 12 children were eligible for the funding**

READING	Pupil Premium Children (6)	Non-Pupil Premium Children (6)
Working Pre Key Stage 2	33%	

May 2016

Not achieved the Standard		
Achieved the Standard	66%	100%
<b>WRITING</b>	<b>Pupil Premium Children (6)</b>	<b>Non-Pupil Premium Children (6)</b>
Working Pre Key Stage 2	33%	
Working towards the expected standard		
At the expected standard	50%	100%
Working at Greater Depth in the standard	16%	
<b>MATHS</b>	<b>Pupil Premium Children (6)</b>	<b>Non-Pupil Premium Children (6)</b>
Working Pre Key Stage 2	33%	
Not achieved the Standard		
Achieved the Standard	66%	100%
<b>Grammar, Spelling, Punctuation</b>	<b>Pupil Premium Children (6)</b>	<b>Non-Pupil Premium Children (6)</b>
Working Pre Key Stage 2	33%	
Achieved the Standard	66%	100%

## 2. Barriers to future attainment for pupils eligible for PP

### In-school barriers

- |           |  |
|-----------|--|
| <b>A.</b> | Oral language/phonological skills in Reception were lower for pupils eligible for PP than for other pupils. This will slow reading progress in subsequent years.                   |
| <b>B.</b> | KS2 pupils, including those who are eligible for PP, are making insufficient progress in Mathematics across the year groups. This prevents sustained achievement by the end of Y6. |
| <b>C.</b> | Higher SEND proportions of PP pupils: 48% of PP have special educational needs (August 2018)   |

### External barriers

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|-----------|--|
| <b>D.</b> | Attendance rates for pupils eligible for PP are % (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average. |
| <b>E.</b> | A substantial number of families need Early Help/TAC support within the PP cohort  |

## 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language/phonological skills for pupils eligible for PP in Y1 class.	Pupils eligible for PP in Y1 make rapid progress by the end of the year so that all pupils meet the Phonics threshold.

<b>B.</b>	Higher rates of progress in Mathematics across the whole school, especially for KS2 pupils eligible for PP.	Pupils eligible for PP make as much progress as 'other' pupils across Key Stage 2 in maths (measured in Y3, 4, and 5 by teacher assessments/Abacus assessments and successful moderation practices established across the Kyra East Hub).
<b>C.</b>	PP pupils who have specific learning difficulties will receive targeted support and so make accelerated progress in their area of need	Initial and final assessments show accelerated progress.
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from % to 96% in line with school target.
<b>E.</b>	PP pupils, who have specific social and emotional welfare issues, and their families will receive targeted support enabling the children to make at least expected progress in RWM. They will be in school for at least 95% of the time and will confirm the targeted support has helped them cope with their area of need.	Initial and final assessments (undertaken by our Families Champion) show improvements in pupils' emotional literacy and well-being.

4. Planned expenditure					
Academic year	2018/19				
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?
B. Improved progress in Mathematics across the whole school and particularly for KS2 PP pupils	<p>Creation of 6 classrooms with 6 flexible teaching teams for the specific teaching of English and Maths in the mornings and targeted intervention programmes in the afternoons.</p> <p>CPD on providing learning opportunities for concrete, pictorial and abstract strategies to consolidate and challenge pupils' mathematical understanding for all teaching teams.</p> <p>Y6 After school Maths Club 1 hour/week from January – May 2019 with teacher/TA/Head</p>	<p>Over time, KS2 pupils including those eligible for PP are making less progress than other pupils nationally and within the LA in Maths. We want to ensure that PP pupils can achieve at least expected progress by the end of Y6.</p> <p>We were invited to join the Local Authority's Maths Project with 20 other schools (LAMP) to explore lesson design, assessment for learning and use of apparatus to conceptualise understanding.</p> <p>We want to train a small number of relevant teaching assistants in practices to provide stretch and encouragement for these pupils.</p>	<p>Use INSET days/sessions to deliver training and explore methodology.</p> <p>Peer observations of subsequent teaching after CPD will embed learning.</p> <p>Paired learning walks with allocated "LAMP" project advisers will quality assure our teaching practice</p> <p>Book scrutinies every fortnight</p>	Maths lead	<p>Half termly Pupil Progress meetings with Head</p> <p>Performance management discussions 3x/year</p> <p>Weekly meetings with NQTs</p>
<b>Total budgeted cost</b>					£15,614
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. Improved oral language/phonics skills in Y1	<p>Small group provision of "Read, Write, Inc."</p> <p>Regular 1:1 reinforcement for PP children after the learning sessions.</p>	<p>Some of the pupils need targeted support to catch up after their Reception year. "RWI" is a programme which has been independently evaluated and shown to be effective in our school and others over the last 3 years.</p>	<p>Organise timetable to ensure sufficient number of staff are delivering provision and they have sufficient assessment, preparation and delivery time.</p> <p>Lesson observations by Phonics Lead and Head</p>	Y1 teacher/Phonics Lead	<p>Every 6 weeks after half termly phonics assessments to review groupings of children according to their stage</p>

