

Pupil premium strategy statement

1. Summary information					
School	St Stephen and All Martyrs CE Primary School				
Academic Year	2017-18	Total PP budget	£75, 240	Date of most recent PPG Full Review	July 2017
Total number of pupils	210	Number of pupils eligible for PP	48 Children Rec – 3 Y4 – 10 Y1 – 7 Y5 – 6 Y2 – 2 Y6 – 12 Y3 – 8	Date of next PPG Full Review	July 2018
				Date for next internal review of this strategy	
				Wed 13 th Dec 2017 Governor Inclusion Committee	

2. Summative Summer 2017 data PPG ATTAINMENT IMPACT MEASURE-No of children working at Age Related Expectations

Age Related Expectation Summary Report Y1 - Pupil Premium (2 pupils)

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%)

Year 1 Summer 2017.

Pupil Premium Age
Related Expectations

Key: Number of Pupils (Percentage)

Age Related Expectation Summary Report Y2 - Pupil Premium (8 pupils)

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%)

Year 2 Summer 2017.

Pupil Premium Age
Related Expectations

Key: Number of Pupils (Percentage)

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

Year 3 Summer 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 Summer 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 Summer 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 Summer 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 2017-18		£75, 240		
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 4/10/17, 13/12/17, 14/2/18, 25/4/18, 20/6/18</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>Survey engagement During Autumn term. Survey completed by Friday 8th Dec</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 RAG Meeting Takes place on Wednesday 13th

	<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 • Pupil Referral Unit • Nurture Group

	<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: 27/9/17, 22/11/17, 24/1/18, 28/3/18, 16/5/18 4/7/18</p>
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1. Planned spending of allocation			
Item/Project	Estimated Cost	Objectives to improve outcomes for PPG pupils	Impact Measure
External Agency Support	Behaviour Support £7,500 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	Essential and Highly Effective in providing External support and Referrals for Assessments Improved behaviour and engagement from a number of pupils Additional SEN needs identified quickly and supported Case Studies (PG, LH,)
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	Highly Effective in the pastoral support for vulnerable families. Significant reduction in behaviour incidents for specific pupils. Highly effective in improving attendance rates. Highly effective in establishing good working relationship with parents. Case studies (TJC KC, OJH, JF, LH)

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 Staff with 1:1 SEN support responsibilities will acquire key skills in support of children with combined SEN/PPG needs.	Highly effective in equipping teachers and assistants in their support of PPG pupils both with whole class teaching and individual support.
Purchase of additional support materials	£4, 000	Additional resources will support progress in English and maths for targeted PPG pupils. Plus 1, Power of 2 and Toe by Toe resources will support pupil progress in maths and English	Effective in meeting the needs of individual pupils who are given 1:1 targeted support
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	Highly Effective Well trained and experienced TAs equipped to provide individual and small group support for PPG pupils.
External provider support to improve Behaviour and Relationships	£3,000	Primary Military School deliver a 12 week programmes for learners focusing on: Personal development, strategies for improving behaviour and motivation to ensure positive learning experiences and engagement with the curriculum.	Effective in improving relationships and engagement. Effective in developing co-operative learning and positive behaviours.
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	Effective in engaging pupils and improving attendance. Pupils are settled in school with social, emotional and academic needs well met. Pupils enjoy coming to school.
Additional costs in support of peripatetic music support	£4,000	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	Effective in engaging pupils and improving attendance. Pupils are settled in school with social, emotional and academic needs well met. Pupils enjoy coming to school and participate more fully.