



1. Summary information					
School	Poulton St Chad's CE Primary School				
Academic Year	2016/17	Total PP budget	£38700	Date of most recent PP Review	
Total number of pupils	245	Number of pupils eligible for PP	25 (FSM6 eligibility) 3 Post LA care)	Date for next internal review of this strategy	July 2017

2. Current attainment (2015/16 KS2 results)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national KS2 average)</i>
% reaching expected + in reading	0% (1 pupil)	97.1%
% reaching expected + in writing	100% (1 pupil)	88.2%
% reaching expected + in maths	100% (1 pupil)	100.0%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low oracy skills in Reception and KS1
B.	Low reading/comprehension skills in PP children in Key Stage 2 impacting achievement in all areas.
C.	Confidence issues have a negative impact on learning for some PP children
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance of some PP children
E.	Lack of home support for reading/homework

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Reception class.	To meet ELGs in this area
B.	Improve the outcomes for PP/PP+ -FSM children in phonics, literacy and mathematics	For PP eligible children to meet age related expectations in Y1 Phonics, Reading and Maths, or to make accelerated progress towards these goals.
C.	Children to be confident in their approach to peers and learning.	Children able to be responsible for their relationships and learning

		confidently, evidenced by less referrals/ time out of class for support
D.	Increased attendance rates for pupils eligible for PP.	Attendance to be in line with non PP eligible children

5. Planned expenditure					
Academic year	2016/17				
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?
Improve oral language skills for pupils eligible for PP in Reception class.	Speech and Language intervention and support for EYFS children Talk for writing/Story Scribing/ Child-initiated focus for learning Speech and language training for staff	Every Child a Talker: Guidance for Early Language Lead Practitioners	Monitoring against Baseline evaluation demonstrates improvement Communication and Language and pupils meeting end of year Early learning Goals in this area.	J.Potter G.Crossley L.Wood	On-going with final analyses after publication of National 2017 data, (Autumn 2017)
Total budgeted cost					£3300

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?
Improve the outcomes for PP/PP+ - FSM children in phonics, literacy and mathematics	<ul style="list-style-type: none"> Tracking and monitor data of FSM children. Analyse barriers to learning and creating individual Case Studies on children that are at risk of falling behind Increased targeted support from Teaching Assistants for phonics, reading and mathematics Focused 'Narrowing the Gap' support – including Read Write Inc, Better Reading, Preteaching Additional teacher support in literacy and mathematics for Year 6 for children currently working below age related (at risk of falling below 100 on the scaled scores) Acquisition of specific resources to address identified needs 	Evaluation of the Making Good Progress Pilot (2010). DCSF Research Report RR184. PricewaterhouseCoopers (PwC) LLP See page 153 for summary of findings. John Dunford Consulting Ten point plan for spending the pupil premium successfully (2014)	Entry and exit data analysed for all intervention programmes	J.Potter S.Shrewsbury H.Hunt (Intervention TA) Class teachers	On-going with final analyses after publication of National 2017 data, (Autumn 2017)
Children to be confident in their approach to peers and learning.	<ul style="list-style-type: none"> Learning Mentor targeted support Professional support from counsellor/coach working with identified children on individual specific issues. 	Mental health and behaviour in schools, GOV.UK-240515 DfE (2015)	Pupil feedback (questionnaire/informal discussions) Monitoring by Learning Mentor indicates a reduction in specifically targeted pupils requiring intervention to enable them to access learning.	J.Potter H.Hunt Class teachers	On-going with final analyses after publication of National 2017 data, (Autumn 2017)
Total budgeted cost					£33250

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 attendance rates for pupils eligible for PP.	Monitoring of PP children. Individual approach to be made to parents by letter/meetings. Individual targets to be shared with children.	The link between absence and attendance, GOV.UK (412638) – DfE (2015) EEF Toolkit - Pupil engagement & behaviour – states ‘A pupil cannot benefit from a lesson if they are not present in the classroom, engaged in the lesson, and behaving appropriately for learning.’	Tracking and monitoring of any pupils where attendance is a concern indicate improvements.	J.Potter J.Kenny Class teachers	On-going with final analyses after publication of National 2017 data, (Autumn 2017)
Enrichment opportunities to be available for all both to facilitate access across all curriculum areas and to promote identification of any talented pupils.	Purchase of resources/opportunities/tutors for PP eligible pupils as required	Pupils not to be victimised or their education prejudiced through their being from low-income families.	Pupils identified by class teachers/school bursar when educational opportunities restricted through lack of income.	J. Kenny Class teachers	On-going with final analyses after publication of National 2017 data, (Autumn 2017)
Total budgeted cost					£2150

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

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)	
Improve oral language skills for pupils eligible for PP in Reception class.	Speech and Language intervention and support for EYFS children	Not all reached GLD but all made good progress in oral language skills . Exceeding ELG 1 Secure 1 Entering 2 (from a start of 16-26 months this was excellent progress to ELG entering 60+ months)	A necessarily time intensive intervention as approach needs to be individualised for each pupil and delivered 1:1 usually. More TA time needed to be planned.	