C PP pupils, who have specific learning difficulties, will receive targeted support and so make accelerated progress in this area of need	Specialist intervention programmes, as detailed by SENDCo, are delivered either 1:1/small groups by highly trained TAs.  Y5/6 Maths intervention programme "Success in Maths" with a TA 1:4 3x/week for an hour	Tried and tested Language development programmes have supported SEND pupils in the past, as recommended by our LA Specialist teacher.  LA "LAMP" colleagues have advised the delivery of this specific and measured programme result in at least good outcomes for the children, which we aim to ensure for our children who are working at below age expectations.	Weekly and termly updates between class teacher and intervention programmes teaching assistants.  Half termly assessment by our SENDCo assistant  Half termly assessments using Classroom Monitor by teachers  Learning Plan meetings with the family, teacher, TA and SENDCo	SENDCo	Oct 2018 Feb 2019 June 2019
<b>Total budgeted cost</b>					£7000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D. Increased attendance rates	Administrator employed to monitor pupils and follow up quickly on absences. First day response provision.  Families' Champion will support vulnerable children and their families to overcome issues causing absences and late arrivals  Every term, EWO will hold to account all families falling below 90% - TAC process will be started, Families Champion as Lead Professional  Funded places for UKS2 pupils on the October Residential	We can't improve attainment for children if they aren't actually attending school. LA briefing (Summer 2018) for school leaders reiterated addressing attendance as a key step.	Thorough briefing of Attendance Staff team/Families Champion about existing absence issues.  Open discussions with EWO to learn from her wealth of experience/knowledge gained working in other local schools  Attendance Governor will regularly monitor attendance levels for PP children	Head Families Champion	Sept 2018 Jan 2019 April 2019

<p>E. PP pupils, who are experiencing specific social and emotional welfare issues, and their families will receive targeted support enabling the children to make accelerated progress in this area of need.</p>	<p>We have invested in a Families' Champion, who will provide nurture groups, 1:1 counselling, chatter groups, anger management counselling, self-esteem work and theraplay in order to support our children in managing their feelings and experiences. Use targeted interventions for identified children. Use Families Champion to engage with parents. Develop restorative approaches and focus on positive behaviours. Use Children's counsellor for certain children as identified by the TAC/CIN/Social Care process</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular social/emotional needs or behavioural issues can be effective, especially for older pupils.</p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p>	<p>All teachers Head</p>	<p>Sept 2018 Jan 2019 April 2019 July 2019</p>
<b>Total budgeted cost</b>					£7412

