

Pupil premium strategy statement

1. Summary information					
School	St Stephen and All Martyrs CE Primary School				
Academic Year	2016-17	Total PP budget	80,520	Date of most recent PPG Full Review	July 2016
Total number of pupils	210	Number of pupils eligible for PP 56 Incl 2 Children Looked After and 2 Services pupils	Date of next PPG Full Review	July 2017	
			Date for next internal review of this strategy		
			Tue 2 nd May 2017 Governor Inclusion Committee		

2. Current attainment Summative Autumn 2016 data TRACKING PPG ATTAINMENT		IMPACT MEASURE																								
Age Related Expectation Summary Report Y1 - Pupil Premium (2 pupils)		Year 1 Spring 2017. Pupil Premium Age Related Expectations																								
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">2 pupils Period: Yr1 Spr2</th> <th style="background-color: #f8d7da;">Working Below Expectation</th> <th style="background-color: #fff3cd;">Working At Expectation</th> <th style="background-color: #d4edda;">Working At or Above Expectation</th> <th style="background-color: #d4edda;">Working Above Expectation</th> </tr> </thead> <tbody> <tr> <td style="background-color: #fff3cd;">Reading</td> <td>0 (0%)</td> <td>1 (50.0%)</td> <td>2 (100%)</td> <td>1 (50.0%)</td> </tr> <tr> <td style="background-color: #fff3cd;">Writing</td> <td>0 (0%)</td> <td>2 (100%)</td> <td>2 (100%)</td> <td>0 (0%)</td> </tr> <tr> <td style="background-color: #fff3cd;">Mathematics</td> <td>0 (0%)</td> <td>2 (100%)</td> <td>2 (100%)</td> <td>0 (0%)</td> </tr> <tr> <td style="background-color: #cccccc;">Combined</td> <td>Working Below Expectation in one or more 0 (0%)</td> <td colspan="2" style="background-color: #d4edda;">Working At or Above Expectation in all 2 (100%)</td> <td style="background-color: #d4edda;">Working Above Expectation in all 0 (0%)</td> </tr> </tbody> </table> <p style="font-size: small; margin-top: 5px;">Key: Number of Pupils (Percentage)</p>			2 pupils Period: Yr1 Spr2	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation	Reading	0 (0%)	1 (50.0%)	2 (100%)	1 (50.0%)	Writing	0 (0%)	2 (100%)	2 (100%)	0 (0%)	Mathematics	0 (0%)	2 (100%)	2 (100%)	0 (0%)	Combined	Working Below Expectation in one or more 0 (0%)	Working At or Above Expectation in all 2 (100%)	
2 pupils Period: Yr1 Spr2	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation																						
Reading	0 (0%)	1 (50.0%)	2 (100%)	1 (50.0%)																						
Writing	0 (0%)	2 (100%)	2 (100%)	0 (0%)																						
Mathematics	0 (0%)	2 (100%)	2 (100%)	0 (0%)																						
Combined	Working Below Expectation in one or more 0 (0%)	Working At or Above Expectation in all 2 (100%)		Working Above Expectation in all 0 (0%)																						
Age Related Expectation Summary Report Y2 - Pupil Premium (8 pupils)		Year 2 Spring 2017. Pupil Premium Age Related Expectations																								
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8 pupils Period: Yr2 Spr2	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation																						
Reading	1 (12.5%)	6 (75.0%)	7 (87.5%)	1 (12.5%)																						
Writing	4 (50.0%)	4 (50.0%)	4 (50.0%)	0 (0%)																						
Mathematics	2 (25.0%)	4 (50.0%)	6 (75.0%)	2 (25.0%)																						
Combined	Working Below Expectation in one or more 4 (50.0%)	Working At or Above Expectation in all 4 (50.0%)		Working Above Expectation in all 0 (0%)																						

Age Related Expectation Summary Report Y3 - Pupil Premium (10 pupils)

Year 3 Spring 2017.

