

Pupil premium strategy statement

1. Summary information					
School	St Stephen and All Martyrs CE Primary School				
Academic Year	2016	Total PP budget	80,520	Date of most recent PP Review	July 2016
Total number of pupils	210	Number of pupils eligible for PP		Date for next internal review of this strategy	
		53 Incl 2 Children Looked After and 1 Services pupil		1st December Interim Review Assessment Period 1	

2. Current attainment Summative Summer 2016 data																																									
<table border="1"> <thead> <tr> <th>Subject</th> <th>Missing Assessment</th> <th>Working Below Expectation</th> <th>Working At Expectation</th> <th>Working At or Above Expectation</th> <th>Working Above Expectation</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>1 (12.5%)</td> <td>1 (12.5%)</td> <td>4 (50.0%)</td> <td>6 (75.0%)</td> <td>2 (25.0%)</td> </tr> <tr> <td>Writing</td> <td>1 (12.5%)</td> <td>1 (12.5%)</td> <td>5 (62.5%)</td> <td>6 (75.0%)</td> <td>1 (12.5%)</td> </tr> <tr> <td>Mathematics</td> <td>1 (12.5%)</td> <td>1 (12.5%)</td> <td>5 (62.5%)</td> <td>6 (75.0%)</td> <td>1 (12.5%)</td> </tr> <tr> <td rowspan="2">Combined</td> <td></td> <td>Working Below Expectation in one or more</td> <td colspan="2">Working At or Above Expectation in all</td> <td>Working Above Expectation in all</td> </tr> <tr> <td></td> <td>1 (12.5%)</td> <td colspan="2">6 (75.0%)</td> <td>0 (0%)</td> </tr> </tbody> </table> <p>Key: Number of Pupils (Percentage)</p>						Subject	Missing Assessment	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation	Reading	1 (12.5%)	1 (12.5%)	4 (50.0%)	6 (75.0%)	2 (25.0%)	Writing	1 (12.5%)	1 (12.5%)	5 (62.5%)	6 (75.0%)	1 (12.5%)	Mathematics	1 (12.5%)	1 (12.5%)	5 (62.5%)	6 (75.0%)	1 (12.5%)	Combined		Working Below Expectation in one or more	Working At or Above Expectation in all		Working Above Expectation in all		1 (12.5%)	6 (75.0%)		0 (0%)	<div style="border: 1px solid black; padding: 5px;"> <p>Year 1 Summer 2016.</p> <p>Pupil Premium Age Related Expectations no SEND</p> </div>
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Reading	3 (33.3%)	3 (33.3%)	6 (66.7%)	3 (33.3%)																																					
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Writing	2 (50.0%)	1 (25.0%)	2 (50.0%)	1 (25.0%)
Mathematics	2 (50.0%)	1 (25.0%)	2 (50.0%)	1 (25.0%)
Combined	Working Below Expectation in one or more	Working At or Above Expectation in all		Working Above Expectation in all
	2 (50.0%)	2 (50.0%)		0 (0%)

Key: Number of Pupils (Percentage)

Year 3 Summer 2016.

Pupil Premium Age
Related Expectations no
SEND

Subject	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Reading	1 (11.1%)	5 (55.6%)	8 (88.9%)	3 (33.3%)
Writing	4 (44.4%)	5 (55.6%)	5 (55.6%)	0 (0%)
Mathematics	6 (66.7%)	3 (33.3%)	3 (33.3%)	0 (0%)
Combined	Working Below Expectation in one or more	Working At or Above Expectation in all		Working Above Expectation in all
	6 (66.7%)	3 (33.3%)		0 (0%)

Key: Number of Pupils (Percentage)

Year 4 Summer 2016.

Pupil Premium Age
Related Expectations no
SEND

Subject	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Reading	2 (20.0%)	6 (60.0%)	8 (80.0%)	2 (20.0%)
Writing	1 (10.0%)	7 (70.0%)	9 (90.0%)	2 (20.0%)
Mathematics	2 (20.0%)	3 (30.0%)	8 (80.0%)	5 (50.0%)
Combined	Working Below Expectation in one or more	Working At or Above Expectation in all		Working Above Expectation in all
	2 (20.0%)	8 (80.0%)		2 (20.0%)

Key: Number of Pupils (Percentage)

Year 5 Summer 2016.

Pupil Premium Age
Related Expectations no
SEND

Year 6 Summer 2016.
 Pupil Premium Age
 Related Expectations no
 SEND

Subject	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Reading	3 (23.1%)	4 (30.8%)	10 (76.9%)	6 (46.2%)
Writing	3 (23.1%)	3 (23.1%)	10 (76.9%)	7 (53.8%)
Mathematics	4 (30.8%)	3 (23.1%)	9 (69.2%)	6 (46.2%)
Combined	Working Below Expectation in one or more	Working At or Above Expectation in all		Working Above Expectation in all
	4 (30.8%)	9 (69.2%)		5 (38.5%)

Key: Number of Pupils (Percentage)

Barriers

- ❖ 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.
- ❖ Several pupils have social and emotional needs that impact on relationships, learning and progress.
- ❖ For some pupils attendance and punctuality is below our expectations and they miss out on important learning too regularly.
- ❖ Most pupils begin their Learning Journey at St Stephens below the national expectations of Reception age children
- ❖ Some of our 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.

