

Spalding Parish Church of England Day School Pupil Premium Strategy

The Government introduced the Pupil Premium Grant in April 2011. This grant, which is additional to main school funding, is seen by the government as the best way to address the current underlying inequalities between children eligible for free school meals (FSM), Looked After Children and their peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it the most. The Pupil Premium is allocated to schools and is clearly identifiable. Schools can decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

At SPCEDS we support all our pupils. We do this by providing high quality classroom teaching supplemented by interventions to support vulnerable learners as and when required, irrespective of their background. The School Leadership Team and Governing Board monitor the impact of all spending and interventions, including the Pupil Premium.

1. Summary information					
School	Spalding Parish Church of England Day School				
Academic Year	2018-19	Total PP budget	£147015	Date of most recent Pupil Premium Review	N/A
Total number of pupils	503	Number of pupils eligible for Pupil Premium	78	Date for next internal review of this strategy	July 2019

2. Current attainment				
	<i>Pupils eligible for Pupil Premium</i>		<i>Pupils not eligible for Pupil Premium</i>	
	<i>SPCEDS</i>		<i>SPCEDS</i>	<i>National</i>
% achieving at least 'Expected' standard or above in Reading, Writing & Maths	20%		52.8%	61%
% achieving expected standard in Reading	30%		66%	75%
% achieving expected standard in Writing	40%		79.2%	78%
% achieving expected standard in Maths	20%		60.4%	76%
Progress in Reading (Key Stage 1 → Key Stage 2)	-4.40		-2.89	0.0
Progress in Writing (Key Stage 1 → Key Stage 2)	-1.22		-0.70	0.0
Progress in Maths (Key Stage 1 → Key Stage 2)	-7.27		-4.62	0.0

1. Barriers to future attainment (for pupils eligible for Pupil Premium)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Pupils being 'ready to learn' in class (pupils are in a secure place mentally/emotionally)
B.	Poor basic skills, including communication and language skills.
C.	Fluency in arithmetic is not embedded
D.	Gaps in prior learning
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Consistent attendance and punctuality
F.	Low aspirations about what can be achieved

2. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Pupils' can access learning because their needs are being met mentally and emotionally.	Pupils are ready to learn in class without the need for intervention. The number of interventions to ensure pupils are ready to learn are reduced.
B.	Pupils read regularly and have access to high quality texts within guided reading and English lessons and opportunities to be involved in speaking and listening. A focus to be placed on vocabulary.	Pupils achieve (or exceed) expected levels in reading and writing and make (or exceed) expected progress. The gap between PP and non-PP performance in reading is narrowed through accelerated progress of PP children.
C.	Pupils have embedded fluency in their arithmetic skills.	Pupils achieve (or exceed) expected levels in maths and make (or exceed) expected progress. The difference between PP and non-PP scaled scores to be narrowed in the arithmetic papers.
D.	Gaps in learning identified and targeted teaching/interventions to reduce the gaps. First quality teaching is developed through effective use of AfL	Formative and summative assessments used effectively to address the gaps with PP children making progress to close the gap between PP and non-PP pupils.
E.	Disadvantaged pupils' attendance to improve	Disadvantaged pupils' attendance to match or exceed the attendance of non-disadvantaged pupils.
F.	Pupils are exposed to a wide range of social/cultural and sporting experiences.	Pupils attend events/visit places they would not usually be exposed to.

3. Planned expenditure				
Academic year	2018/19			
i. Quality of teaching for all				
Desired Outcome	Action/Approach	What is the evidence and rationale for this choice?	Lead	Monitoring/Review
For PP pupils to make (or exceed) expected progress, resulting in the attainment and progress gap between PP and non-PP pupils to be reduced.	<ul style="list-style-type: none">🔥 Staff to pupil ratio to be increased to allow for greater access to high quality teaching and to allow for additional teaching groups and interventions. £21616.32🔥 Additional teaching hours to be given to Y5 and Y6 pupils during core subjects and for high quality intervention. £43752.91🔥 Third Space Learning online learning platform used to support Maths gaps. £9483.12	<ul style="list-style-type: none">🔥 Sutton Trust found that, ‘the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers’.🔥 Smaller class sizes mean disadvantaged pupils can access more of teachers’ time with tightly focused direct teaching.🔥 PP pupils in Y6 during the academic year 2017/18 made more progress than non-PP pupils whilst being in smaller classes.	HT SLT	The school MER cycle will continuously evaluate provision. PP Governor to meet with the PP Champion after each data capture to monitor and evaluate progress.
To use PLS and CPD to ensure teaching is of at least a good standard.	<ul style="list-style-type: none">🔥 Professional Learning Sessions are tailored to the needs of the school. LAMP and LEAP projects are used to support staff and the standard and effectiveness of teaching and learning.🔥 SLE support to be used for reading and also to support individual teachers.🔥 SLE training on guided group work £3592	<ul style="list-style-type: none">🔥 July 2016 DfE Standard for Teachers’ professional development state that: Professional development must be prioritised by school leadership.🔥 LEAP and LAMP project based on EEF research.	HT DHT SLT	All foci are part of the School Improvement Plan and our school’s self evaluation. Progress to be reviewed half-termly as part of an SLT meeting.
To develop TAs confidence to allow them to offer high quality support and interventions.	<ul style="list-style-type: none">🔥 TAs to attend the guided group work training.🔥 TAs to attend training linked to planning and delivering intervention programme.🔥 TAs to attend refresher training based on the Mobilise project.	<ul style="list-style-type: none">🔥 EEF ‘Making Effective use of Teaching Assistants’		PP interventions to be monitored separately to non PP interventions. TA deployment and effectiveness to be noted during lesson observations.

