

Pupil premium strategy statement: The Priory CE Primary School

1. Summary information					
School	The Priory CE Primary School				
Academic Year	2016/2017	Total PP budget	£43, 820	Date of most recent PP Review	July 2017
Total number of pupils	221	Number of pupils eligible for PP	36 (13.6%)	Date for next internal review of this strategy	October 2017

Current attainment KS1 test / assessments July 2017		
	<i>Pupils eligible for PP 3 pupils</i>	<i>Pupils not eligible for PP Priory School 27 pupils</i>
% achieving ARE in reading, writing and maths	0%	38%
% working at or above ARE in reading	67% (2 pupils)	73%
% working at or above ARE in writing (SPAG)	33%	46%
% working at or above ARE in maths	67%	73%

KS1 Points Progress July 2016- July 2017		
	<i>Pupils eligible for PP 3 pupils</i>	<i>Pupils not eligible for PP Priory School 27 pupils</i>
% achieving ARE in reading, writing and maths	5.5	6.0
% working at or above ARE in reading	6.3	6.3
% working at or above ARE in writing (SPAG)	4.7	5.5
% working at or above ARE in maths	5.7	5.8

Current attainment KS2 test / assessments July 2017		
	<i>Pupils eligible for PP 8 pupils</i>	<i>Pupils not eligible for PP Priory School 26 pupils</i>
% achieving ARE in reading, writing and maths	38%	54%
% working at or above ARE in reading	38%	73%
% working at or above ARE in writing	25%	69%
% working at or above ARE in writing (SPAG)	38%	73%
% working at or above ARE in maths	38%	69%

KS2 Progress July 2016- July 2017		
	<i>Pupils eligible for PP 3 pupils</i>	<i>Pupils not eligible for PP Priory School 27 pupils</i>
% achieving ARE in reading, writing and maths	6.9	7.2
% working at or above ARE in reading	7.4	7.6
% working at or above ARE in writing (SPAG)	6.4	6.4
% working at or above ARE in maths	7.0	7.5

1. 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.	Awareness throughout school of individual learning needs of children in receipt of Pupil Premium.	
B.	39% of our children in receipt of Pupil Premium have identified behavioural issues affecting progress and attainment, as evidenced through CPOMS.	
C.	61% of pupils who are eligible for PP are accessing or have accessed our ELSA for emotional support. (22/ 36). These pupils have lower levels of self-esteem and resilience. 41.6% access or have accessed external professional support (15/36)	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance of children in receipt of Pupil Premium was 92% September 2016 – July 2017 compared to whole school attendance 95.6%	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Progress of children in receipt of Pupil Premium is accelerated in maths.	7 steps progress by July 2018
B.	Progress of children in receipt of Pupil Premium is accelerated in reading and writing.	7 steps progress by July 2018
C.	Behavioural issues of Year 5 2017-18 pupils improved. (66.6% - 4/6 have behavioural issues and receive external support for this)	Fewer behaviour incidents recorded for these pupils on the school system - CPOMS.

3. Planned expenditure					
Academic year	2017/18				
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 progress and attainment in reading and writing for pupils eligible for PP.	Whole school staff training on SPAG by Literacy Leader. Quality First teaching to narrow the gap.	Sir Michael Wilshaw's Annual Report on PP 2015/16 states that high expectations for ALL means high expectations for disadvantaged pupils. He also states that prioritising consistently good and outstanding teaching as the <i>first point</i> of intervention is evidenced in the most effective support for pupils in receipt of Pupil Premium. This approach links in with our School Development Plan.	Use INSET days to deliver training. Regular monitoring of progress and achievement. Use of IRIS to ensure Quality First Teaching. Triangulate evidence for monitoring progress. Regular progress meetings with SLT and teachers (Half Termly).	SLT Reading Leader Writing Leader Inclusion Leader	December 2017
Improve progress and attainment in maths for pupils eligible for PP -	Comprehensive monitoring schedule in place for core subjects, with a focus on children in receipt of Pupil Premium (lesson observations, pupil conferencing, monitoring books, learning walks)			SLT Maths Leader Inclusion Leader	
Total budgeted cost					Not from Pupil Premium budget.
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?