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

- ✓ 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 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 and punctuality of children in receipt of Pupil Premium
- ✓ To strengthen engagement of PPG pupils with a focus on support for parents and 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 	ALL staff Subject Leaders SLT Governors	<p>Half-Termly Basis</p> <p>Drop-in Sessions and full Monitoring of teaching Learning and Assessment</p>
	The incidences of poor/negative behaviour amongst disadvantaged pupils will be in-line or less than those who are not disadvantaged.	<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 	AK Learning Mentor HT Govs	<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>
	Outcomes for disadvantaged pupils will be raised through improvements in social interaction opportunities.	<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 	All Staff Music and Sport Support services	Sept 2016, 37 pupils participating in club sessions Monitored on a half termly basis

	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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4. Planned spending of allocation

Item/Project	Estimated Cost	Objectives to improve outcomes for PPG pupils
External Agency Support	Behaviour Support £6,400 Educational Psychologist Assessments and Reports £3,700	External agencies will offer their specialist support to identify strategies to further engage vulnerable and PPG pupils. Improved attendance, positive behaviour and engagement in learning will secure improved outcomes. Social, emotional and academic needs will be met as a result of close liaison with external support and advice
Learning Mentor/Inclusion Team	£21,000	To reduce frequency of behaviour incidents which restrict learning of targeted children and the wider school community inclusive of PPG pupils Improved attendance through focused family support and targeted interventions to improve absence figures Increased participation of targeted children in lessons Greater participation of PPG pupils and families through closer liaison and signposting additional support for vulnerable parents Parents feel confident to engage in pupils learning To liaise with all external agencies meeting the individual and sometimes complex needs of PPG pupils To provide training for staff in support of pupils identified as PPG
Professional Development Opportunities	£6,000	Staff at all levels to improve whole school teaching, learning and assessment based on current best practice. Quality First Teaching will be evident across the school. Disadvantaged pupils will know and understand the immediate next steps in their learning because teacher feedback will immediately impact on their progress
Purchase of additional	£4, 000	Additional resources will support progress in English and maths for targeted PPG pupils. Plus 1,

support materials		Power of 2 and Toe by Toe resources will support pupil progress in maths and English
Targeted support by Teaching Assistants	£32,000	Additional TA support in challenging cohorts providing individual and small group support for vulnerable and PPG pupils Targeted interventions planned by teaching staff and delivered by Teaching Assistants to support pupil progress for PPG children
Resources to support Extra-curricular clubs including theatre visits trips etc	£2000	Teachers more aware of PPG children and their individual interests. Improved relationships with pupils feeling valued and secure developing positive relationships with staff and their peers PPG pupils enjoy coming to school and have improved attendance figures Pupils personal development, behaviour and welfare is enhanced because of their participation in extra-curricular clubs and activities
Additional costs in support of peripatetic music support	£6,000	Pupils are engaged in school life and enjoy participating in extra-curricular activities. Relationships are strengthened with families as a result of additional support. Parents feel more engaged PPG pupils enjoy coming to school and have improved attendance figures Pupils personal development, behaviour and welfare is enhanced because of their participation in music

2016 Headlines

1/2 of the pupils entitled to free school meals achieved a Good Level of Development. (GLD)

One child was identified as having significant behavioural needs and received additional support from external Agencies (Ladywood Outreach Team and Behaviour Support)

Next Steps

Increase rigour in tracking and acting on needs of disadvantaged pupils as soon as possible to maximise progress.

2016 Headlines

7/8 disadvantaged pupils achieved the expected standard in the Y1 phonics check. The in-school gap has closed from 42% in 2014 to 7% in 2016.

8/10 children in Year 2 achieved the expected standard. The 2 children failing to achieve the standard received additional support from external agencies including Social Services and Behaviour support. The in-school gap has fallen from 46% in 2015 to 17% in 2016.

Next Steps

Increase rigour in tracking and acting on needs of disadvantaged pupils so as to maximise progress and further reduce the gap.

1. Pupil Premium Progress Summer 2016

Reading

		Summer 2 15-16						
Y1 Aut1 or End of KS1	No Assessment	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7
No Assessment	1 pupil (1.9%)	1 pupil (1.9%)	1 pupil (1.9%)		1 pupil (1.9%)			
Below Band 1		3 pupils (5.7%)	2 pupils (3.8%)					
		1 pupil (1.9%)	2 pupils (3.8%)					
		1 pupil (1.9%)	2 pupils (3.8%)					
Band 1		1 pupil (1.9%)	1 pupil (1.9%)	1 pupil (1.9%)				
		1 pupil (1.9%)						
Band 2				4 pupils (7.5%)	3 pupils (5.7%)	5 pupils (9.4%)	4 pupils (7.5%)	
					2 pupils (3.8%)	5 pupils (9.4%)	2 pupils (3.8%)	
					5 pupils (9.4%)		1 pupil (1.9%)	
Band 3							1 pupil (1.9%)	2 pupils (3.8%)

