

Pupil premium strategy statement (primary)

1. Summary information					
School	Chorley St. Peter's C.E. Primary School				
Academic Year	2017-18	Total PP budget	£133,320	Date of most recent PP Review	January 2018
Total number of pupils	330	Number of pupils eligible for PP	102	Date for next internal review of this strategy	July 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths GD R=5% Non PP=11% W= 26% Non PP= 21% M =5% Non PP=13%	R=42% M=68% W= 63% RWM=37%	R=67% M=80% W= 81% RWM=62%
% making progress in reading	-2.71 Confidence: -5.51 to +0.09	+0.33
% making progress in writing	+1.76 Confidence: -0.96 to 4.48	+0.17
% making progress in maths	-1.69 Confidence: -4.22 to 0.84	+0.28

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.	Support for the emotional/behaviour issues for a group of children, all eligible for PP, ranging from Y1-6 – emotional barriers to learning, home issues, self- esteem issues.
B.	Support for a large Y6 cohort, eligible for PPG, to make accelerated progress towards ARE.
C.	Close the gap between the attainment of disadvantaged pupils in Key Stage 1 and other pupils of similar age nationally, especially at the highest levels.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Reduce the persistent absence of some disadvantaged pupils and some SEN pupils

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved personal resilience, self-esteem and behaviour around school.	Successful interaction with Learning Mentor and new Counsellor, fewer fixed term exclusions, fewer incidents recorded in serious incidents/behaviour records, accelerated progress in learning.

B.	Teaching and learning will continue to improve from good to outstanding.	KS2 SATS 2018 – pupils eligible for PP to make at least similar progress as non-PP group. PPG children in other year groups also make similar progress as non-PP groups.
C.	KS1 disadvantaged children, especially high ability will attain similar results to other groups of a similar age including national.	KS1 SATS 2018 – pupils eligible for PP achieve similar attainment as non PP especially HA group. Throughout KS1 PP children to make accelerated progress towards ARE.
D.	Persistent absences for disadvantaged pupils will improve.	Lowering of absence % for disadvantaged children. To improve in line with school figure 96.6%.

30% are eligible for Pupil Premium funding, both of which are considerably above the Lancashire & National Averages.

Over half of our pupils (51.8%) come from the most deprived wards in Chorley (wards E and E* , 2/3 are from Wards E* to D (65.2%)

5. 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?
<p>Improved attainment for Y6.</p> <p>Improved attainment for a core of PP/SEN children in LKS2.</p>	<p>To release teachers to deliver intervention work on a daily basis in Y6 by another teacher.</p> <p>To divide the Y6 cohort into 2 classes for 2 morning classes: Class 11 x24, Class 12 x 20 – to employ part-time temporary teacher for Class 12 including TA's for both classes.</p> <p>To create a small classroom, 'Rainbow Room', approx. 15 children, to receive maths and literacy lesson in morning – children identified from PP/SEN register who will thrive in smaller classroom setting.</p> <p>Maths lessons to be organised and delivered by straight year group.</p> <p>Classes with higher numbers of children supported by another TA from Y1-6.</p> <p>TA's to be employed every afternoon to assist teacher led delivery of lessons and interventions.</p> <p>Book scrutiny/lesson obs/walk through</p>	<p>The EEF Toolkit has shown that TA support can have limited impact depending on how a TA is used by the classteacher. Teacher led interventions and group work have been shown to have better impact. However, with improved understanding of lesson outcomes and thorough discussions between TA and teachers, greater impact can be achieved. Therefore, teachers will lead the majority of extra group/1:1 work as TA's support the rest of the class during afternoon lessons.</p> <p>Creating and maintaining an ethos of attainment throughout school – a 100% buy in from all staff.</p> <p>Deployment of the best staff ensures better results will have impact according to 'Using the pupil premium effectively' by Sir John Dunford..</p> <p>In house Lesson Study Programme 2016-17 focused on the learning of disadvantaged children in either literacy and maths for all teachers. Findings delivered by staff in staff meetings identified the disadvantages of the split nature of MNP. LA and PP children were felt to be particularly disadvantaged when a teacher needed to teach 2 year group lessons per day.</p>	<p>Monitored by team leaders reporting to Headteacher and SLT.</p> <p>Monitoring of improved progress through Pupil Progress meetings.</p> <p>Monitored through teacher and TA appraisal targets.</p>	<p>Headteacher Deputy PP leader Classteachers</p>	<p>Termly Full review July 2018</p>

