

# Pupil premium strategy statement (primary)

1. Summary information					
School	St Helens Primary School				
Academic Year	2017-18	Total PP budget	£30,789	Date of most recent PP Review	13-7-17
Total number of pupils	95	Number of pupils eligible for PP	17	Date for next internal review of this strategy	September 18

2. Current attainment		
Year 6 Cohort 2017	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (national average)</i>
% achieving ARE in reading, writing and maths	50% (2 pupils)	61%
% achieving ARE in reading	100% (4 pupils)	71%
% achieving ARE in writing	100% (4 pupils)	76%
% achieving ARE in maths	50% (2 pupils)	75%
There were no PP children in the Year 2 cohort for 2017		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Low self-esteem and poor resilience impacts on some pupils ability to develop independence in learning and make good progress.
<b>B.</b>	Poor oral language skills in KS2 prevent pupils from making progress in Reading and Writing.
<b>C.</b>	Pupil Premium children in year 3 make less progress than their peers.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance- pupils eligible for Pupil Premium have lower attendance than their peers. This causes them to fall behind in attainment and make less progress.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupil Premium children in KS2 will make progress in line with their peers.	The percentage of Pupil Premium children at ARE at the end of the year will be in line with the attainment of non-Pupil Premium children.
<b>B.</b>	Pupils with poor oral language skills will make good progress in Reading and Writing.	Pupils who have been identified with poor oral skills will be at ARE in Reading and Writing by the end of the year.
<b>C.</b>	Attendance for pupils eligible for PP will increase in line with their peers.	Persistent absenteeism will be reduced to 10%, and overall attendance for

Pupil Premium children will be in line with their peers.

## 5. Planned expenditure

### Academic year

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?
<b>Improved Progress for Pupil Premium children in KS2.</b>	Staff training on identifying misconceptions and accelerating progress through timely interventions and pre-teaching.	Pupil Premium children in KS2 are making less progress across all subjects compared with their peers. We want to ensure they have every opportunity to attain ARE. We will do so by identifying misconceptions , and targeting these pupils with timely interventions	We will use INSET days for training. We will embed good practice through rigorous monitoring and evaluation, and track progress half-termly.	Headteacher	<b>October 17</b>
<b>Improve the percentage of PP pupils in the EYFS who attain a GLD.</b>	To increase teaching to full time. To create a high adult/child ratio leading to good outcomes.	We want our EYFS pupils to make good progress, and we know from observations and attending training that quality adult interactions and challenge promote good progress for all groups.	We will use peer observation and scrutiny of data to assess impact. We will work with HIAS Early Years Staff to evaluate what has been achieved.	EYFS Teachers	<b>November 17</b>
<b>Total budgeted cost</b>					£27,469

#### 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?
Good progress for pupils with poor oral language skills.	We will extend their vocabulary and range of conversation styles through regular Speech and Language interventions, incorporating drama and access to an After School Club.	There are a group of pupils whose progress in Reading and Writing is impaired by their poor oral language skills, and lack of confidence when speaking aloud. We need to improve their skills and confidence through regular structured Speech and Language groups, and opportunities to express themselves through drama.	We know from previous experience that this approach is very effective in improving oral communication skills and developing confidence. We will keep clear records and evaluate the impact on the children's progress.	Senior Teacher/SENCO	December 17
<b>Total budgeted cost</b>					£1,400