Key:

Not Applicable (4 pupils 7.5%)	Regressed (0 pupils 0.0%)	Stuck (4 pupils 7.5%)	Slow (12 pupils 22.6%)	Sufficient (24 pupils 45.3%)	Accelerated (9 pupils 17.0%)
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Y1: Yr1 Aut1 to Yr1 Sum2
 Y2: Yr1 Aut1 to Yr2 Sum2
 Y3: Yr2 Sum2 to Yr3 Sum2
 Y4: Yr2 Sum2 to Yr4 Sum2
 Y5: Yr2 Sum2 to Yr5 Sum2
 Y6: Yr2 Sum2 to Yr6 Sum2

3+ points progress	5 points progress	6+ points progress
8+ points progress	11 points progress	12+ points progress
4+ points progress	6 points progress	7+ points progress
8+ points progress	12 points progress	13+ points progress
14+ points progress	18 points progress	19+ points progress
18+ points progress	24 points progress	25+ points progress

Writing

Summer 2 15-16								
Y1 Aut1 or End of KS1	No Assessment	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7
No Assessment	1 pupil (1.9%)	1 pupil (1.9%)			1 pupil (1.9%)			
Below Band 1		4 pupils (7.5%) 1 pupil (1.9%)	6 pupils (11.3%) 2 pupils (3.8%)					
Band 1		1 pupil (1.9%) 1 pupil (1.9%)	1 pupil (1.9%)	1 pupil (1.9%)		1 pupil (1.9%)		
Band 2				1 pupil (1.9%) 1 pupil (1.9%) 2 pupils (3.8%)	3 pupils (5.7%) 1 pupil (1.9%) 2 pupils (3.8%)	9 pupils (17.0%) 1 pupil (1.9%) 2 pupils (3.8%)	5 pupils (9.4%) 1 pupil (1.9%) 1 pupil (1.9%)	
Band 3							2 pupils (3.8%)	1 pupil (1.9%)

Key:

Not Applicable (3 pupils 5.7%)	Regressed (0 pupils 0.0%)	Stuck (1 pupil 1.9%)	Slow (15 pupils 28.3%)	Sufficient (27 pupils 50.9%)	Accelerated (7 pupils 13.2%)
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Y1: Yr1 Aut1 to Yr1 Sum2
 Y2: Yr1 Aut1 to Yr2 Sum2
 Y3: Yr2 Sum2 to Yr3 Sum2
 Y4: Yr2 Sum2 to Yr4 Sum2
 Y5: Yr2 Sum2 to Yr5 Sum2
 Y6: Yr2 Sum2 to Yr6 Sum2

3+ points progress	5 points progress	6+ points progress
8+ points progress	11 points progress	12+ points progress
4+ points progress	6 points progress	7+ points progress
8+ points progress	12 points progress	13+ points progress
14+ points progress	18 points progress	19+ points progress
18+ points progress	24 points progress	25+ points progress

Mathematics

Summer 2 15-16								
Y1 Aut1 or End of KS1	No Assessment	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7
No Assessment	1 pupil (1.9%)				1 pupil (1.9%)			
Below Band 1		4 pupils (7.5%)	6 pupils (11.3%)					
		1 pupil (1.9%)	2 pupils (3.8%)					
Band 1		1 pupil (1.9%)	1 pupil (1.9%)	1 pupil (1.9%)				
		1 pupil (1.9%)						
Band 2					2 pupils (3.8%)	9 pupils (17.0%)	3 pupils (5.7%)	
				1 pupil (1.9%)	3 pupils (5.7%)	1 pupil (1.9%)	3 pupils (5.7%)	
				3 pupils (5.7%)	3 pupils (5.7%)	1 pupil (1.9%)	2 pupils (3.8%)	
					1 pupil (1.9%)			
Band 3						1 pupil (1.9%)	1 pupil (1.9%)	

Key:

Not Applicable (2 pupils 3.8%)	Regressed (0 pupils 0.0%)	Stuck (3 pupils 5.7%)	Slow (12 pupils 22.6%)	Sufficient (31 pupils 58.5%)	Accelerated (5 pupils 9.4%)
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Y1: Yr1 Aut1 to Yr1 Sum2
 Y2: Yr1 Aut1 to Yr2 Sum2
 Y3: Yr2 Sum2 to Yr3 Sum2
 Y4: Yr2 Sum2 to Yr4 Sum2
 Y5: Yr2 Sum2 to Yr5 Sum2
 Y6: Yr2 Sum2 to Yr6 Sum2

3+ points progress	5 points progress	6+ points progress
8+ points progress	11 points progress	12+ points progress
4+ points progress	6 points progress	7+ points progress
8+ points progress	12 points progress	13+ points progress
14+ points progress	18 points progress	19+ points progress
18+ points progress	24 points progress	25+ points progress