A. Improve progress and achievement in literacy for pupils eligible for PP.	Small group interventions (no more than 4 in a group) for pupils in reading and writing. Specific interventions used which have been shown to be effective. Employ a TA specifically to work with pupils in receipt of Pupil Premium. Pupil teacher conferencing to improve quality of feedback for improvement and to take into account pupil view of how they can improve.	Some of the students need targeted support to catch up, in addition to quality first teaching. Use of intervention programmes which have been evaluated and shown to be effective eg PAT, 1 st class@number, FFT Literacy Intervention. The EEF Toolkit showed a +5 impact for Employ a TA specifically to work with pupils in receipt of Pupil Premium. This arose from analysis of our Pupil Teacher conferencing, when 41% of pupils said that they would like extra adult support. In pupil teacher conferencing, additional support within a group was identified as a method of helping the children to progress. EEF shows that improving opportunities for feedback has the greatest potential to positively affect pupil progress.	TA paid for by PP funding to deliver specific interventions to pupils in receipt of PP. Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Regular CPD given as identified, using our SENSS teacher and any additional outside courses deemed to be beneficial. Impact overseen by Inclusion Leader. Termly pupil teacher conferencing monitored by Inclusion Leader.	SLT Inclusion and Pupil Premium Leader Pupil Premium TA	December 2017
B. Improve progress and achievement in maths for pupils eligible for PP -					
Total budgeted cost					TA £12,711 Pupil teacher conferencing £2,580 Monitoring £4,872 Intervention training £365
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?
Behavioural issues of Year 5 pupils improved.	ELSA to identify and implement a targeted behaviour intervention for identified students. ELSA to engage with parents before intervention begins and afterwards to measure impact.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Use ELSA record sheets to monitor impact before and after the intervention. Monitor incidents of behaviour on CPOMS and whether improvements in behaviour translate into improved attainment.	SLT ELSA Inclusion Leader Yr 5 teacher.	December 2017

	Develop restorative approaches and focus on positive behaviours.				
Levels of self-esteem and resilience improved for targeted pupils.	ELSA to identify and implement targeted interventions for identified students eg Change4Life. ELSA to engage with parents before intervention begins and afterwards to measure impact. ELSA to provide support for parents –parenting course.	Sir Michael Wilshaw's Annual Report on PP 2015/16 states that the most effective support values pupils' personal development, behaviour and welfare needs. He states that pastoral support makes a difference to children's achievement.	Evaluation questionnaires carried out before and after intervention to measure impact. Pupil self –evaluation. Monitor whether improvements translate into improved attainment.	SLT ELSA Inclusion Leader	December 2018
Equality of access to educational visits.	Pupil Premium funding to pay for residential trips enabling access to all.	All pupils to be included in educational visits which enhance life skills, social skills and learning. Sir Michael Wilshaw's Annual Report on PP 2015/16 states that in most effective schools, support is given to ensure that all pupils have full access to broad educational experiences.	Children in receipt of Pupil Premium to attend residential visits.	SLT Finance Manager	April 2018
Close the gap in attendance between PP group (91.9%) and non-PP (95.6%)	Creation of Pupil Premium group on SIMS to closely monitor attendance. Log minutes late on a daily basis. If recorded late 3 times a special log will be set up and we will work in partnership with parents to improve attendance and punctuality.	Improved attendance will lead to improved outcomes for pupils.	Office staff receive training in SIMS. Weekly attendance report on attendance and punctuality of Pupil Premium groups. Parent meetings recorded on CPOMS. Focus on whole school attendance – attendance board, attendance reported in newsletter weekly, attendance cup weekly.	Office SLT	April 2018
Total budgeted cost					ELSA £12,107 BSS £1077 Educational Visits IOW £2250 Rockley £900

