

1. Summary information					
School	St Peter's CE School, Alvescot				
Academic Year	2017/18	Total PP budget (not including SPP) (April 2017-March 2018)	£2,640	Date of most recent PP Review	Spring 2017
Total number of pupils	58	Number of pupils eligible for PP	2	Date for next internal review of this strategy	Spring 2018

2. Outcomes 2016-2017				
EYFS Progress in 2017		Reading	Writing	Mathematics
Expected progress = 6 steps				
Reception	Pupil Premium	7 steps	7 steps	8 steps
	Non Pupil Premium	7.2 steps	7.3 steps	7.2 steps
	Difference	-0.2 steps	-0.3 steps	+0.8 steps

Year 1 Progress in 2017		Reading Progress from entry to exit Year 1	Writing Progress from entry to exit Year 1	Mathematics Progress from entry to exit Year 1
Expected progress = 6 steps				
Year 1	Pupil Premium	5 steps	4 steps	6 steps
	Non Pupil Premium	5.1 steps	5.1 steps	5.1 steps
	Difference	-0.1 steps	-1.1 steps	+0.9 steps

No pupils in Year 2 eligible for PP funding

EYFS Attainment 2017		Good Levels of Development (achieved expected levels (2) in all Prime areas of learning, Literacy and Mathematics (school))	Good Levels of Development (achieved expected levels (2) in all Prime areas of learning, Literacy and Mathematics (National 2016))
Reception	Pupil Premium	100%	54%
	Non Pupil Premium	83%	72%
	Difference	+17%	-18%

Year 1 Attainment 2017		Reading (school)	Reading (National)	Writing (school)	Writing (National 2016)	Mathematics (school 2016)	Mathematics (National 2016)
Achieved expected standard							
Year 1	Pupil Premium	0%	78%	0%	70%	100%	77%
	Non Pupil Premium	85%	78%	85%	70%	85%	77%
	Difference	-85%	=	-85%	=	+15%	=

3. Review of expenditure

Previous Academic Year 2016-2017

Total PP funding (not including SPP): £2,640

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
Improved Quality First Teaching	Peer to peer coaching Staff training on high quality feedback	Medium impact Changes to approaches to teaching, and learning environments eg use of visual timetables, impact positively on all pupils and specifically those eligible for PP.	Coaching as a means of providing personalised professional support to teachers through discussion about their practice can be effective when given sufficient time and teachers fully engage.	Cost of cover for senior teacher to attend coaching course: £140
Increased engagement of parents in home learning Increased participation of pupils in home learning activities. Opportunities for pupils to complete homework in school	Introduction of 'Homeroom' to share children's learning in the classroom with parents through photographs and video and to provide parents with information as to how to support their child's learning at home. The introduction of a 'Home Learning' record for parents to share how their children are doing in their learning at home with the classteacher and for teachers to be able to share 'next steps' of learning with parents. Learning club to run three days a week for identified children to attend, to support home learning activities (priority given to pupils eligible for PP and SP funding)	Medium impact Participation of pupils in home learning activities and opportunities for pupils to complete homework in school increased pupils self-esteem and contributed to progress made and improved outcomes at the end of KS1.	Impact is dependent on the quality of the provision and communication between the TA delivering the intervention and the child's classteacher. Where the TA works regularly in the child's class and is aware of the child's individual targets, the impact can be high.	TA salary: 1 hrs x 2 / week for 39 weeks= £780
To develop a Growth Mindset for all pupils in order to develop self-confidence, self-awareness and understanding of how to be a successful learner.	For staff and parents to attend training by Will Ord to develop understanding of 'Growth Mindset' and strategies for developing 'Growth Mindsets' in school and at home. To provide 'Growth Mindset' displays to support the use of GM language and encourage children to develop a GM To increase the effectiveness of questioning to extend children's thinking/ learning	Increased use of 'Growth Mindset' praise and displays to support the use of GM language encourage children to develop a GM and to increase levels of perseverance and independence. Increase effectiveness of questioning extends and challenges children's thinking and learning.	Inclusion in School Improvement Plan 2016-2017 raised priority of objective and ensured that all staff received CPD to further develop their knowledge, understanding and skills to develop a culture of Growth Mindset throughout the school.	Cost of training: £664

