

Pupil premium strategy statement (primary)

1. Summary information					
School	St Thomas' CE Primary School, Heaton Chapel, Stockport				
Academic Year	2016-17	Total PP budget	£66,100	Date of most recent PP Review	September 2017
Total number of pupils	455	Number of pupils eligible for PP	47	Date for next internal review of this strategy	February 2018

2. Current attainment		
Data from end KS2 2017	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving national standard in reading, writing and maths	83%	85%
% making expected progress in reading	50%(3/6)	66% (21/32)
% making expected progress in writing	83% (5/6)	69% (22/32)
% making expected progress in maths	100% (6/6)	75% (24/32)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers – issues that affect some children include:	
A.	Poor oral language skills
B.	Delayed overall development, low starting points on entry
C.	Limited positive behaviours for learning (attention, concentration, focus, self-control, resilience)
External barriers – issues that affect some children include:	
D.	Lack of experiences and parents lacking in confidence in how to support children at home

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Closing attainment gap between children eligible for PP and those who are not eligible for PP	Higher outcomes for PP children
B.	Raised aspirations of children eligible for PP and their families	Raised aspirations- soft data
C.	Increased parental engagement and participation in home/school learning	Increased parental engagement
D.	Increased participation of PP children in extra-curricular activities eg. Instrumental tuition.	Increased number of PP children receiving tuition, improved self-esteem, enjoyment and general attainment

5. Planned expenditure

Academic year	2017-18		
	Total number of pupils	521	Number of pupils eligible for PP 54 + 1 LAC= 55

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?
<p>Continue to raise attainment in all aspects of English and Mathematics of children eligible for PP</p> <p>To encourage children to 'learn to learn', taking greater responsibility for managing their own attitudes towards learning, becoming more aware of their next steps in learning.</p>	<p>TA in class at least 1x English and Maths session per week allowing teacher to focus developing children's self regulation (eg. Chilli challenges), small group tuition and providing individual high quality feedback.</p> <p>Peer marking/tutoring in reading, maths and writing.</p> <p>United Improvements in writing in line with Growth Mindset.</p>	<p>On going successful strategy.</p> <p>Teaching and Learning Toolkit strand 'Feedback' (+8 months impact), 'Small group tuition' (+4 months impact) 'Meta-cognition and self-regulation(+8 months impact) 'Mastery learning' (+5 months impact)</p>	<p>Termly monitoring in school by SLT and subject leaders.</p> <p>PP champion and governor termly monitoring (Inclusion Committee)</p> <p>Pupil voice.</p> <p>Formal and informal lesson observations.</p>	<p>LL FDS VS CK LH</p>	<p>February 2018</p> <p>July 2018</p>
<p>Continue to raise attainment of EYFS children eligible for PP</p>	<p>EYFS TAs support PP children within class and deliver interventions in phonics, reading, maths, writing and differentiated support programmes related to improving key skills to achieve a good level of development.</p> <p>Parent workshops</p>	<p>On going successful strategy.</p> <p>Teaching and Learning Toolkit strand ' Early Years Intervention' (+5 months impact)</p> <p>Increased support from parents</p>	<p>Learning walks.</p> <p>Book reflections and scrutinies.</p>	<p>LL LH</p>	<p>February 2018</p> <p>July 2018</p>

Continue to raise attainment in phonics in Year 1, Maths at end of KS1 and reading at end of KS2 of children eligible for PP.	TA support to develop essential phonic, maths and reading skills for identified children.	Audit of phonics and need to improve outcomes in Y1 phonics screening. Teaching and Learning Toolkit strand ' Reading comprehension strategies' (+5 months impact) 'Phonics'(+4months impact)		LL LH CK VS FDS	February 2018 July 2018
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- **Learning walks, book scrutinies and pupil voice show evidence that peer marking and united improvements in line with growth mind-set are taking place throughout school.**
- **Evidence on planning that TAs are working with targeted groups.**
- **Interventions reviewed and altered in line with end of Autumn term progress tracker.**

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?
Further close the attainment gap between targeted individual children eligible for PP and those who are not eligible for PP.	TAs trained in reading, phonic and maths interventions in EYFS, KS1 and KS2.	On going successful strategy. Leicester Inference reading intervention data Motivational Maths data Improved phonic scores Teaching and learning Toolkit strand ' Small group Tuition' (+4 months impact)		LL LH CK VS FDS	February 2018 July 2018