		This year's Lesson Study will continue to focus on key groups.			
Improved attainment KS1 children especially HA children Teaching and Learning will be good to outstanding for all teachers. Marking to have impact. Scaffolding, extending with next steps, challenges and mastery initiatives.	Establish 'Reading champion' for KS1 children eligible for PPG. Daily reading, small guided group reading led by teacher. Daily teacher interventions to focus on HA. Lesson observation/book scrutiny/PP book scrutiny/focused walk throughs Mark the books of PPG children first. Fix its, next steps, scaffolding, intervention.	Teacher led interventions and group work have been shown to have better impact. Creating and maintaining an ethos of attainment throughout school will have impact according to 'Using the pupil premium effectively' by Sir John Dunford. Excellent collection and analysis of data relating to groups and individuals will have impact according to 'Using the pupil premium effectively' by Sir John Dunford.	Progress monitored by Pupil Progress meetings. Headteacher/DH lesson observations Walk through with specific focus, HT,DH,SL,Team leaders Subject leader book scrutinies.	HT	Termly July 2018 <i>UPDATE Jan '18 Disadvantaged pupils achieved better as a group in 24% of areas.They made better progress than non-PP children in 41.2% of areas, showing that intervention and support for these pupils was effective in some areas more than others.</i>
Total budgeted cost					£ 55,000
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?
Improved personal resilience, self-esteem and behaviour around school for group of identified individuals.	Learning Mentor will work towards improved personal skills and esteem by offering nurture, behaviour and confidence building sessions. To work 1:1 with identified issues and provide strategies to help our children. To create a quiet, safe area to which targeted children can find support to discuss, control emotional issues. Family Support Officer will work with vulnerable children and families and provide support by directing families to relevant agencies. To encourage better attendance and health for targeted families and improve parental support	The EEF Toolkit shows that increased social and emotional learning will have a positive impact on learning, attitudes to learning, social relationships throughout school and attendance. The EEF Toolkit encourages the improvement of parental involvement in a child's progress. Research from NFER has shown the benefit in supporting the whole family to address complex needs which will then impact on the children's learning.	Behaviour will continue to be monitored to assess for improvements in attitudes and in turn attainment. Pupil Progress meetings will track vulnerable groups and individuals to monitor rigorously the progress of individuals. Senior Leaders will select and monitor the effect of any outside	Headteacher Deputy Headteacher SENDCO SLT FSO Learning Mentor Class teachers	Termly Full review Sept 2017

	<p>by helping parents understand how they can improve their child's learning through workshops and close relationships with families. 'Positive Parenting' courses will be delivered by FSO and Counsellor.</p> <p>Change for Life, 'Healthy Aces' groups led by SENDCO and Learning Mentor. Bucket List of opportunities for PPG children highlighted.</p> <p>.</p>	<p>Carol Dweck's research shows the benefits from changing an individual's mindset from fixed to growth, changing a person's attitude to learning and understanding how the brain is not fixed but can be improved and trained. This new outlook can help individual's face challenges in a more positive way, not be negatively affected by change and can approach all challenges in their life in a more constructive and resilient manner.</p> <p>Pupil interviews, LSIP for Health all indicate the success of trips, music provision, Change for Life programmes that enhance our children's school experiences.</p>	<p>professional service such as professional psychotherapy. Alterations in behaviour and attitudes will be monitored. School can now apply for support for individuals from CHOSEN, referral unit.</p> <p>Pupil voice and interviews to inform impact.</p>		
	<p>To provide access for certain individuals to professional psychotherapy to help address attachment and relationship issues</p> <p>To work with staff from CHOSEN (Referral Unit) to help assess and manage particular behaviours over 6 week programmes.</p> <p>1:1 TA support for 1 child coming to end of support from golden Hill referral unit.</p>				
Improved personal resilience, self-esteem and behaviour around school for group of identified individuals	<p>TA's to deliver nurture support, nurture group work, self-esteem groups, playtime support, liaise with parents.</p> <p>Adults to deliver Homework Club and Breakfast Club to provide stability before the school day and opportunities to work</p>		<p>LSIP for Health to monitor impact. Monitor of behavioural incidents throughout the day. Monitor of children's attitudes towards</p>	<p>Headteacher Deputy Headteacher SENDCO SLT FSO Learning Mentor</p>	<p>Termly Full review Sept 2017</p>