Pupil Premium Age
Related Expectations

10 pupils Period: Yr3 Spr2	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Reading	3 (30.0%)	7 (70.0%)	7 (70.0%)	0 (0%)
Writing	5 (50.0%)	5 (50.0%)	5 (50.0%)	0 (0%)
Mathematics	3 (30.0%)	7 (70.0%)	7 (70.0%)	0 (0%)
Combined	Working Below Expectation in one or more 5 (50.0%)	Working At or Above Expectation in all 5 (50.0%)		Working Above Expectation in all 0 (0%)

Age Related Expectation Summary Report Y4 - Pupil Premium (6 pupils)

Year 4 Spring 2017.

Pupil Premium Age
Related Expectations

6 pupils Period: Yr4 Spr2	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Reading	2 (33.3%)	4 (66.7%)	4 (66.7%)	0 (0%)
Writing	3 (50.0%)	3 (50.0%)	3 (50.0%)	0 (0%)
Mathematics	2 (33.3%)	4 (66.7%)	4 (66.7%)	0 (0%)
Combined	Working Below Expectation in one or more 3 (50.0%)	Working At or Above Expectation in all 3 (50.0%)		Working Above Expectation in all 0 (0%)

Key: Number of Pupils (Percentage)

Age Related Expectation Summary Report Y5 - Pupil Premium (13 pupils)

Year 5 Spring 2017.

Pupil Premium Age
Related Expectations

13 pupils Period: Yr5 Spr2	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Reading	3 (23.1%)	10 (76.9%)	10 (76.9%)	0 (0%)
Writing	9 (69.2%)	3 (23.1%)	4 (30.8%)	1 (7.7%)
Mathematics	6 (46.2%)	5 (38.5%)	7 (53.8%)	2 (15.4%)
Combined	Working Below Expectation in one or more 9 (69.2%)	Working At or Above Expectation in all 4 (30.8%)		Working Above Expectation in all 0 (0%)

Key: Number of Pupils (Percentage)

Age Related Expectation Summary Report

Y6 - Pupil Premium (10 pupils)

Year 6 Spring 2017.

Pupil Premium Age Related Expectations

10 pupils Period: Yr6 Spr2	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Reading	1 (10.0%)	7 (70.0%)	9 (90.0%)	2 (20.0%)
Writing	1 (10.0%)	9 (90.0%)	9 (90.0%)	0 (0%)
Mathematics	1 (10.0%)	7 (70.0%)	9 (90.0%)	2 (20.0%)
Combined	Working Below Expectation in one or more	Working At or Above Expectation in all		Working Above Expectation in all
	1 (10.0%)	9 (90.0%)		0 (0%)

Key: Number of Pupils (Percentage)

Barriers

- ❖ Language skills on entry into our Reception class are below that of reception age children which hinders the early acquisition of reading, writing and phonic skills.
- ❖ Several pupils have social, behavioural and emotional needs that impact on relationships, learning and progress.
- ❖ For some dis-advantaged pupils attendance and punctuality is below our expectations and they miss out on important learning too regularly.
- ❖ Some of our dis-advantaged pupils live in areas where up to 30% of children are living in poverty.
- ❖ For some pupils their complex family circumstances can also be considered a barrier for example home learning and reading is not as secure as for non-disadvantaged pupils
- ❖ Within each year group there are a number of pupils eligible for the pupil premium and although there are some common barriers we endeavour to identify each pupil's unique circumstances and address these through individualised provision and targeted support.

Desired outcomes *(Desired outcomes and how they will be measured)*

- ✓ Swift impact on improving language skills of Reception age children so that learning is supported
- ✓ To strengthen key systems to ensure disadvantaged pupils' individual needs are addressed so that the difference between this group and others nationally continues to be reduced.
- ✓ To strengthen the pastoral support for those pupils whose social and emotional needs are having an adverse impact on their attainment and achievement
- ✓ To continue to improve the attendance rates and punctuality of dis-advantaged children so that it matches national averages (96%)
- ✓ To strengthen engagement of PPG pupils with a focus on support for parents and our hard to reach families