ii. Targeted support

Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
Improved speech, language and communication development	<p>Implementation of 'Talkboost' Intervention Programme to assess gaps in pupils' language development and to identify specific areas of development. Programme to be delivered to individuals and groups of children to improve speech, language and communication skills.</p> <p>Targeted support for small groups of children to increase vocabulary and use of language through sharing books and playing games</p>	<p>Medium impact Expected progress made in reading (5 steps) and 4 steps made in writing.</p> <p>Child receiving support with development of speech, language and communication working just below expected level in reading and writing at the end of Year 1</p>	<p>Talk Boost assessment tool ensures that specific areas are identified for development and progress can be measured throughout the intervention progress.</p> <p>Short, frequent 1:1 sessions have greatest impact on learning for pupils in Reception.</p> <p>Action: consider the use of 'Early Talk Boost' and 'Talk Boost KS2' and 'Primary Talk' for future years</p>	<p>TA salary: 0.5 hrs x 2 / week for 39 weeks</p> <p>Cost: £390</p>
Improved support for identified children in the management of their own feelings and behaviour, and develop understanding of how they relate to others	<p>TA to attend six day training programme to develop:</p> <ul style="list-style-type: none"> • Whole school approach to developing emotional literacy • Security and building resilience-Attachment theory and helping children to feel secure • Self-esteem Motivation Attribution / Motivational Interviewing • Emotional management and dealing with Anger • Loss and bereavement, Separation and loss <p>Active listening and communication</p> <p>SENCo, CTs and TA to identify and prioritise children who would benefit from ELSA intervention</p> <p>Intervention programme to be implemented for individuals/ groups of children including:</p> <ul style="list-style-type: none"> • agreeing targets measurable and achievable targets • Reviewing progress • liaising effective with other staff and parents, • Purchasing resources as required 	Teaching assistant fully trained and confident to deliver the ELSA programme to support identified children.	The identification of small, measureable targets for children identified to participate in the programme will be crucial for its success.	<p>Cost of course: £600</p> <p>Cost of employment of TA to attend training: £540</p>

iii. Other approaches				
Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost

Increased attendance rates	New office administrator appointed with responsibility for monitoring pupils daily attendance and following up quickly on absences, in accordance with the school's Attendance Policy.	Parents have a clear understanding of their responsibility to inform the school of all absences and the procedures for doing this. Attendance for children in receipt of PP funding still significantly lower than other pupils.	Parents and other agencies must be involved where there are significant family circumstances and medical needs in order to raise levels of attendance.	No cost
First hand experiences stimulate pupils' interests and engagement in topics and related learning. Out of school activities encourage positive relationships with peers and provide opportunities for the development of	Subsidy of school trips, curriculum enhancement activities and places at after-school clubs	High impact All pupils are able to participate fully in school events and trips. First hand experiences stimulate pupils' interests and engagement in topics and related learning. Out of school activities encourage positive relationships with peers and provide opportunities for the development of social skills.	Continue to subsidise places for pupils eligible for PP in order that they can access all opportunities offered for extending learning and developing effective relationships with peers and no child is disadvantaged.	Cost: £306

4. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers

Due to the low number of pupils eligible for PP and their specific needs, it is difficult to identify common barriers to learning

A.	Speech, language and communication difficulties of pupils eligible for PP slows progress, particularly in reading and writing
B.	Home learning environment and engagement of parents impacts on learning at school
C.	Social and emotional development and attendance impacts on children's ability to make and sustain appropriate relationships with peers

External barriers

D.	Attendance rates for pupils eligible for PP are well below the target for all children. This reduces their school hours and causes them to fall behind on average.
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3. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve speech, language and communication and literacy skills (handwriting, phonics and SPaG) for pupils eligible for PP.	Pupils eligible for PP make rapid progress so that all pupils eligible for PP meet age related expectations.
B.	Increased engagement of parents in home learning Support provided for pupils who have limited opportunities to participate in home learning	Homework consolidates learning and prepares pupils well for work to come. Parents develop understanding of how well their child is progressing, and what their child needs to do to improve.

C.	Increased sense of wellbeing through implementation of ELSA program and participation in out of school activities resulting in improved behaviour for effective learning	Individual children's targets met, increased progress and improved standards of attainment
D.	Increased attendance rates for pupils eligible for PP.	Improve attendance of pupils eligible for PP funding PP attendance to be in line with other pupils.

5. Planned expenditure

Academic year: 2017-2018

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	Review date/s
Improved pupil outcomes in phonics and spelling, punctuation and Grammar (SPaG)	Children to be grouped according to ability for daily phonics / SPAG lessons. Additional adult to be employed to ensure that groups remain small enough that the highest quality of teaching can be achieved.	High quality phonics teaching enables children to make rapid progress in their learning of reading and writing.	Learning walks by English co-ordinator and governor . Review of children's progress and achievements in their phonics / SPaG learning half termly.	Shelley Godfrey	End of each half term
Increased participation of pupils in home learning activities. Opportunities for pupils to complete homework in school	Learning club to run three days a week for identified children to attend, to support home learning activities (priority given to pupils eligible for PP and SP funding)	Improved outcomes for pupils attending Learning Club in 2016-2017	The impact of attendance at learning club will be monitored through discussions with pupils, classteachers, TAs and parents.	SENCo / PP co-ordinator	Jan 2018 April 2018
Cost of annual subscription to Phonics Play £120 Cost of TA for 0.5 hours a day (X4) £780 Cost of TA for 2 hours a week x 39 week: £780 Spelling CPD: £175 Total budgeted cost: £1855					

