



## PUPIL PREMIUM STRATEGY & ACTION PLAN 2017 – 2018

### St Werburgh's C of E (VA) Primary School

|                               |                                |                          |                    |
|-------------------------------|--------------------------------|--------------------------|--------------------|
| Head teacher name:            | Ann Alton                      | Chair of governors name: | Kate Leatherbarrow |
| Number of eligible pupils: 19 | Grant Received: <b>£25,802</b> |                          |                    |

#### EXECUTIVE SUMMARY

##### **Main Barriers to Attainment**

1. Present or past involvement of Social Care due to:
  - Drug and alcohol abuse in the family
  - Mental health issues in the family including the pupils
  - Domestic Violence
2. A range of special educational needs
3. Need to make accelerated progress due to current low attainment levels including on admission
4. Lack of positive parenting

| How we will spend the money to address the barriers  | Why we chose these approaches.  |
|--|---|
| Improve quality of first teaching as recommended by John Dunford through coaching and extended CPD   | Using the Pupil premium Effectively by John Dunford<br>"Keep your focus relentlessly on the quality of teaching and learning in school."  |
| Employment of Learning Mentor to:<br>a) Track and pursue attendance concerns and support families to improve attendance and their parenting skills<br>b) Support children and families to overcome a range of Social Care barriers   | "The Pupil Premium - How schools are spending the funding successfully to maximise achievement" (Ofsted Document)   |
| Range of interventions including:<br>a) Additional maths group in Year 5/6<br>b) Maths Pre-Teaching<br>c) Homework Clubs<br>d) 1:1 Teacher Coaching 5x15 mins weekly<br>e) Additional phonics in KS2 to accelerate children's progress rates to enable achievement at least at the expected standard<br>f) Teaching assistants used to release teachers to provide targeted interventions. | <u>Sutton Trust</u> Making Best Use of Teaching Assistants Guidance Report (Section 6.1)<br>"The Pupil Premium - How schools are spending the funding successfully to maximise achievement" (Ofsted Document) |
| Provision of workshops to empower parents in maintaining a partnership in their child's learning and to enable them to support their child's learning at home  | Sutton Trust – Toolkit – Parental Involvement<br>"The Pupil Premium - How schools are spending the funding successfully to maximise achievement" (Ofsted Document)  |