3. Planned expenditure				
Academic year 2016-17		£80, 520		
Strategy				
Targeted Group	Success Criteria – How the impact will be	Actions	Who?	By When
All Disadvantaged Pupils	<p>Disadvantaged pupils will know and understand the immediate next steps in their learning teacher feedback and self-reflection as a result of whole school Quality First Teaching.</p> <p>Professional Development opportunities will have a clear impact on pedagogy with teaching and support staff well informed of current good practice.</p>	<ul style="list-style-type: none"> • Closely monitor evidence in pupils' work that indicates sufficient or better progress • Disadvantaged pupils will be identified as a specific group for individual work scrutiny • Secure outstanding professional development opportunities for staff at all levels 	<p>ALL staff Subject Leaders SLT Governors</p>	<p>Half-Termly Basis</p> <p>Drop-in Sessions and full Monitoring of teaching Learning and Assessment</p>
	<p>The incidences of poor/negative behaviour amongst disadvantaged pupils will be in-line or less than those who are not disadvantaged.</p>	<ul style="list-style-type: none"> • Safeguarding Strategy Meetings Identify and monitor behaviour of pupils • Behaviour tracking system refined and shared with governors. • Clear strategies in place to support vulnerable pupils to reduce the number of incidents 	<p>AK Learning Mentor HT</p> <p>Govs</p>	<p>Safeguarding Strategy Meetings will be fortnightly Governing Board Meetings</p> <p>half termly Inclusion Meetings take place on 18/10/16, 14/12/16, 28/2/17, 2/5/17, 5/7/17</p>
	<p>Outcomes for disadvantaged pupils will be raised through improvements in social interaction opportunities.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils will be encouraged to participate in Extra-curricular activities including peripatetic music support and Sport Development Activities • Club leaders to monitor the impact of pupil participation 	<p>All Staff</p> <p>Music and Sport Support services</p>	<p>Sept 2016, 37 pupils participating in club sessions Monitored on a half termly basis</p>

	Outcomes for disadvantaged pupils will be raised through the support for their social and emotional aspects of learning and relationships. Securing positive engagement with school and improving attendance where necessary.	<ul style="list-style-type: none"> • Learning mentor to support most vulnerable pupils with the support of Outside agencies inclusive of: <ul style="list-style-type: none"> • CAMHS • Educational Psychologist • Ladywood Outreach Team • Behaviour Support • Winston's Wish 	AK Learning Mentor	
	Governors will have a good understanding of the performance and progress of PPG pupils with regular detailed analysis and discussion during Governor Board Meetings. Governor scrutiny will be underpinned by a higher quality of evaluative analysis of pupil and group level data	<ul style="list-style-type: none"> • Joint monitoring and review of provision and impact on achievement and attainment • Pupil Progress meetings will monitor PPG pupil progress as easily identifiable group 	Senior Leaders Inclusion Team Govs	Half-termly Governing Board meetings Inclusion Team and Raising Achievement Group meetings
	Outcomes for disadvantaged pupils will be raised through regular targeted Interventions and Booster Sessions.	<ul style="list-style-type: none"> • All staff to identify intervention groups on Target Tracker and update on a weekly basis • Inclusion team to monitor and track progress of vulnerable pupils and report to Governing Board. 	All Staff Inclusion Team Raising Achievement Group	Weekly Target Tracker Updates and Half-termly Inclusion Board Meetings 18/10/16, 14/12/16, 28/2/17, 2/5/17, 5/7/17 RAG Meeting Takes place on Wed 30 th Nov