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and	How will you ensure it is	Staff lead	Review
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		rationale for this choice?	implemented well?		date
Improved speech, language and communication development	Implementation of 'Talkboost' Intervention Programme to assess gaps in pupil's language development and to identify specific areas of development. Programme to be delivered to individuals and groups of children to improve speech, language and communication skills.	Extensive evidence shows that the Talk Boost intervention programme has a significant impact on the progress of pupils with their language and communication skills.	The SENCo will monitor attainment and progress of pupils participating in the Talk Boost intervention programme using the schools system, Target Tracker as well as the Talk Boost assessment tools.	SENCo	Half termly (6x/ year)
	Targeted support for small groups of children to increase vocabulary and use of language through sharing books and playing games.	For children eligible for PP funding, who are achieving expected standards in Reception and do not have a specific S&L difficulty, to further develop language skills and increase vocabulary which may enable them to exceed expected standards as they progress into Key Stages 1 and 2.	The SENCo, classteacher and TA will monitor attainment and progress of pupils targeted for support using the schools system, Target Tracker	SENCo Classteacher	Half termly (6x/ year)
Improved handwriting skills	Targeted support during handwriting lessons and during daily, early morning handwriting practice.	The National Handwriting Association reports that legible writing that can be produced comfortably, at speed and with little conscious effort allows a child to attend to the higher-level aspects of writing composition and content. This is important when assessments are based on written work, particularly in time-limited written examinations, which remain as a major form of assessment for many formal qualifications. Without fast	The English co-ordinator will monitor the teaching of handwriting during learning walks and lesson observations.	English Co-ordinator	Half termly (6x/ year)

Improved support for identified children in the management of their own feelings and behaviour, and develop understanding of how they relate to others	<p>TA to attend six ELSA supervision days, led by Educational Psychologists to support effective delivery of the ELSA intervention programme.</p> <p>SENCo, CTs and TA to identify and prioritise children who would benefit from ELSA intervention</p> <p>Intervention programme to be implemented for individuals/ groups of children including:</p> <ul style="list-style-type: none"> • agreeing targets measurable and achievable targets • Reviewing progress • liaising effective with other staff and parents, • Purchasing resources as required 	The Children’s Act 2004 (Every Child Matters) recognised that schools need to be concerned with the all-round development of children. There has been increased recognition of the impact of social and emotional aspects of learning on academic attainment in schools. There has been consistent feedback from schools across the UK that the introduction of ELSAs has made a significant positive impact on the emotional wellbeing of children.	The ELSA’s performance will be monitored through the school’s appraisal process, agreeing targets for professional development	SENCo	Half termly (6x/ year)
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ELSA supervision days: £300
 Cost of TA to attend supervision days: £210
 Cost of TA to deliver ELSA: £390
 Cost of TA to deliver SALT (inc. attendance at meetings with C&I adviser) : £275
 Cost of TA to support handwriting lessons and daily practice: £390
Total budgeted cost: £1,765

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	Review date
Increased attendance rates	New office administrator appointed with responsibility for monitoring pupils daily attendance and following up quickly on absences, in accordance with the school’s Attendance Policy.	<p>In February 2015 the Department for Education (DfE) published a report on the link between absence and attainment</p> <p>The findings are based on the attainment of pupils at the end of KS2 and KS4 in state-funded mainstream schools in the 2012/13 academic year, compared to their level of absence across all years in the relevant KS.</p> <p>Key findings show that the higher the percentage of sessions missed across the KS, the lower the likely level of attainment at the end of KS2: pupils with no absence are 1.6 times more likely to achieve expected standards, and 4.7 times more</p>	<p>The headteacher will analyse attendance of all pupils and specifically those whose attendance falls below 95%.</p> <p>Governors will monitor attendance termly through reports provided by the Office Administrator and actions to address any issues will be reported by the Headteacher.</p>	Headteacher/ Pupil Premium Coordinator	Half termly (6x/ year)

		likely to exceed expected standards, than pupils that missed 15-20 per cent of all sessions			
<p>First hand experiences stimulate pupils' interests and engagement in topics and related learning.</p> <p>Out of school activities encourage positive relationships with peers and provide opportunities for the development of social skills.</p>	Subsidy of school trips, curriculum enhancement activities and places at after-school clubs	Ofsted has produced a range of documents and case studies to demonstrate the importance of learning outside the classroom (LOtC). A key document is the 2008 report <i>Learning outside the classroom: How far should you go?</i> Key findings of the report include that when planned and implemented well, learning outside the classroom contributed significantly to raising standards & improving pupils' personal, social and emotional development.	The headteacher/ Educational Visits Co-ordinator (EVC) will monitor quality and engagement in LOtC activities and participation in after-school clubs to ensure that vulnerable children are not disadvantaged.	Headteacher/ EVC/ Pupil Premium Coordinator	Half termly (6x/ year)
Total budgeted cost: £300					

