

Pupil Premium Strategy Statement 2016 – 2017 Review

Review of expenditure				
2016/2017				
<p><i>50% of the Forever 6 pupils in Year 6 were also identified as SEND. This means that caution must be used when interpreting the Pupil Premium data. Excellent social, emotional and developmental progress was made by the pupils with SEND enabling them to make a smooth transition into mainstream secondary schools.</i></p>				
Previous Academic Year		2016-2017		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
Teacher 'plugged' identified gaps in learning and misconceptions for individual children (Year 6) to allow them to increase rates of progress.	Small group work and 1:1 with an experienced teacher focussed on overcoming gaps in learning in maths	Children receiving pupil premium (FSM6 allocation) and who do not have significant special needs or disability generally make good progress in English (3 AIR). However, progress in reading was below expected for all year groups this year with PP average = 2.3. Writing was 3.4 and the average progress in maths was better than expected at 3.8.	There were significant identified gaps with this group of children. There were only 5/12 children who achieved ARE. In future it may be more appropriate for the focus area to be determined by the class teacher and pupils themselves based on their observations of the pupil and self-assessment. The subject leader for Maths will monitor provision and progress termly. We will continue next year.	£1,200
Raised expectations for all pupils	Adopt whole-school approach to learning objectives and success criteria (WHAT/WHY/HOW; Magma Challenge	Raised expectations so that lessons meets the required expectations of the 2014 National Curriculum. Consistent approach across the school.	Improved consistency has led to pupils settling quicker into their new classes and a better understanding by pupils of what is required of them in any lesson.	£0 delivered as CPD by HT

ii. Targeted support				
Desired outcome	Chosen action/approach	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
Teachers 'plugged' identified gaps in learning and misconceptions for individual children to allow them to increase rates of progress	'Booster' sessions for Year 6 Maths (Part time teacher) on a 1:1 basis (sometimes in pairs) <i>(Pupil Premium funding used to purchase support materials)</i>	Children receiving pupil premium (FSM6 allocation) and who do not have significant special needs or disability all attained a scaled score of between 93-106 in the KS2 SATs with 40% attaining the expected standard. Progress for the majority of these year 6 pupils across the key stage was below expected standard. Progress was below expected in maths across the key stage for the whole cohort. Not all PP pupils approached the papers with confidence but were resilient and focused well during KS2 SATs	This strategy was not as effective as we had anticipated and in future we shall carry out a more focused gap analysis in maths and ensure that these gaps plus any area determined by the class teacher will be the focus of the intervention, so that it is more tailored to individual needs. We will continue next year and their progress will be monitored termly by the subject leader and PP Governor as well as the class teacher to ensure at least expected progress is made over each term	Teacher x 2 hours weekly for = 25 weeks = £1300 (materials) £150
Increased rates of progress in maths	' Maths' intervention programme	Where Maths was targeted for pupil premium in KS2 all PP pupils made rapid progress 4.4 AIR. PP Pupils in KS1 also made rapid progress 4.6 AIR	This interventions was effective at both key stages. Targeting specific areas of need has worked well. We will further develop TA training on successful interventions programmes and continue this next year	£2000 (resources and training) (TA time) £2560
Increased rates of progress in reading & writing	Intervention programmes delivered by Teaching Assistants * 'Sound Discovery' * 'Toe-by-Toe' * 'AcceleRead / AcceleWrite' In class TA support for writing (4 classes) CPD – Training for intervention + PP conference and Network	Where these English based interventions were targeted in KS2 all PP pupils in Yr 4, 5 and 6 made less than expected progress in reading 2.4 AIR Pupils made expected progress in writing in Yr 6 and expected progress in Yrs 4 & 5 3.0 AIR All PP children in Yr 6 attained a scale score of 94-99 in GPS test.	These interventions worked especially well for children without significant SEND and improved children's motivation. We will continue next year.	£3400 £5550 £1100
iii. Other approaches				
Desired outcome	Chosen action/approach	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

KS1 developed good basic skills in phonics, English and maths as well as independent skills in the classroom.	Better pupil/ adult ratios in classrooms with particular focus in EYFS and KS1 to improve emotional development. Use of ELSA to support (Lunch Club) Social Skills 'club' Speech & Lang support	PP pupils make good progress in KS1.	Good levels of well-being and good ratio of adults to pupils for phonic sessions. Continue if funding allows.	£7550
				£1500
				£370
				£1370
£450				
All children to felt included and excited about their learning and being with their friends.	Funding for trips, including residential trips, so all children are able to access unique learning opportunities.	All PP children receiving pupil premium were included in trips, such as Osmington Bay - residential, Opera project, swimming lessons, funded for music lessons and various class trips throughout the year.	Monitoring by Governors indicates a strong sense of belonging and good levels of motivation for vulnerable pupils. We will continue this next year and also measure outcomes e.g. confidence, motivation, self-esteem more carefully. Next year, we will fund any AGAT courses and consider funding any outside	Os - £2600 Swim - £500 Music - £550 Class Trips - £430
Targeted PP families for Trussell Trust Summer Holiday course	Providing opportunities for families to learn together. Led by school ELSA	An increase in PP children parents engagement with the school through very effective support from PSA.	Monitoring by SLT show this approach has impacted positively on the pupil's confidence and engagement.	£100
Improve engagement and skills of parents to support their children with good attendance, home-learning and motivation. Ensure smooth transition into secondary school for Y6 pupils	Parent Support Advisor to contact parents and offer support for the outcomes. Parents invited into maths lessons Curriculum Evening for parents	Good support for a small number of parents. 3 Year 6 parents visited the class maths lessons regularly over the Autumn term.	Funds covered 1 day a week for PSA support They were very positive about how they had increased their skill level and able to support with homework as a result the children produced and returned more completed homework. x/6 met ARE in maths	£ 2000
				TOTAL: £33,930

1. Additional detail

This strategy document can be found online at: www.st-andrews-laverstock.wilts.sch.uk