To narrow the gap in reading attainment between PP and non-PP pupils	<p>🔥 Scarborough Reading Rope to be used to produce detailed gaps analysis for all PP pupils to ensure that future planning closely meets the needs of the pupils.</p> <p>🔥 Reading ages to be used to ensure that PP pupils with a gap greater than 6 months are heard at least 3 times a week.</p>	🔥 LEAP project based on EEF research	KB	Termly pupil progress meetings. Judgements to be backed up with summative assessment information.
Arithmetic skills to be embedded.	<p>🔥 Termly arithmetic papers to be introduced, administered and analysed to inform planning.</p> <p>🔥 '4 calculations a day' to be completed in Y6 with PP pupils marking with teacher to ensure immediate and effective feedback is given.</p> <p>🔥 Times Table RockStars to be embedded with progress grids completed with PP specific analysis and further support given where needed. (e.g. lunchtime timestable club)</p>	<p>🔥 Based on weighting of arithmetic scores to be able to achieve expected. (based on analysis of 2017/18 papers, all pupils with an arithmetic score of 30+ marks achieved expected)</p> <p>🔥 Based on gaps analysis of assessment papers last academic year (2017/2018) showing lower scores than expected.</p>		Termly Pupil Progress meetings
Total budgeted cost				£78444.35

ii. Targeted support				
Desired Outcome	Action/Approach	What is the evidence and rationale for this choice?	Lead	Monitoring/Review
For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally ready to learn.	<ul style="list-style-type: none"> Non-statutory Social Worker to support pupils and parents. £1470 Employ staff to support the most vulnerable pupils in school. £18263.70 School to complete the National Nurturing Schools Programme. £2000 Employ staff to run a lunchtime Nurture Club £4305.60 Employ a member of staff to run SEMH intervention groups. £16461.90 	<ul style="list-style-type: none"> The National Nurturing Schools Programme is a programme that allows staff to develop and embed a nurturing culture throughout their schools, enhancing teaching and learning, promoting healthy outcomes for children and young people, all by focusing on emotional needs and development as well as academic learning in a whole-school environment. 	DHT	<p>Regular Performance Indicator Team meetings to monitor.</p> <p>Weekly lunchtime club registers to be handed to DHT for monitoring.</p> <p>SEMH provision map.</p> <p>PP attainment and progress monitoring in Pupil Progress meetings.</p> <p>'So what' additional information sheets in Cohort folders</p>
For identified gaps in learning to be addressed to support PP pupils to be broadly in line with non-PP pupils.	<ul style="list-style-type: none"> Varied interventions (according to need) to be provided in school (and sometimes before school) £18639.32 Provision maps to be reviewed and revised to ensure that entry and exit data is measureable and that objectives for intervention are clear. Intervention monitoring for PP pupils to be listed on the monitoring schedule. Pupil to staff ratio to be increased in FS1 to allow time for high quality discussions and communication opportunities. PP children to make GLD in the Language and Communication area. £2384.64 	<ul style="list-style-type: none"> Gaps identified in formative and summative assessments allow for precisely targeted teaching to remedy these. National Statistics show that shows more than a quarter of four-and-five-year-olds (28 per cent) lacked the early communication and literacy skills expected by the end of reception year. The 'expected level' includes, for example, a child being able to express themselves clearly and read simple sentences. 	SLT	<p>Progress will be checked termly.</p> <p>EYFS Language and Communication progress to be monitored.</p> <p>PP Champion and SENCo to monitor intervention.</p> <p>PP Champion and SENCo to be present at Pupil Progress meetings</p>