	<p>with support on homework to prevent any falling behind their peers.</p> <p>Trip subsidies for disadvantaged pupils.</p> <p>Sport coaching, resources, equipment for disadvantaged pupils.</p> <p>Extra music tuition for disadvantaged pupils.</p> <p>'Healthy Aces' group led by Learning Mentor and SENDCO</p> <p>Road Safety programmes</p>		<p>school using 'Pupil Voice'.</p> <p>Whole school involved in 'Bucket List'; a list of activities and experiences we believe every child should access.</p>	<p>Classteachers</p>	
Total budgeted cost					£73,000
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?
<p>Persistent absences for disadvantaged pupils will improve; still above the national average.</p>	<p>Added the reduction in persistently absent pupils to the school development plan as a key priority for 2017/18.</p> <p>Developed CC's role as Attendance lead.</p> <p>Introduced the use of home visits to chase up the absence of pupils</p> <p>Developed a clear strategy to tackle poor attendance – through the use of attendance meetings.</p> <p>Developed the use of CPOMS to track attendance and a triggering system to identify pupils who are PA or at risk.</p>	<p>Evidence from National foundation for Education Research reinforces the importance of good attendance. Research by Dylan William confirms that non- attendance is the single most reason for lack of attainment, having more negative impact than type of school or teaching.</p>		<p>Admin staff School Manager Headteacher Family Support Officer Classteacerhs TA's</p>	<p>Half termly</p> <p><u>UPDATE from Jan'18</u> Since Ofsted in September 2017, the %age of pupils who receive SEN support who are persistently absent has dropped significantly to 5 pupils, which is 11.9%. This is now below the national average and represents a significant improvement based upon the school's historic data.</p> <p>In relation to pupils from disadvantaged backgrounds, the percentage who are persistently absent as of January 2018 is 13.8% (13 pupils), which is now also below national.</p>

	Training for Attendance team and BH in the identification of pupils and data analysis through SIMS for specific groups, such as SEND and Disadvantaged pupils to be completed Spring 2018.				
Absences for disadvantaged pupils will improve.	Adults in school provide Breakfast Club to promote better attendance and improve attitude to school with a positive start.	School has noticed that many children bring family issues to the start of each day. Breakfast Club allows a fresh, positive approach as well as a chance to offload these issues to the correct person i.e. a learning mentor.		Learning Mentor	Termly
Total budgeted cost					3,000