#### iii. Other approaches

Desired outcome	Chosen	What is the evidence and	How will you ensure it is	Staff lead	When will you
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	<b>action/approach</b>	<b>rationale for this choice?</b>	<b>implemented well?</b>		<b>review implementation?</b>
The attendance of Pupil Premium children will improve to be in line with their peers.	We will monitor attendance and follow up quickly with letters and SAM meetings. We will have fortnightly meetings with the EWO assistant whose expertise we have acquired through additional services.	When we analysed our attendance figures we saw that 50% of pupils under 92% are Pupil Premium children. We need to improve this figure to increase their progress, and achieve better outcomes at the end of the year.	We will clearly identify the children who have poor attendance, and with the support of the EWO assistant work with parents to increase their time in school. We will be proactive in teaching parents how vital good attendance is to securing good outcomes, thus improving the situation for the following year.	Headteacher	December 2017
Furthering inclusion and improving participation and engagement of Pupil Premium pupils in the curriculum and wider school activities.	Subsidise cost for Fairthorne Manor residential and other mainland trips.  Uniform items.	Some pupils would not be able to benefit from enrichment activities such as mainland trips due to the prohibitive cost. If the school subsidises the trip all pupils can take part.	We will write separate letters to the parents of PP pupils, informing them of the available subsidy so all children benefit.	Headteacher	April 2017
<b>Total budgeted cost</b>					£1,920

<b>6. Review of expenditure</b>				
<b>Previous Academic Year 2016-17</b>				
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
To close the gap for the small group of year 6 children with Pupil Premium across all subjects.	We used PP money to employ the Year 5/6 HLTA to support the class teacher in closing the gap for PP children in Year 6.	The 4 Pupil Premium Pupils attained the following in their SATs compared with non PP peers: Reading PP-100% Non PP- 50% Writing PP- 100% Non PP – 50% Maths PP – 50% Non PP - 50%	Although only 50% of PP children attained ARE in the Maths SATs, the two pupils who didn't reach it were assessed to be at ARE by their teacher, and this was validated by the Hampshire Maths lead. We will use this approach again as it was very effective in securing good outcomes for PP children at the end of the Key Stage.	£3,000

<p>To pay for additional support staff hours to enable pupils needing more intensive support with literacy and numeracy skills to make good progress towards ARE by the end of the year.</p> <p>To fund training and supply cover for staff to improve their expertise and increase the effectiveness in closing gaps for pupils.</p>	<p>We used this support to identify pupils needing a higher adult/pupil ratio to revisit gaps in learning to enable them to build on existing skills.</p>	<p>Mixed – 70% of PP pupils attained ARE by the end of the Year and made good progress. 30% did not attain ARE, but of this group a significant number faced additional barriers to learning, including emotional difficulties and bereavement.</p>	<p>We will use this approach again, as it improved outcomes for 70% of PP pupils. We know that a significant number of those who didn't attain ARE had additional barriers to learning and we will target them this year through attendance initiatives and the work of the ELSA to meet their emotional needs.</p>	<p>£10,000</p> <p>£3,000</p>
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## 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)	Cost
<p>To fund additional hours and regular support for the member of staff trained as ELSA.</p>	<p>ELSA groups to support pupils with low self-esteem, anger management issues and bereavement.</p>	<p>Pupils with anger management issues learnt successful techniques to prevent them losing their temper. This impacted on their ability to concentrate and co-operate during lessons. Pupils with low self-esteem were empowered to take a full part in lessons and develop resilience.</p>	<p>We will continue with this approach because analysis of performance and anecdotal information shows that children learnt more effectively when their emotional needs were being met.</p>	<p>£1,500</p>

## iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<p>To gain support and advice from outside agencies to meet the needs of pupils.</p>	<p>The school bought into an Educational Psychologist SLA and other support agencies. They contributed to staff expertise in a variety of ways including Bereavement training, Physical Intervention policy training, behaviour management and</p>	<p>Staff were able to extend their expertise, and subsequently met the needs of pupils with specific difficulties. This enabled them to engage in their learning because their needs were being met. Data shows these pupils made good progress as the year went on, and their needs were recognised.</p>	<p>All staff benefited from training to improve their understanding of children's individual needs. This led to a safer environment for all, and developed security for the children whose emotional needs are being met. Behaviour improved and allowed the children with difficulties to engage in learning, and prevented them from impacting on other children's learning through their actions.</p>	<p>£2,000</p>

## 7. Additional detail

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

Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)

See:

Progress Data for all year groups plus EYFS attainment.

Tracking information for all interventions and evaluation of impact on pupils.

See analysis of vulnerable groups for whole school Pupil Premium - attainment and progress.