For pupils to be in school on a regular basis to have the opportunity to access first quality teaching.	<ul style="list-style-type: none"> 🔥 School Attendance Office and Attendance Lead to monitor attendance of PP pupils. School's policies and procedures to be followed, with prompt action to be taken to address any attendance concerns. 🔥 Additional support to be offered, when required, through the completion of EHAs. 🔥 Parish Pioneers places to be offered and funded to reduce specific attendance barriers. 	<ul style="list-style-type: none"> 🔥 School attendance Guidance published in September 2018 states: Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school. 	DHT	Attendance to be monitored weekly by School Attendance Officer. PP attendance to be tracked and analysed on a termly basis in addition to the weekly monitoring. Attendance Plan 2018-19
Total budgeted cost				£63525.16

iii. Enrichment and Experiences				
Desired Outcome	Action/Approach	What is the evidence and rationale for this choice?	Lead	Monitoring/Review
For pupils have the opportunity to access a range of social/cultural/sporting experiences, visits and activities.	<ul style="list-style-type: none"> 🔥 Disadvantaged pupils to be supported to be able to access trips and experiences. 🔥 Curriculum drivers include 'possibilities' and 'growth' to expose children to growth mindset work and the huge range of possibilities the world has to offer. 	<ul style="list-style-type: none"> 🔥 Pupils benefit from working with others and being introduced to a variety of experiences. 🔥 Pupils' horizons will be broadened. 	DHT AHT	Reviewing programme of trips and attendance. Yearly
Total budgeted cost				£4000
TOTAL				£145970.51

4. Review of expenditure				
Previous Academic Year		2017-2018		
iv. Quality of Teaching for all				
Desired Outcome	Action/Approach	Estimated Impact	Lessons Learned	Cost
Children make expected or better attainment in reading, writing and maths.	<ul style="list-style-type: none">🔥 Phonics Intervention – Accelerate progress of PP pupils in FS2/KS1 Phonics🔥 Fluid Intervention – Accelerate progress of PP pupils with maths🔥 Reading volunteers in Y2 and Y6 – Accelerate progress of PP pupils with reading and improve engagement🔥 Appraisal objectives linked to pupil outcomes all focus on PP groups within classes – Raise the profile of PP pupils and accelerate progress	<ul style="list-style-type: none">🔥 Phonics Yr1 All 76.7% PP 64.3% The difference is approximately equivalent to 1 child. Y2 All 84.2% PP 87.5%🔥 KS2 Maths All 54% PP 25% However 6 of the PP children are also on the SEND register with complex needs.🔥 KS1 Maths All 78.7% PP 81.3%🔥 KS2 Reading All 60.3% PP 41.7% 5 out of the 6 PP children that are not on the SEND register achieved the expected level.🔥 KS1 Reading All 68.5% PP 75%🔥 KS2 Writing All 73% PP 50% However 6 of the PP children are also on the SEND register with complex needs.🔥 KS1 Writing All 61.8% PP 68.8%🔥 Adjusted progress data: Reading: -1.18 Writing: -0.40 Maths: -4.89	At KS1, more PP children achieved the expected standard at the end of KS1. The high percentage of SEND PP pupils have impacted on the data. This was a cohort with a high level of complex needs however the cohort in Y6 for the academic year 2018-19 has a lower level of complex needs.	£50,000
Children are able to build and maintain relationships with peers, to talk about feelings and resolve disputes sensibly. Behaviour is conducive to learning	<ul style="list-style-type: none">🔥 Named TA targeted to support particular individuals in class and in playground – Increase engagement and social inclusion	<ul style="list-style-type: none">🔥 Targeted pupils are included and make good progress academically. Incidents reduced	The TA has been effective in their role. The changes in classes and additional teachers in Y6 has also had a positive impact on reducing incidents and supporting pupils to be ready to learn. Additional teacher has been employed for Y5 for 2018-19 as well as in Y6.	£5,000

Children with additional needs are given high quality, individualised support	<ul style="list-style-type: none"> SENCo to work on improving provision for SEN/D pupils by allowing full implementation of actions outlined in School Improvement Plan -adapting provision to meet learning needs/next steps -track, monitor and review progress at termly intervals via tracking systems and Pupil Progress Meetings, adapting support to meet needs 	<ul style="list-style-type: none"> SEND actions within the SIP have been embedded and the new Code of Practice is being followed. The differences between SEND pupils and their peers is reducing slowly. SENCo has been present for all Pupil Progress meetings. Adults are employed to support SEND/PP pupils that do not have an EHC but need additional support. 		£10,000
Children are supported with their learning and talk with enthusiasm about their academic future	<ul style="list-style-type: none"> Drop-in sessions set up and run by named TA, giving targeted PP children their own adult to oversee and engage in their pastoral and academic lives Pupils have someone regular to support them, to show interest in what and how they are doing and to help engage them Booster programme organised and for Year 6 pupils – Year 6 PP pupils supported with SATs preparation & given as much chance to shine as possible 	<ul style="list-style-type: none"> Inclusion meetings used to identify the PP pupils that need support from the named TA. Meetings were held every 3 weeks and included HT, Senco, AHT, Nurture staff and Well-being Champion. Pupils feel supported, valued and show engagement Y6 50% of the PP pupils attended the booster sessions and felt prepared for assessments and approached them with confidence 	Regular Inclusion meetings ensured that the level of care didn't alter when a member of staff was absent long term during the course of the year. What can we do next year to encourage a higher percentage of PP pupils to attend the booster sessions?	£15,000