6. Review of expenditure																																																												
Previous Academic Year		2016-17																																																										
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																																																								
<p>Improved confidence in language skills, improved vocabulary, improved progress in reading and writing.</p> <p>Improved attainment throughout school for HA PP children in particular.</p>	<p>Deliver of timely interventions – Talk Boost in KS1 and EYFS x3weekly sessions.</p> <p>All TA's trained by ME and DL.</p> <p>Teachers released to deliver intervention work on a daily basis. KS1 and LKS2 classes given dedicated time from SENDCO who can release the classteacher to deliver intervention in a timely approach, reacting to assessment of recent lessons and children's performance. UKS2 classes supported by HLTA to cover classes for 2 afternoons to release the classteacher to deliver timely intervention in response to daily performances of individuals within a lesson or series of lessons.</p> <p>TA's to be employed every afternoon to assist teacher led delivery of lessons and interventions.</p> <p>Marking to have impact.</p>	<p>Talk boost extremely popular for children as reinforced by Pupil Interviews.</p> <p>Tracking showed sustained progress for every child against Talk Boost assessment procedures.</p> <p>Observed during scrutinies and walk throughs that the best interventions were delivered by classteacher. Marking becoming more consistent throughout school. Some sessions inconsistent due to SENDCO other responsibilities.</p> <p>HLTA cover was unsatisfactory in terms of class T&L but did allow main classteacher to provide intervention time.</p> <p>PP children data shows good progress for many but the gap for age related expectations first identified in EYFS continues. The gap between PP and non PP at ARE is still not closing as rapidly as expected especially in KS1 as identified by OFSTED..</p> <table border="1"> <thead> <tr> <th colspan="2">KS1 School x14</th> <th colspan="2">National</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>GD</td> <td></td> <td>GD</td> </tr> <tr> <td>50%</td> <td>14.3%</td> <td>78%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td></td> <td></td> <td></td> </tr> <tr> <td>43%</td> <td>14%</td> <td>70%</td> <td>16%</td> </tr> <tr> <td>Maths</td> <td></td> <td></td> <td></td> </tr> <tr> <td>50%</td> <td>0%</td> <td>77%</td> <td>20%</td> </tr> <tr> <th colspan="2">KS2 School x19</th> <th colspan="2">National</th> </tr> <tr> <td>Reading</td> <td></td> <td></td> <td></td> </tr> <tr> <td>42%</td> <td>5.3%%</td> <td>72%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td></td> <td></td> <td></td> </tr> <tr> <td>63%</td> <td>27%</td> <td>79%</td> <td>18%</td> </tr> <tr> <td>Maths</td> <td></td> <td></td> <td></td> </tr> <tr> <td>69%</td> <td>5.3%</td> <td>75%</td> <td>20%</td> </tr> </tbody> </table> <p>NB. Data severely affected by imports.</p>	KS1 School x14		National		Reading	GD		GD	50%	14.3%	78%	27%	Writing				43%	14%	70%	16%	Maths				50%	0%	77%	20%	KS2 School x19		National		Reading				42%	5.3%%	72%	23%	Writing				63%	27%	79%	18%	Maths				69%	5.3%	75%	20%	<p>Positive training has a great impact on the quality of delivery by TA's. TA's have taken ownership of this programme and have given very positive feedback that they too can see progress and positive results and keen to continue. They believe in this.</p> <p>This programme now embedded within KS1 and EYFS with some individuals in LKS2 also identified and piggy backing certain sessions eg. HS with Mrs B.</p> <p>Further high quality training by DH and SLT could help develop the teaching and learning of all TA's within their teams.</p> <p>SLT scrutiny of T&L essential of HLTA and TA's especially.</p> <p>Better to release classteacher to deliver.</p> <p>Ensure all classes have a solid timetable for interventions.</p> <p>Consider where to put support for key classes with high numbers of PP.</p> <p>Consider teaching support in key areas with high numbers of PP.</p>	<p>1000</p> <p>40, 000</p>
KS1 School x14		National																																																										
Reading	GD		GD																																																									
50%	14.3%	78%	27%																																																									
Writing																																																												
43%	14%	70%	16%																																																									
Maths																																																												
50%	0%	77%	20%																																																									
KS2 School x19		National																																																										
Reading																																																												
42%	5.3%%	72%	23%																																																									
Writing																																																												
63%	27%	79%	18%																																																									
Maths																																																												
69%	5.3%	75%	20%																																																									

Disadvantaged Pupils – Whole school tracker Jan '18

<u>Year Group Expectations</u>	<u>On track for Greater Depth</u>	<u>On track</u>
Current Year 3 (2017/18) – 16 pupils		
Reading	6%	50%
Writing	6%	44%
Mathematics	0%	56%
Current Year 4 (2017/18) – 11 pupils		
Reading	0%	55%
Writing	0%	36%
Mathematics	0%	64%
Current Year 5 (2017/18) – 12 pupils		
Reading	0%	75%
Writing	0%	50%
Mathematics	9%	67%

ii. Review of expenditure Targeted support

Improved emotional/behaviour support

Improved attainment throughout school for HA PP children in particular.

Chosen approach:

To employ a Learning Mentor who will work towards improved personal skills and esteem by offering nurture, behaviour and confidence building sessions. To work 1:1 with identified issues and provide strategies to help our children.

To create a quiet, safe area to which targeted children can find support to discuss, control emotional issues.

To employ a Family Support Officer to work with vulnerable children and families and provide support by directing families to relevant agencies. To encourage better attendance and health for targeted families and improve parental support by helping parents understand how they can improve their child's learning through workshops and close relationships with families.

By May 2017, 'Positive Parenting' courses will be delivered by FSO (trained Spring 2017).

Family Support Officer to organise cookery opportunities for parents and their children and courses on E-Safety
To provide access for certain individuals to professional psychotherapy to help address attachment and relationship issues

To promote 'Growth Mindset' strategies throughout school as part of the School Development Plan. Staff training will initiate whole school lessons and assemblies.

