

# Pupil premium strategy statement (primary)

1. Summary information					
School	Chorley St. Peter's C.E. Primary School				
Academic Year	2016-17	Total PP budget	£130,520	Date of most recent PP Review	January 2017
Total number of pupils	330	Number of pupils eligible for PP	101	Date for next internal review of this strategy	July 2017

2. Current attainment					
			Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	GD R=14%	Non PP=17%	R=57%	M=43%	R=67%
	W=14%	Non PP=18%	W=57%	RWM=29%	M=89%
	M=0%	Non PP=0%			W=83%
					RWM=56%
% making progress in reading			+58.62		+46.55
% making progress in writing			+71.44		+60.72
% making progress in maths			+5.36		-4.24

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Emotional/behaviour issues for small group of children, all eligible for PP, ranging from Y3-6 – emotional barriers to learning, home issues, self- esteem issues.
<b>B.</b>	Poor language and communication skills especially in EYFS and KS1 who enter school below average in Lancashire and National.
<b>C.</b>	KS2 high ability achieving better than expected in maths and KS1 improved attainment in reading.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Despite continued whole school improvements in absence, poor absences for FSM - being higher than national average (4.9v4.0) and for persistent absence (5.6v2.7)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved personal resilience, self-esteem and behaviour around school.	Successful interaction with new Learning Mentor and Counsellor, fewer fixed term exclusions, fewer incidents recorded in serious incidents/behaviour records, accelerated progress in learning.
<b>B.</b>	Improved confidence in language skills, improved vocabulary, improved progress in reading and writing.	Progress in reading and writing, particularly in boys, will improve.

<b>C.</b>	High ability pupils will achieve better than expected particularly in maths for KS2 and reading for KS1.	KS2 SATS 2017 – pupils eligible for PP make similar progress as non-PP HA group. KS1 SATS 2017 – pupils eligible for PP make similar progress as non PP HA group.
<b>D.</b>	Absences for disadvantaged pupils will improve.	Lowering of absence % for disadvantaged. To improve in line with school figure 96.6%.

## 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?
Improved confidence in language skills, improved vocabulary, improved progress in reading and writing.	Teachers trained in 'Talk Boost'. Lead teachers will lead training for all TA's who will then target specific PP groups within EYFS and KS1 classes. Discussions will be ongoing between lead trainers, teachers and TA's.	The Education Endowment Foundation Teaching and Learning Toolkit has evidence concerning the impact of TA's on attainment. Better impact seems to be made when TA's have been trained to deliver specific programmes and have been given the opportunity to discuss at length with the teachers they support. This approach will be adopted for 'Talk Boost' intervention groups.	Monitored by Literacy SL and Deputy Headteacher. Monitoring of improved progress through Pupil Progress meetings. PIVOTS used to assess children below ARE.	Headteacher Deputy Classteachers Teaching Assistants	Termly Full review May 2017
Improved attainment throughout school for HA PP children in particular.	To release teachers 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. TA's to be employed every afternoon to assist teacher led delivery of lessons and interventions.	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.  In house Lesson Study Programme will focus on the learning of disadvantaged children in either literacy and maths for all teachers. Findings will be delivered by staff in staff meetings to help direct future teaching and learning.	Monitored by team leaders reporting to Headteacher and SLT. Monitoring of improved progress through Pupil Progress meetings. Monitored through teacher and TA appraisal targets. Target setting for the new programme in maths, Maths No Problem which extends to mastery.	Headteacher Deputy Classteachers Teaching Assistants	Termly Full review July 2017  Staff meetings Summer Term 2017

	Teachers deliver extra phonic intervention groups.  HLTA deliver maths intervention for targeted children.				
<b>Total budgeted cost</b>					£37,700
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>Improved personal resilience, self-esteem and behaviour around school for group of identified individuals.</p>	<p>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.</p> <p>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</p>	<p>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.</p> <p>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.</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>Suitable candidates interviewed and vetted through reference and observation. 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 professional service such as professional psychotherapy. Alterations in behaviour and attitudes will be monitored and recorded, measured over a fixed period of time.</p>	<p>Headteacher Deputy Headteacher SENDCO SLT FSO Learning Mentor Class teachers Staff from Golden Hill</p>	<p>Termly Full review Sept 2017</p>
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	<p>To provide access for certain individuals to professional psychotherapy to help address attachment and relationship issues</p> <p>To promote 'Growth Mindset' strategies throughout school as part of the School Development Plan. Staff training will initiate whole school lessons and assemblies.</p> <p>To work with staff from Golden Hill (Referral Unit) to help assess and manage particular behaviours over 6 week programmes.</p> <p>1:1 TA support for 1 child including EHC funding.</p>				
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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 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>Change for Life programme</p> <p>Road Safety programmes</p>		<p>LSIP for Health to monitor impact. Monitor of behavioural incidents throughout the day. Monitor of children's attitudes towards school using 'Pupil Voice'. Whole school involved in 'Bucket List'; a list of activities and experiences we believe every child should access.</p>	<p>Headteacher Deputy Headteacher SENDCO SLT FSO Learning Mentor Classteachers</p>	<p>Termly Full review Sept 2017</p>
<b>Total budgeted cost</b>					£83,300
<b>iii. Other approaches</b>					
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>Absences for disadvantaged pupils will improve.</p>	<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>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 Deputy Headteacher Family Support Officer Classteacerh s TA's</p>	<p>Half termly</p>
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Absences for disadvantaged pupils will improve.	Adults in school provide Breakfast Club to promote better attendance and improve attitude to school.			Learning Mentor	Termly
<b>Total budgeted cost</b>					9,500

