



St. Paul's Dorking

Church of England (Aided) Primary School

Pupil Premium Strategy: 2017/18

At St Pauls' CE Primary school we are committed to ensuring that each individual pupil receives the very best education allowing them to reach their full potential academically and socially. This belief is reflected in our school values:

CARING - "We strive to provide an environment where each child feels happy, valued and supported."

CONFIDENCE BUILDING - "We aim to develop confident independent learners."

CREATIVE - "We have a strong creative focus within our curriculum, ensuring that learning can excite, inspire and capture children's imagination."

CONTRIBUTION - "All members of our school community are valued and recognised."

COMMUNITY - "We promote good community links and raise awareness of children for our responsibilities as citizens in the wider world."

When deciding how to spend the pupil premium funding it is important that we look at the potential barriers to learning faced by the pupil premium pupils in the context of our school. The reasons for underachievement are many and varied, and could include:

(i) less support at home, (ii) social and emotional challenges, (iii) attendance and punctuality issues, (iv) specific learning needs (approximately 30% of our PP cohort are also SEN).

Some of these barriers to learning are long term and some may be relevant for a short period of time. Each child in our pupil premium cohort is unique in their situation and our response to their needs must reflect this.

Confidentiality is of paramount importance. It is not appropriate for the wider school, or even the cohort themselves, to be aware of who is a member of our pupil premium cohort. To this end we will not include information in this report (which is published on our school website) which could identify specific children.

Our key objective in using the pupil premium funding is to close the attainment and achievement gap between the children in the cohort and those not in it. Historically, pupils at St Pauls achieve and attain very well, usually at levels much higher than those expected nationally. Our aim is for all our pupil premium children to show these high results when compared to national non-pupil premium children. It is also our aim that this level of success is reflected in all school years, not just by the end of KS2.

We will ensure that:

- A high profile is given to pupil premium children,
- All staff are aware of the cohort, and teachers are accountable, through appraisal for the progress of pupil premium children.

In our support of the Disadvantaged cohort we focus on our provision for them in the following areas:

Learning and the Curriculum

We aim to help each child in this cohort make at least expected progress when compared to their peers. We do this through focussed target setting, small group and individual support as well as through high quality class teaching. We extend the More Able in a variety of ways. This is through participating in specific 'challenge' events, often partnering with other schools. We also provide challenge in class teaching through appropriate differentiation and extension in lessons. We track all pupil's attainment over the year and target those who are at risk of not making the progress expected.

Pastoral & Emotional Support

All children in our school need appropriate pastoral support. This cohort are no exception. We believe that positive emotional well-being is a pre-requisite for success at school and life. The support needed may be short term or long term. It may be for a relatively low level need or for a high need. We provide support at a number of levels, firstly through the class teacher and class support staff, through to our Home School Link Worker and other agencies.

Enrichment Within and Beyond the Curriculum

We believe that education is a broad field encompassing learning across a wide range of situations. As such, we use some of our funding to ensure that children in this cohort can learn and develop across a spectrum of opportunities.

Pupil Premium 2016/2017 - Review

Funding for 2016/17 = £32,580

We had 31 children within this funding category.

Spending in 2016/17

Teaching (85% of PP funding)

- We have once again run maths intervention groups during the year, specifically with upper Key Stage Two. Within this remit, pupil premium children have had a priority if their learning needs would benefit from this support. The maths intervention groups were reviewed regularly and changed to suit the needs of the children.
- Teaching Assistants led focussed interventions for key children, focussing on short term learning targets.

Emotional Support

10% of our PP funding was spent on delivering emotional support through using our Home-School Link Worker and Emotional Literacy Support Assistants (ELSA). This support has been very significant for the children of the pupil premium cohort who received it. The support provided focussed on issues such as socialisation issues and friendship concerns.

Intervention: Introduction and Staff Training

5% of our funding was put towards the introduction and staff training for new intervention strategies. These have included Precision Teaching.

Impact of PP Spending

Y1 Phonics Test:

100% of PP children achieved the expected level.

Y2 SATs: Attainment (3 children in total)

Reading 2 children reached Age Related Expectations (ARE), 1 did not.

Writing 2 children reached ARE, 1 did not.

Maths 2 children reached ARE, 1 did not.

Y2 SATs: Progress (3 children in total)

Reading 100% made at least expected progress.

Writing 100% made at least expected progress.

Maths 67% made at least expected progress.

Y6 SATs: Attainment (7 children in total)
 Reading 5 reached at least ARE, 2 did not.
 Writing 4 reached ARE, 3 did not. Interventions for the children who did not achieve ARE helped them make clear progress, but specific learning needs prevented reaching ARE
 Maths 6 reached at least ARE, 1 did not. This child benefitted from smaller maths group size due to maths intervention support and made more than expected progress from KS1)

Y6 SATs: Progress (7 children in total)
 Reading 86% made at least expected progress.
 Writing 86% made at least expected progress.
 Maths 100% made at least expected progress.