To work with staff from Golden Hill (Referral Unit) to help assess and manage particular behaviours over 6 week programmes.

1:1 TA support for 1 child including EHC funding.
TA's to deliver nurture support, nurture group work, self-esteem groups, playtime support, liaison with parents.
Adults to deliver Homework Club and Breakfast Club to provide stability before the school day and opportunities to work with support on homework to prevent any falling behind their peers.

Trip subsidies for disadvantaged pupils.
Sport coaching, resources, equipment for disadvantaged pupils.
Extra music tuition for disadvantaged pupils.

Estimated impact:

Learning Mentor significantly helped to improve some identified children's emotional needs and clearly helped them to cope with the demands of school and their outlook. The Acorn Room became a space to discuss issues and give time out to some children struggling emotionally.

FSW involved with over 30 families in school and now trained to deliver 'Positive Parenting'. She is very involved in the health and hygiene of many children. She is often called on by parents to get children to school who are refusing, picking up from refuges and daily helping to understand the sometimes complex needs of disadvantaged pupils and their families.

In Summer Term, school decided to employ a new counsellor. New counsellor started to work with key individuals x6.

Golden Hill supporting 2 pupils. School is also looking to work in partnership with our cluster of schools and create a similar unit dedicated to signed up schools.

1:1 TA ensured 1 pupil working well below ARE was supported both behaviourally and academically.

PP grant helped subsidise trips eg. To the theatre, RobinWood Activity centre and funded sports coaching for groups as well as individuals. 12 Y6 children received extra music tuition.
Change for Life and Road Safety successfully completed.

Lessons learned:

This provision for our children is essential. To help children remain ready to learn and overcome their own personal barriers. The Breakfast Club enabled some key individuals to start the day positively and improved punctuality and attendance. So this too is an essential provision for St. Peter's. Y6 PP child said during pupil interviews, "My teacher has really pushed me to believe in myself. I've had lots of interventions and know I can talk to people who will help."

'Positive Parenting' courses vital to commence to fill the gap not met by CAMHS.

Our own Learning Mentor's role overlapped with existing counsellor used by previous head. It was felt we needed more psychological expertise and a different style with our children. New counsellor employed with more expertise.

School has recognised the need for support from behavioural specialists to help give guidance to teachers as well as work alongside some pupils. There

Cost:
83,000

	Change for Life programme Road Safety programmes		has also been a lack of places at Golden Hill that has severely affected the provision for 2 pupils. More provision is required of this nature.	
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
Absences for disadvantaged pupils will improve.	<p>Administration of monitoring of registers and first day response procedures followed. Falling behind 96%, triggers Attendance Strategy: first day contact, traffic light letters, phone calls, staged letters, meeting in school or home visit, parenting contracts, attendance panels, support from Pupil Attendance Support Team, penalty notices, prosecution.</p> <p>Administration of Persistent Absence Report to track individual children who fall behind the national average of 8.8% sessions missed.</p> <p>Dual registration procedures for children at other schools eg. Golden Hill.</p> <p>Family Support Officer to monitor specific families and work with outside agencies brought in to support or referral to Pupil Attendance.</p> <p>TA's daily monitor and intervene with parents to support better attendance.</p> <p>Attendance Award termly given for good attendance</p> <p>Adults in school provide Breakfast Club to promote better attendance and improve attitude to school</p>	<p>School as a whole has 96.2% attendance. Disadvantaged pupils still make up most non attendance and this will continue to be a main priority for school as reinforced by OFSTED. For Disadvantaged pupils, 16.5% were persistently absent, compared to 15.1% nationally.</p> <p>FSW is in frequent contact with specific families to promote and enable children to attend including collecting children.</p> <p>New administration by Office staff and School business Manager compared to TA role has immediately improved monitoring and quick triggering of next step strategies. Frequent meetings between parents and SBM. Data analysis weekly for persistent absentees, meetings with HT and personal involvement in improving their attendance.</p> <p>Good class attendance celebrated; new door posters, letters to whole class parents, signs external to school.</p> <p>Breakfast Club definitely helps some problematic attendees to arrive early for school and become focused and positive about their day ahead.</p>	<p>Some children still on roll yet have left our school.</p> <p>OFDTED helped to focus this issue and school has identified key individuals who will monitor, intervene and personally support families concerning attendance.</p>	9,500