5. Review of expenditure																																											
Previous Academic Year		2017-18																																									
i. Quality of teaching for all																																											
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																																					
Children develop reading and writing skills to allow them to access the full curriculum at least in line with non-pupil premium children	To increase "teaching team" staff allowing for smaller learning groups across the school from September 2017 and targeted interventions To explore effective teaching strategies for Spelling and Grammar across the school	<table border="1"> <thead> <tr> <th rowspan="2">Year Group</th> <th>Read</th> <th>Read</th> <th>Writing</th> <th>Writing</th> </tr> <tr> <th>PP</th> <th>Non PP</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>3</td> <td>3</td> <td>3</td> <td>3</td> </tr> <tr> <td>Y2</td> <td>3.5</td> <td>3.1</td> <td>2.5</td> <td>2.6</td> </tr> <tr> <td>Y3</td> <td>2.75</td> <td>2.5</td> <td>2.75</td> <td>2.6</td> </tr> <tr> <td>Y4</td> <td>1.6</td> <td>2.9</td> <td>2.25</td> <td>2.8</td> </tr> <tr> <td>Y5</td> <td>2.3</td> <td>2.7</td> <td>2</td> <td>2.8</td> </tr> <tr> <td>Y6</td> <td>2</td> <td>2.9</td> <td>2.5</td> <td>2.5</td> </tr> </tbody> </table> <p>This table shows children's progress from June 2017 – June 2018. Expected progress ranges from 2.5 – 3 points using a numerical system calculated on "Classroom Monitor". This is an online programme that tracks children's achievement and attainment against National Curriculum key performance indicators.</p>	Year Group	Read	Read	Writing	Writing	PP	Non PP	PP	Non PP	Y1	3	3	3	3	Y2	3.5	3.1	2.5	2.6	Y3	2.75	2.5	2.75	2.6	Y4	1.6	2.9	2.25	2.8	Y5	2.3	2.7	2	2.8	Y6	2	2.9	2.5	2.5	<p>The Governors and staff are certain that the smaller class sizes are welcomed by all stakeholders, creating a learning environment where the teaching teams know the children in their care and their families deeply. The ambition is for 7 straight year groups with our own feeder Nursery so that we can influence the children's early language skills.</p> <p>Staff were positive about the spelling resources chosen, the inter-school writing moderations supported by an English consultant, English planning workshops and the home/school learning partnership.</p> <p>We will continue implementing the approaches and monitor pupil progress. The 2018-19 Y5/6 cohort must be carefully supported as they are at risk of falling behind as they prepare for "secondary readiness". All 4 Y4 PP children and 2 of the 3 Y5 are on the SEND register; their rates of progress are hindered by their needs.</p>	£10,200 – teachers £21,000 - TAs
Year Group	Read	Read		Writing	Writing																																						
	PP	Non PP	PP	Non PP																																							
Y1	3	3	3	3																																							
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Desired outcome	Chosen action/approach	Estimated impact:			Lessons learned (and whether you will continue with this approach)	Cost																																					
Vulnerable children and families will have regular access to a non-judgemental "Families Champion" for social/emotional support, parenting, childcare advice on a one to one basis in school	Early Help worker available to children and families in school 2x3 hours/week	<p>High impact</p> <p>13 of the 24 PP children were supported by our Families Champion. Of the 13 children, 11 exceeded 90% attendance, 11 said they enjoyed school and all 13 felt safe in the setting. They all looked forward to meeting with the Families' Champion and spending time discussing their worries and concerns outside of the home/school partnership. All parents spoke highly of the nurturing work conducted by the Families' Champion and were very sad to see her move onto another school.</p>			<p>This is a critical service to offer children and families and must be funded for next year. The flaw to the approach was that the Families' Champion only worked in school for those 6 hours (2 afternoons) and she felt she was always trying to catch staff for a briefing before working with the children/families.</p> <p>The Governors and staff feel there is a need for the Families Champion to be a member of the fulltime staff and to have part of every afternoon available for this nurturing work.</p>	£3271																																					

Children will have the opportunity to talk over their worries and learn strategies to develop their self-esteem and gain a deeper understanding of relationships	Professional children's counsellor (Casey Counselling)	High impact The three PP children who received intensive "theraplay" counselling on a weekly basis remained in school, attended well, engaged with the social and emotional learning and talked positively to their school mentors about the social strategies and self-help ideas they now had in their repertoire of coping skills.	This was at its most effective when parents engaged with the counsellor to follow up and reinforce the emotional literacy learning conducted by the child and counsellor. A comfortable, quiet space was an issue at times. This must be continued for specific children next academic year.	£3150
Y6 children, especially our PP, accelerate the Basic Skills in preparation for "secondary-readiness"	Out of hours English and Maths family tuition delivered by qualified teacher and TA using planned programmes – 2 hours x 12 weeks.	High: observed increased progress amongst participating children compared to peers, as measured using scores on the National tests.	This seemed to be most effective when the focus areas were determined by the class teacher's weekly assessments based on their observations of the pupils during lessons. We will continue next year.	£900 for 3 PP pupils
<b>ii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Children will have opportunities for life experiences and skills to develop their confidence academically and socially	To facilitate subsidised places for Pupil Premium children on Educational Visits	High Impact 8 of the 10 UKS2 PP pupils attended the Beaumanor residential in October 2017 and thoroughly enjoyed the experience. For 3 of the children, they had never been away from their village and they were so excited. It also helped them to integrate into the cohort as they had recently moved from another school. Parents were very appreciative of the financial support that allowed their children to be included.	This will always be a school priority.	£1500