**Pupil Premium Action Plan 2017 - 2018**

| Area needing improvement   | Initiatives to address   | Funding<br>Teacher 195<br>TA 115   | Expected impact  | Monitoring steps  |  |           |           |            |        |        |    |        |        |     |        |        |
|--|--|--|--|---|--|-----------|-----------|------------|--------|--------|----|--------|--------|-----|--------|--------|
| <p>1. Quality First Teaching for Maths</p>                                 | <p>Involvement with the George Spencer Maths hub.</p> <p>Attendance on a range of courses:</p> <ul style="list-style-type: none"> <li>• Outstanding Maths teacher course 6 sessions (x1)</li> <li>• Outstanding Maths TA course 5 sessions (x1)</li> <li>• Mastery Teaching for Teaching Assistants</li> </ul> <p>Involvement with the Research School at Wyndham Academy</p> <p>Attendance on a range of courses:</p> <ul style="list-style-type: none"> <li>• Introducing the research school and developing mastery</li> <li>• Visit to research school to discuss parental engagement</li> </ul> | <p><math>£645 + (£195 \times 5) + (£100 \times 1)</math> supply = £1,720</p> <p><math>£425 + (£115 \times 5)</math> supply = £1,000</p> <p><math>(£150 \times 4) + (£115 \times 4) = £1,060</math></p> <p><b>£100</b><br/><b>£200 = £300</b><br/><b>TOTAL Spend = £4,080</b></p> | <p>Greater number of pupils reaching expected progress and Greater depth. This is linked to staff's performance management. Each assessment point has clear expectations of the number of children expected at each level. (See performance management for individual staff)</p> | <p>Head teachers report on data to Standards committee or Full Governors at assessment points 1, 2 and 3.</p>   |  |           |           |            |        |        |    |        |        |     |        |        |
| <p>2. Low rates of attendance and high rates of persistent absenteeism</p> | <p>Learning Mentor to address attendance issues and support children and families including:</p> <ul style="list-style-type: none"> <li>• Lunch time provision</li> <li>• Liaison with parents</li> <li>• 1:1 learning support</li> <li>• Small group support</li> <li>• Regular liaison with EWO</li> </ul> <p>Safeguarding Training £180 + 1 T and 1 TA supply for a day</p>   | <p>£10,458</p> <p><math>£180 + £310</math> supply = £490</p> <p><b>Total spend = £12,032</b></p>   | <p>2016 – 2017 Targets for absenteeism for FSM= <b>3%</b> (3.5%)<br/>SEN children 3.0(4.4%)</p> <ul style="list-style-type: none"> <li>• Improvement of further 1% for SEN and FSM children by 26.7.17</li> <li>• Exclusions reduced to zero</li> </ul>                          | <p>Attendance Monitoring</p> <table border="1" data-bbox="1619 1206 1975 1409"> <thead> <tr> <th></th> <th>2016-2017</th> <th>2017-2018</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>96.96%</td> <td>97.96%</td> </tr> <tr> <td>PP</td> <td>98.06%</td> <td>98.06%</td> </tr> <tr> <td>SEN</td> <td>97.55%</td> <td>97.96%</td> </tr> </tbody> </table> |  | 2016-2017 | 2017-2018 | All pupils | 96.96% | 97.96% | PP | 98.06% | 98.06% | SEN | 97.55% | 97.96% |
|  | 2016-2017  | 2017-2018  |  |   |  |           |           |            |        |        |    |        |        |     |        |        |
| All pupils   | 96.96%   | 97.96%   |  |   |  |           |           |            |        |        |    |        |        |     |        |        |
| PP   | 98.06%   | 98.06%   |  |   |  |           |           |            |        |        |    |        |        |     |        |        |
| SEN  | 97.55%   | 97.96%   |  |   |  |           |           |            |        |        |    |        |        |     |        |        |

|  |   |  |  |   |
|--|---|--|--|---|
| 3. Barriers related to Social Care and mental health issues                                  | <ul style="list-style-type: none"> <li>• Anti-bullying workshop and workshops delivered by Rhema</li> <li>• Anti-bullying workshops delivered by Kidscape</li> <li>• Accepting pupils who are different theatre performance followed by workshops by Dragons breathe theatre company</li> </ul>   | <p>£250</p> <p>£544</p> <p>£350</p> <p><b>Total spend =£ 1,144</b></p> |  | <p>December 2017</p> <p>Exclusions reduced to zero</p> <p>Standards Governors meetings to analyse attendance data</p>   |
| 4. Attainment and progress rates due to current low attainment levels including on admission | <p>Provision of the following small group or individual interventions:</p> <ul style="list-style-type: none"> <li>• Homework Club</li> <li>• Maths Pre- Teaching</li> <li>• Maths Games</li> <li>• Additional Phase 5/6 Phonics</li> <li>• Teacher 1:1 support 15 mins daily x 5</li> <li>• Teacher led maths, reading and writing interventions</li> </ul> | <b>Total spend = £5,550</b>  | Accelerated progress for the identified children from their individual starting points (See HT detailed tracking document) | Standards Governors meetings to analyse data tracking   |
| 5. Outcomes for children with other barriers   | Provision for all PP pupils to learn to cook healthy meals by an experienced and qualified caterer. Ingredients supplied and opportunities for pupils to eat around a table at school as well as taking meals home  | <b>2 x 12 week course= £1,200</b>                                      | Pupils to make accelerated to achieve Age Related Expectations by the end of KS2   | Detailed reports from counsellor (who analyses views of teacher, parent and child show improvements)<br>Standards Governors meetings to analyse data tracking |
| <b>Review and Refocus</b>  |   |  |  |   |
| Action Plan Written:   | July 2017 Rewritten February 2017<br>Rewritten Dec 2017   | Approved:<br>Standards Committee<br>8 <sup>th</sup> March 2017         | Review: Standards Committee<br>8 <sup>th</sup> March 2018  | Review: FGB<br>12 <sup>th</sup> July 2017   |