v. Targeted support				
Desired Outcome	Action/Approach	Estimated Impact	Lessons Learned	Cost
Behaviour is conducive to learning	<ul style="list-style-type: none"> Named TA targeted at challenging friendship groups – Improve group dynamics and reduce incidents through programmes, e.g. SFC, Theraplay 	<ul style="list-style-type: none"> Less teaching time/management time was taken up resolving petty disputes. 	The 3 way split in Y6 supported the learning behaviour and the number of 'SLT calls' was greatly reduced. Three teachers will be allocated to Y6 and Y5 next academic year to further support the learning behaviours, welfare and achievement of PP pupils.	£10,000

Children are given high quality, individualised support	<ul style="list-style-type: none"> SENCo to work on improving provision for SEN/D pupils by allowing full implementation of actions outlined in School Improvement Plan -establish support programmes and interventions as appropriate 	<ul style="list-style-type: none"> Actions from SIP are all embedded Differences between SEN/D pupils and their peers are slowly reducing. School has funded for 2 PP children to have 15 hours each of 1:1 support to address barriers in behaviour and learning. These were identified through the regular inclusion meetings. 	<p>With a change in SENCo, we need to ensure that they are fully aware of which pupils are SEND/PP and that their provision is carefully monitored and evaluated.</p> <p>Provision mapping to be completed as an SLT through carefully data analysis and progress monitoring.</p>	
Opportunities for enrichment supported. Welfare issues are addressed in partnership with families and other agencies as necessary	<ul style="list-style-type: none"> Subsidies provided for educational trips/residential visits for PP children, attendance on such experiences is encouraged and financially supported Music tuition and instrument hire provided for PP pupils Subsidised use of Parish Pioneers to be offered if necessary for PP pupils PP pupils to be offered enrichment experiences such as sporting events, STEM festival and Library links 	<ul style="list-style-type: none"> All PP pupils attended their chosen trips and visits PP children are supported to take part in music tuition, where appropriate A large and consistent number of PP pupils attend enrichment experiences, especially those targeted to participate, for example, STEM festival and library visits. Parish Pioneers was offered when PP parents were unable to make arrangements due to limited family support. 	Need to look at communicating directly with parents of PP pupils who would like to addend a club but don't to be able to see if school can reduce any possible barrier.	£12,500

vi. ther approaches

Desired Outcome	Action/Approach	Estimated Impact	Lessons Learned	Cost
The attendance of PP children improves	<ul style="list-style-type: none"> Recently appointed Attendance Officer and AHT targeted with improving attendance for certain PP pupils – Working with pupils and families to improve engagement and attempt to overcome barriers In depth analysis of attendance and lateness figures for PP pupils completed with targets set for improvement Teachers involved in tracking attendance of PP pupils and helping to support improvement. 	<ul style="list-style-type: none"> Attendance gap for PP pupils has reduced. Less PP pupils were listed as persistent absentees at the end of the year. 	Subsidising Parish Pioneers costs helped keep PP pupils in school when they would otherwise have been absent due to a lack of family support.	£10,000

PP children are high profile within all aspects of school life, both academically and pastorally	<ul style="list-style-type: none"> 🔥 AHT takes on role of Inclusion Leader 🔥 Non-contact time given to coordinate the actions listed in A-F and complete relevant documentation, e.g. provision map, expenditure overview 🔥 Pupil Premium Strategy will have a regular slot within the SLT agenda and also within the 3 weekly Inclusion meeting agenda 🔥 In-depth analysis of individual achievement, attendance, inhibiting factors and needs undertaken. 🔥 Whole school provision map created – teachers and PP lead are clear what needs PP pupils have, what support/interventions they are receiving and where additional help is required 	<ul style="list-style-type: none"> 🔥 Strategy is communicated to relevant stakeholders and has been a permanent agenda item in SLT meetings. 🔥 Actions are facilitated and monitored closely with evidence collated in PP folder 🔥 Impact is evaluated and changes made as required 🔥 Individual monitoring flags where additional support is most needed and allows evaluation of individual and whole school practice. This resulted in additional adult support being provided for individuals and groups of children. 🔥 A bereaved PP family were supported with counselling, uniform and funeral costs. 		£7,500
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Pupil Premium Strategy and other relevant Pupil Premium documentation can be accessed on the school website in Pupil Premium, accessed from the SPCEDS tab.