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)	
Improve the outcomes for PP/PP+ -FSM children in phonics, literacy and mathematics	<ul style="list-style-type: none"> Tracking and monitor data of FSM children. Analyse barriers to learning and creating individual Case Studies on children that are at risk of falling behind Increased targeted support from Teaching Assistants for phonics, reading and mathematics Focused 'Narrowing the Gap' support – including Read Write Inc, Better Reading, Preteaching Additional teacher support in literacy and mathematics for Year 6 for children currently working below age related (at risk of falling below 100 on the scaled scores) Acquisition of specific resources to address identified needs 	<p>Although individually recorded case studies are yet to be developed, where there are children at risk, these are currently clear in teacher's knowledge but are not recorded in one place. However triangulation of data is evident through children's books, assessment records and summative assessments.</p> <p>TA support is effective, but needs to be really focussed on specific interventions rather than general class support to be most effective.</p> <p>Better Reading, when it does have an impact, has significant impact.</p> <p>An additional teacher for the Year 6 class enabled 12 pupils to be taught in one group, this supporting the PP pupils in this group as well as others and also reducing class size for the PP pupils in the other class group split, where pupil: staff ratios reduced to 1:11 compared to 1:17</p>	<p>The need for a centralised recording stem for all pupils at risk has been addressed through the purchase of CPOMs. This will support recording of all issues for any child, by all associated members of staff, as all categories affecting pupil progress are easily maintained and cross referenced to Tapestry (EYFS assessment records) and Pupil Asset (year on year Curriculum record keeping of assessments.</p> <p>A common system throughout school is needed to be developed whereby specific interventions used with each child needs to be recorded along with its impact in order that future class teachers can avoid repetition /overload /</p> <p>It has also become evident that there are a number of intervention strategies and resources in school that have fallen into disuse or overlooked, so an audit of these, as well as TA skills, is now being developed to support strategic implementation of all of these over the pupils' time in school. This will impact on all pupils challenged or underperforming.</p> <p>Better Reader although not always effective when there is an underlying special educational need (such as dyslexia) , when it does have an impact, can have a massive impact. Recently a child has improved 2 years in 2 months. This is therefore is an intervention which needs to be done routinely by class teachers through using TAs, and not relying on additional TA or volunteer support.</p> <p>Although an expensive additional cost an additional class teacher, did have an impact on the achievement both of the lower ability pupils and the higher ability pupils, including PP in both groups.</p> <p>Specific resources have not been a significant requirement in this academic year.</p>	£5932.95

<p>Children to be confident in their approach to peers and learning.</p>	<ul style="list-style-type: none"> Learning Mentor targeted support <p>Professional support from counsellor/coach working with identified children on individual specific issues.</p>	<p>The impact of counselling alone on academic progress is difficult to assess. Children's feedback is extremely positive. 'I feel happier now' 'Now I know that I have friends' 'I know what to do if I'm feeling sad' As part of our concern for pupils' well-being is must be of significant value when need has been identified among PP pupils.</p>	<p>Learning Mentor, as an individual and group pupil support for PP pupils and others, has a high impact in increasing teaching time. Teachers do not have time taken out of lessons sorting minor issues. Issues do not develop due to this early intervention. This also results in a better learning environment in the classroom.</p> <p>'Newstart' as been identified as a professional provider of bespoke provision for school pupils with staff being extremely reliable and approachable.</p> <p>These approaches will continue to secure social and emotional well-being, especially through reduction in other early intervention services.</p>	
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iii. Other approaches

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)	
<p>Increased attendance rates for pupils eligible for PP.</p>	<p>Monitoring of PP children. Individual approach to be made to parents by letter/meetings. Individual targets to be shared with children.</p>	<p>At end of year 25% of persistent absentees were PP pupils but these were authorised absentees for medical reasons.</p>	<p>Letters sent to parents generally result in follow up discussions and discussion about how the pupil can be supported in accessing school regularly. This will be maintained.</p>	
<p>Enrichment opportunities to be available for all both to facilitate access across all curriculum areas and to promote identification of any talented pupils.</p>	<p>Purchase of resources/opportunities/ tutors for PP eligible pupils as required</p>	<p>This funding secures all PP pupils' access to Curriculum enrichment visits and offers them the opportunity to have access to the range of enrichment opportunities that other pupils enjoy.</p>	<p>Communication of this opportunity has to be done individually and discretely and can cause embarrassment. A more effective provision for all seems to be to provide for all and then all ability levels of PP as well as other pupils engage with the provision. For pupils talents to be identified they have to be given opportunity.</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 and policy can be found online at: www.poultonstchadsce.lancs.sch.uk

	Number of PP pupils	Proportion (%)meeting age related expectations at end of 2016-17		
		R	W	M
Year 1	4	50%	50%	100%
Year 2	9	89%	78%	78%
Year 3	3	67%	67%	67%
Year 4	5	40%	40%	40%
Year 5	4	33%	33%	67%
Year 6	7	43%	43%	43%