	<p>There will be a consistently sharper focus by teachers on the attendance and punctuality of disadvantaged pupils. Attendance and punctuality of targeted pupils will improve, there will be no persistent absentees in this vulnerable group</p>	<ul style="list-style-type: none"> • Learning Mentor will monitor PPG attendance figures and feed back to Governor Board meetings. • Strategies will be put in place to impact and improve attendance where necessary: <ul style="list-style-type: none"> • Home visits • External support agencies • Early Intervention Team • Pupil and Student Services 	<p>All Staff Learning Mentor Govs</p>	<p>Weekly and half-termly attendance figures analysed.</p>
	<p>There will be a more systematic approach to organisation and planning of interventions by support staff, with a stronger focus upon impact (on-going outcomes and provision) Disadvantaged/Send pupils will make at least sufficient progress as a result of targeted provision</p>	<ul style="list-style-type: none"> • Vulnerable Children meetings will form part of Safeguarding Strategy meetings on a fortnightly basis. • Target Tracker Updated regularly • There will be a systematic approach to case studying of those pupils who are SEND and PPG pupils to track progress. 	<p>All staff TA Team Inclusion Team</p>	<p>Weekly Interventions and half-termly analysis</p>
	<p>Support from external Agencies will be systematically targeted to support the most vulnerable pupils. Pathways and passports will be in place to monitor pupil progress.</p>	<ul style="list-style-type: none"> • External Agencies will be engaged throughout the year identifying vulnerable pupil needs to support behaviour, relationships, attainment and progress • Support and Guidance will inform classroom practice and Strategies in place to support PPG pupils. 	<p>All Staff Inclusion Team Govs</p>	<p>External Agencies support school on a weekly basis</p> <ul style="list-style-type: none"> • CAMHS • Educational Psychologist • Ladywood Outreach Team • Behaviour Support

	<p>Accountability for PPG outcomes will be a stronger feature for teaching and support staff. Teacher appraisal strengthened to include this specific group. There will be a clear focus from class teachers on these pupils starting points and gaps.</p> <p>Vulnerable pupils including those eligible for PPG will be easily identified on tracking systems.</p>	<ul style="list-style-type: none"> Refine tracking systems in core and foundation subjects to identify PPG pupils easily. Pupil Progress Meetings analysis and discussion of PPG pupils' progress Analysis by subject leaders against this group shared with governors at Teaching and Learning Meetings. 	<p>All staff</p> <p>Subject Leaders</p> <p>Govs</p>	<p>Tracking systems updated regularly. (every Week)</p> <p>Half termly and 10 20 30 week Assessment Periods</p> <p>Teaching and Learning Meetings take place on: 12/10/16, 30/11/16, 25/1/17, 29/3/17, 27/6/17</p>
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Pupil Premium Impact Analysis

On-track Achievement Analysis of Spring 2017 PPG DATA



Key Stage Progress

Y1, Y2, Y3, Y4, Y5, Y6 - Pupil Premium (49 pupils)

Reading

Y1 Aut1 or End of KS1	Spring 2 16-17					
	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
No Assessment		2 pupils (4.1%)		1 pupil (2.0%)	1 pupil (2.0%)	
Below Band 1	2 pupils (4.1%)	1 pupil (2.0%) 1 pupil (2.0%) 2 pupils (4.1%)				
Band 1	1 pupil (2.0%)	1 pupil (2.0%) 2 pupils (4.1%)			1 pupil (2.0%)	
Band 2		2 pupils (4.1%)	7 pupils (14.3%) 1 pupil (2.0%)	1 pupil (2.0%) 2 pupils (4.1%) 3 pupils (6.1%)	2 pupils (4.1%) 6 pupils (12.2%) 1 pupil (2.0%)	5 pupils (10.2%) 2 pupils (4.1%) 2 pupils (4.1%)

Key:

Not Applicable (4 pupils 8.2%)	Regressed (0 pupils 0.0%)	Stuck (1 pupil 2.0%)	Slow (12 pupils 24.5%)	Sufficient (20 pupils 40.8%)	Accelerated (12 pupils 24.5%)
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Y1: Yr1 Aut1 to Yr1 Spr2
 Y2: Yr1 Aut1 to Yr2 Spr2
 Y3: Yr2 Sum2 to Yr3 Spr2
 Y4: Yr2 Sum2 to Yr4 Spr2
 Y5: Yr2 Sum2 to Yr5 Spr2
 Y6: Yr2 Sum2 to Yr6 Spr2

2+ points progress	3 points progress	4+ points progress
7+ points progress	9 points progress	10+ points progress
2+ points progress	4 points progress	5+ points progress
7+ points progress	10 points progress	11+ points progress
12+ points progress	16 points progress	17+ points progress
16+ points progress	22 points progress	23+ points progress