4. 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)	Cost
Improve quality of feedback to pupils.	Pupil Teacher conferencing, using IRIS to encourage teachers to reflect on feedback to pupils.	Mixed: IRIS training has informed approach to building aspiration in school. We measured the impact on attainment for all children, not just PP eligible. Success criteria: not fully met. Approach shows promise as evident from staff developing questioning technique as seen in lesson observation – best practice shared in staff meetings. PP students did not make expected attainment, although progress from July 2016 – July 2017 at end of Key Stage 1 was expected and better than expected at Key Stage 2.	Staff were positive about IRIS training and believe it has improved their teaching. We will continue to develop this technique. We will continue to develop quality of feedback to pupils as a whole school. EEF shows that improving opportunities for feedback has the greatest potential to positively affect pupil progress. This is a target on our Rapid Development Plan.	£2,580
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)	Cost
Improved attainment at end of Key Stage 2.	Targeted SPAG sessions by literacy leader. Targeted Maths sessions by maths leader.	L / M Only 33% of pupils achieved ARE in maths, reading and writing combined in SATS. Progress from July 2016 – July 2017 was better than expected at Key Stage 2. Pupil comments were positive: "It's helped me with my maths, English, writing, sometimes with tricky things it helps me work it out".	Behavioural needs had a negative effect on attainment. This year we will continue with targeted interventions, with a TA specifically employed for children in receipt of Pupil Premium. This will be closely monitored by members of SLT for impact and each session will be documented.	None

ELSA support given to individuals to support SEMH needs.	ELSA support given to 52% of pupils in receipt of Pupil Premium.	M Verbal feedback from pupils and parents was very positive.	We will continue with ELSA support as SEMH needs effect learning outcomes for pupils.	£13,887, including ELSA training and support costs.
Improved behaviour, learning and self-esteem of individual pupils.	1:1 TA support for children with specific behavioural needs.	M 1 pupil has been transferred to a specialist Behaviour school. 1:1 support enabled this pupil to remain in school without permanent exclusion.	This approach enabled learning of the individual pupils and other pupils in the class to take place without disruption.	£13, 792
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)	Cost
For children in receipt of Pupil Premium to participate fully in all aspects of school life.	Funding for residential visits to Isle of Wight and Rockley watersports centre.	High. All pupils attended residential visits and feedback from pupils was 100% positive. Comments from pupils included: "Kingswood was amazing – it was fun and I got better at team building". Kingswood helped "with team building and facing my fears". "I learned a lot about the sport of sailing, usually I just think about football and rugby". "At Rockley I learnt to sail and afterwards I joined Christchurch Sailing Club. I've just moved up a level".	We will continue this approach so that all children are included in all aspects of their education.	£3,548
	Taxi to school to improve attendance.	"The taxi makes us earlier for school. We used to get to school at lunchtime and I missed my lessons, meaning I wasn't very good at work. Now I can catch up and I am getting better in lessons". Attendance increased from 66% to	We will continue with this to sustain improved attendance.	£1,100

<p>To develop Life Skills for children in receipt of Pupil Premium.</p> <p>To provide a multi-agency approach to benefit specific pupils and their families.</p>	<p>Financial support for extra-curricular activities for Life Skills and learning.</p> <p>Class teacher / SENCO time to attend additional TAF, TAC, CIC meetings.</p>	<p>High 1 pupil was given funding for out of school sports lessons. He now plays Squash for Dorset.</p> <p>“I loved animation club. I downloaded the APP we used in the club at home. We did something different every time”.</p> <p>“The cookery was fun and I learned how to make a cake.” “I learned you can burn your fingers if you are not careful”.</p> <p>M Enhanced understanding of individual needs in order to improve SEMH and learning outcomes for individual pupils. Positive parental feedback.</p>	<p>Although this support was very successful and beneficial to individuals for their social and emotional needs, we are focussing on improved attainment and achievement this year.</p> <p>This support will continue for targeted individual children.</p>	<p>£1,874</p> <p>£4872</p>
<p>For all children to access the new school uniform.</p>	<p>Children in receipt of Pupil Premium to receive £40 towards the cost of a new school uniform.</p>	<p>High All children felt included and stated that they felt proud in their uniform.</p>	<p>We changed our school uniform last year, so funding is no longer needed.</p>	<p>£1160</p>