Further close the attainment gap between targeted individual children eligible for PP and those who are not eligible for PP, in UKS2	Weekly sessions for eligible children in the form of small group tuition and booster groups throughout Autumn, Spring and early Summer terms.	Teaching and learning Toolkit strand ' Small group Tuition' (+4 months impact)	Termly monitoring in school by SLT and subject leaders. PP champion and governor termly monitoring (Inclusion Committee) Pupil voice. Formal and informal lesson observations. Learning walks. Book reflections and scrutinies.		
Continue to raise the aspirations of children eligible for PP and their families and develop essential life skills and social skills for learning.	Learning Mentor to deliver support for our children eligible for PP.	On going successful strategy. Teaching and learning Toolkit strand 'Behaviour Interventions' (+4 months impact) 'Social and Emotional Learning' (+4 months impact) 'Parental Involvement' (+3 months impact)		EB LL	February 2018 July 2018
To further overcome specific barriers to learning for individual children.	Employment of newly qualified Educational Psychologist to work in school with targeted individuals who have identified barriers to learning.	On going successful strategy. Teaching and learning Toolkit strand 'Behaviour Interventions' (+4 months impact) 'Social and Emotional Learning' (+4 months impact)		LL EB DP	February 2018 July 2018
To further overcome specific barriers to learning for individual children.	Employment of Speech and Language Therapist to work in school with targeted individuals who have identified barriers to learning. Purchase of Language Link Multimedia package for assessment of pupils with difficulty understanding language Trained TA will continue to deliver support for our children eligible for PP in programs including Art Therapy, Anger management.	On going successful strategy. Teaching and Learning Toolkit strand 'Oral Language Interventions' (+5 months impact) Following assessments, a tailored intervention support programme is followed.		LL DP EB LH	February 2018 July 2018

- Leicester reading intervention and motivational maths data show progress being made by majority of children.
- Spring 1 Y1 Phonic assessments have highlighted underperforming children , following a ranking of results, and extra support is being given in Spring 2 to these children in the form of afternoon phonic intervention
- Learning walks, book scrutinies and pupil voice show evidence of progress.
- Weekly boosters having impact, including support from SLM.
- Language Link assessments carried out with specific children and programmes delivered by TAs.

iii. Other approaches

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?
Increased parental engagement and participation in home/school learning	Meet the Teacher in Autumn term. Workshop sessions on specific curriculum areas. Transition workshop sessions. Statutory Assessment information evenings. Class Dojo system throughout school.	On going successful strategy. Teaching and learning toolkit strand 'Homework' (+2months impact)		All staff	February 2018 July 2018
Increased participation of PP children in extra-curricular activities eg. Instrumental tuition.	Instrumental tuition with Royal Northern College of Music and Stockport Music Service.	Teaching and learning Toolkit strand ' Arts participation' (+2months impact)		LL	February 2018 July 2018
Develop systems to ensure children experience outdoor learning activities and develop a range of skills.	Forest schools training and resources	Teaching and learning Toolkit strand ' Outdoor Adventure learning' (+3 months impact)		KJ LL	February 2018 July 2018

- **Successful Meet the Teacher sessions in Autumn term- parents aware of expectations.**
- **Some curriculum workshops delivered although not hugely attended- we will rethink timings of workshops to improve parental engagement.**
- **Class Dojo system highly effective in school- positive feedback from parents as effective communication system.**
- **RNCM tuition started Spring 1- impact monitored in Autumn 1 2018-19**
- **Forest School continues to be developed by KJ- HLTA advert out Spring 1 for experienced Forest School leader to deliver sessions twice each week to KS2 in Summer 1 (Class Teacher for EYFS and KS1 to deliver own sessions in the style of Forest School)**

Total budgeted cost	£77, 400
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6. Review of expenditure				
Previous Academic Year		2016-17		
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Closing attainment gap between children eligible for PP and those who are not eligible for PP	Each class continued to have TA allocated to support individuals and small groups formed from pupils including those eligible for PP.	High impact- high level support within each class, particularly in Literacy and Mathematics sessions. Class Teachers plan for their TA to specifically support PP children for a minimum of one Literacy and one Mathematics lesson. Enables combination of TA support and teacher support to different groups.	Successful – Continue 2017-18	£15,000
	Weekly sessions for eligible PP children in the form of 1-1 or small group work throughout year, using two regular supply teachers and Senior Learning Mentor.	High impact	Successful – Continue 2017-18	£15,523
		EYFS TAs supporting PP children throughout differentiated phonics lessons to ensure good progress and a good level of development is achieved.	Successful – Continue 2017-18	£8672
	Purchase of resources (including ICT) to support intervention programs and individuals.	High impact	Successful – Continue 2017-18	£2000+
	One SEND TA delivered support for eligible PP children .Programs included Art Therapy, Anger Management and Phonics Teaching and Intervention.	High impact	Successful – Continue 2017-18	£9138

Overcome specific barriers to learning for individual learning	Employment of NQ Educational Psychologist and Speech and Language Therapist to work in school with targeted individuals who have identified barriers to learning.	Effective due to follow up work by TAs following programmes developed by SALT.	Successful – Continue 2017-18	£2000+
Children have equal opportunity to benefit from enrichment activities.	Curriculum Enrichment activities eg. After school sports clubs and educational visits Additional Sports Coaches to promote healthy lifestyles for all children and to target PP children.	High impact allowing children to experience activities that they may not otherwise access eg. Residential trips	Successful – Continue 2017-18	£500+ £14,250
Designated PP Champion to monitor progress, evaluate interventions which significantly narrow the gaps between children eligible for PP and their peers.	Termly Pupil Premium progress meetings with LL	Gaps narrowed and interventions reviewed for effectiveness. New interventions put in place to address the needs of children.	Successful – Continue 2017-18	

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Designated PP Champion monitors progress of PP children and evaluates interventions