6. Review of expenditure				
Previous Academic Year		2015-16		
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>Attainment and progress of PP children improved.</p> <p>Marking to have an improved impact towards better progress.</p> <p>Effective monitoring of progress.</p>	<p>Deliver of timely interventions.</p> <p>Teacher interventions.</p> <p>HLTA intervention groups.</p> <p>Additional feedback from teachers and TA's aimed to deliver extension and challenge to individual targets.</p> <p>Specific children identified as part of teacher Appraisal objectives.</p>	<p>Teachers and TA's produced provision maps, targets and identified additional support for children in their classes.</p> <p>Subject monitoring showed improved marking in many classes leading to good evidence of progress identified in books over time.</p> <p>Pupil Progress meetings with teachers, TA's and Assessment Leader rigorously analysed progress and attainment.</p> <p>Meetings between teachers, TA's and Headteacher analysed mid year progress and end of year progress against Provision maps and targets.</p> <p>Successful Appraisals for teachers.</p>	<p>Intervention groups need to be teacher led rather than using TA's. Better evidence seen in groups led by teacher. Class teacher led interventions preferable to different teacher.</p> <p>TA's still need further training in marking.</p>	£85,000
ii. 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

<p>To improve attitudes to school and individual learning.</p>	<p>Use 'Creative Courses' to promote exciting learning opportunities and promote life skills as well as academic.</p> <p>Music tuition. Extra sports coaching</p> <p>Life Bus Road Safety programmes</p> <p>Change for Life groups</p> <p>Trip subsidies</p>	<p>When interviewed, children express great enjoyment of Creative Courses. They enjoy the range of opportunities offered by staff, the mixed age groupings and the opportunity for personal choice. PP children given priority of choice.</p> <p>PP children enjoyed extra musical tuition from Lancashire Music service following on from their class lessons in guitar or ukulele.</p> <p>Invaluable teaching resources to promote good health. LSIP for Health indicates this area is ragged as red for road injuries and deaths.</p> <p>PP children greatly enjoyed the outdoor activities on their trip to Robinwood, theatre trips etc.</p>	<p>Creative courses proving very successful but next year need to alternate to ensure time for curriculum areas. All children have experienced art, sport, food technology, music, ICT, design technology to an enhanced level including non PP children.</p> <p>All these opportunities greatly enhanced the experiences of the children, contributing to the whole child and cross curricular nature of St. Peter's.</p> <p>LSIP for Health indicates a positive reduction in child obesity at St. Peter's. LSIP also shows the need to continue such programmes in sport and lifestyle, road safety etc as a definite need in this area.</p>	<p>£20,000</p>
<p>To support the emotional welfare of vulnerable children.</p>	<p>Family Support Officer</p> <p>Family support through the Children's Centre.</p> <p>Child counsellor</p>	<p>Families identified for practical support in their homes with family routines, parenting support etc. They were signposted to outside agencies and charitable groups.</p> <p>Specialist worked very closely with individual children on 1:1 basis following behavioural incidents and lack of self-esteem and outside emotional issues.</p>	<p>Vital community support for families.</p> <p>Helped to stabilize the behaviour of a number of children inherited from other schools this year. Helped individuals understand their issues and opportunity to discuss and build trusting relationships has been vital. Ongoing – this is a delicate process requiring patience and consistency. Children are making better relationships and working on self-esteem issues which is slowly helping them to access learning back in the classroom.</p> <p>There is an increased need for emotional support for our children especially PP children. Following the work of the counsellor, it proves we need a dedicated person in house, full time, to help children build strategies and resilience to succeed in school.</p>	<p>£25,000</p>