Pupil Premium children meeting ARE (Age Related Expectations) across the school by July 2017
(comparison for children from Y1 to Y6)

All Pupil Premium children (N = 25) (does not include YR)
 (including PP who are also SEN)

	All PP reaching ARE or above <i>(Last year's % in brackets)</i>	All school pupils reaching ARE or above <i>(Last year's % in brackets)</i>	Difference between cohorts <i>(Last year's % in brackets)</i>
Reading	13 52% (46%)	82% (74%)	-30% (-28%)
Writing	10 40% (38%)	68% (63%)	-28% (-25%)
Maths	17 68% (50%)	76% (67%)	-8% (-17%)

Pupil Premium who are not SEN N = 14 (does not include YR)

	PP (not incl SEN) reaching ARE or above <i>(Last year's % in brackets)</i>	All school pupils reaching ARE or above <i>(Last year's % in brackets)</i>	Difference between cohorts <i>(Last year's % in brackets)</i>
Reading	9 64% (59%)	82% (74%)	-18% (-15%)
Writing	7 50% (53%)	68% (63%)	-18% (-10%)
Maths	11 79% (59%)	76% (67%)	+3% (-8%)

Pupil Premium who are SEN N = 11 (does not include YR)

	PP who are also SEN reaching ARE or above <i>(Last year's % in brackets)</i>	All school SEN pupils reaching ARE or above <i>(Last year's % in brackets)</i>	Difference between cohorts <i>(Last year's % in brackets)</i>
Reading	3 27% (14%)	40% (30%)	-13% (-16%)
Writing	3 27% (0%)	23% (17%)	-4% (-17%)
Maths	6 55% (29%)	46% (29%)	-9% (0%)

Attendance:

Attendance for this cohort was 94.6 % for academic year 2016/17, compared to 96.7% for the whole school.

Implications for spend of 2017/18 Pupil Premium Funding

- (i) The data shows that overall the performance of the PP cohort in 2016/17 was better than in the previous year for PP children who are not SEN and those who are SEN. The only exception was in Writing for children who are not SEN but, as the cohort sizes are so small, this statistic is not significant. We need to ensure that we build on this good progress, especially as the overall attainment of the all the children improves.
- (ii) Maths interventions (teacher led) appear to have had the most impact. In the case of PP children who are not SEN, more achieved ARE in this group than in the non-SEN cohort across the school. This performance in Maths needs to be replicated in Reading and Writing.
- (iii) HSLW and ELSA support continues to have a positive impact on self-esteem, well-being and attendance.

Pupil Premium 2017/18 – Plans**Anticipated funding for 2017/18 = £43,078**

There are currently 34 children within this funding category.

Planned Spending actions for 2017-18**Learning and the Curriculum****(planned spend approx. £33,000)**

- Providing a range of proven teacher and TA led interventions, including Arrow, FlashSpell, Precision Teaching and Snap to Maths.
- Continuation of teacher taught maths intervention group for Y6. This will continue to benefit all by providing smaller maths groups across Y6.
- HLTA taught small intervention groups for Literacy and Maths in Y5 (and time for Y5 teacher to plan the work).
- Purchase of more Dyslexia friendly reading books. These will help us provide further reading support where it is needed.
- Purchase of Nessy It programme (Dyslexia).
- Teacher and TA led smaller phonics groups across YR and KS1.
- In class support by TAs. Part of their role will be helping children focus on their individual targets, including those for slow movers in writing.

Pastoral & Emotional Support**(planned spend approx. £8,000)**

- PP funding will again be spent on delivering pastoral and emotional support through using our Home-School Link Worker and ELSAs. This will focus on issues such as self-esteem, social skills, anxiety and attendance, for example.

- Occasionally we may use PP funds to provide places in the Breakfast Club and the after school club linked to the school if this is considered a way of providing appropriate support to a specific child or family.
- IoW and other trips. Swimming

Enrichment Within and Beyond the Curriculum (planned spend approx. £2,000)

- Providing support to subsidise trips and visits, as appropriate.
- Equity Project: focussing on increasing opportunities for inclusion in clubs and other activities.
- Opportunities to participate in enrichment activities (e.g. DSP Challenge Programme), as appropriate.

Measuring the Impact of PP funding

- For specific interventions we will use baseline and exit data (e.g. First Class Number, Precision Teaching).
- At termly Pupil Progress meetings we will review pupil progress to date and consider whether any further support can be targeted to help PP children reach ARE and/or make expected (or better) progress.
- At the end of the year we will study end of year data to ascertain which PP children reached ARE and/or made expected (or better) progress.

During this year we will be continuing to refine our pupil data tracking system which will enable us to track the performance of specific pupil cohorts with greater ease and accuracy. This in turn will enable us to target support where it is most needed (NB this is not funded through PP funding).

Having also spent another year working with the changed NC and AwL model, we now have more robust end of year data and tracking systems that we can measure progress against in all year groups.

Date of next review of our Pupil Premium Strategy:

July 2018, for implementation in September 2018.

Website to be updated by October 2018.