Key Stage Progress

Y1, Y2, Y3, Y4, Y5, Y6 - Pupil Premium (49 pupils)

Writing

	Spring 2 16-17					
Y1 Aut1 or End of KS1	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
No Assessment		2 pupils (4.1%)		1 pupil (2.0%)	1 pupil (2.0%)	
Below Band 1	2 pupils (4.1%)	4 pupils (8.2%)				
Band 1	1 pupil (2.0%)	1 pupil (2.0%) 1 pupil (2.0%)	1 pupil (2.0%) 1 pupil (2.0%)	1 pupil (2.0%) 1 pupil (2.0%)		
Band 2		1 pupil (2.0%) 1 pupil (2.0%)	6 pupils (12.2%) 2 pupils (4.1%)	5 pupils (10.2%) 1 pupil (2.0%) 1 pupil (2.0%)	4 pupils (8.2%) 2 pupils (4.1%)	9 pupils (18.4%)

Key:

Not Applicable (4 pupils 8.2%)	Regressed (0 pupils 0.0%)	Stuck (1 pupil 2.0%)	Slow (14 pupils 28.6%)	Sufficient (26 pupils 53.1%)	Accelerated (4 pupils 8.2%)
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Y1: Yr1 Aut1 to Yr1 Spr2
 Y2: Yr1 Aut1 to Yr2 Spr2
 Y3: Yr2 Sum2 to Yr3 Spr2
 Y4: Yr2 Sum2 to Yr4 Spr2
 Y5: Yr2 Sum2 to Yr5 Spr2
 Y6: Yr2 Sum2 to Yr6 Spr2

2+ points progress	3 points progress	4+ points progress
7+ points progress	9 points progress	10+ points progress
2+ points progress	4 points progress	5+ points progress
7+ points progress	10 points progress	11+ points progress
12+ points progress	16 points progress	17+ points progress
16+ points progress	22 points progress	23+ points progress

Key Stage Progress

Y1, Y2, Y3, Y4, Y5, Y6 - Pupil Premium (49 pupils)

Mathematics

	Spring 2 16-17					
Y1 Aut1 or End of KS1	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
No Assessment		1 pupil (2.0%)		1 pupil (2.0%)	1 pupil (2.0%)	
Below Band 1	1 pupil (2.0%)	2 pupils (4.1%) 2 pupils (4.1%) 1 pupil (2.0%)				
Band 1	1 pupil (2.0%)	1 pupil (2.0%) 1 pupil (2.0%)	1 pupil (2.0%) 1 pupil (2.0%)	1 pupil (2.0%) 1 pupil (2.0%)		
Band 2		2 pupils (4.1%)	7 pupils (14.3%) 1 pupil (2.0%)	2 pupils (4.1%) 1 pupil (2.0%) 2 pupils (4.1%)	2 pupils (4.1%) 5 pupils (10.2%) 2 pupils (4.1%)	3 pupils (6.1%) 2 pupils (4.1%) 4 pupils (8.2%)

Key:

Not Applicable (3 pupils 6.1%)	Regressed (0 pupils 0.0%)	Stuck (0 pupils 0.0%)	Slow (12 pupils 24.5%)	Sufficient (19 pupils 38.8%)	Accelerated (15 pupils 30.6%)
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Y1: Yr1 Aut1 to Yr1 Spr2
 Y2: Yr1 Aut1 to Yr2 Spr2
 Y3: Yr2 Sum2 to Yr3 Spr2
 Y4: Yr2 Sum2 to Yr4 Spr2
 Y5: Yr2 Sum2 to Yr5 Spr2
 Y6: Yr2 Sum2 to Yr6 Spr2

2+ points progress	3 points progress	4+ points progress
7+ points progress	9 points progress	10+ points progress
2+ points progress	4 points progress	5+ points progress
7+ points progress	10 points progress	11+ points progress
12+ points progress	16 points progress	17+ points progress
16+ points progress	22 points progress	23+ points progress