



# Pupil Premium: St Nicolas and St Mary CE Primary School

I. Summary information					
<b>Academic Year</b>	2017/18	<b>Total PP budget</b> (seven twelfths of 2017/18 financial year and five twelfths of 2018/19)	£54,606	<b>Date of most recent PP Review</b>	Autumn 2017
<b>Total number of pupils</b>	387	<b>Number of pupils eligible for PP (Jan 17 census)</b>	34	<b>Date for next internal review of this strategy</b>	April 2018

<b>What are the main barriers to learning faced by children in receipt of Pupil Premium funding at our school?</b>	<b>Allocation of Pupil Premium</b> How are we spending the Pupil Premium (PP) funding? ➤ How will this activity close the gap between PP children and others?	<b>Outcomes and performance measures</b>
<p>Pupils require support in the early development of key skills in the Early Years (including reading, writing, number, physical development and managing feelings and emotions).</p> <p>Some pupils and parents/carers require support transitioning to school life/routines including knowing how best to support at home.</p>	<p>a) Additional TA support for <b>Forest Schools</b>; this programme of outdoor learning is learner-centred and enables children to develop in all of the Early Years areas alongside developing a strong, positive relationship with the natural world. Children experience appropriate risk and challenge within a supported, fun environment which will encourage them to develop confidence and self-esteem.</p> <p>b) <b>TA and teacher dedicating time</b> to support and challenge disadvantaged pupils.</p> <p>c) <b>Home School Link Workers</b> working alongside families and staff.</p>	<p><b>EYFS Data 2017/18:</b> 77.2% of children achieved the Good Level of Development (GLD) which is above the West Sussex (71.3%) and National (71.4%) average.</p> <p>All disadvantaged children made significant progress with 40% (2 out of 5) achieving GLD.</p> <p>Numerous families accessed support from our HSLWs regarding support transitioning to school. Children settled into school life/routine much quicker than in previous years.</p> <p>All of our disadvantaged families liaised with/used our HSLW service during the year.</p>
<p>The school will target attainment in writing across the school and, where they exist, will target closing the gap between disadvantaged children and their non-disadvantaged peers.</p>	<p>a) <b>TA and teacher led literacy interventions</b> across the whole school (eg. Early Literacy Support, fine motor, intervention for children with Specific Learning Differences). All of these interventions are delivered in small groups or 1:1.</p> <p>-The Education Endowment Foundation Toolkit (EEF) recognises that small group interventions targeted to children's needs, including those delivered one to one, can be effective; this has been reinforced by school data.</p>	<p><b>Positive writing results across the school.</b></p> <p><b>Writing Data 2017/18:</b> <b>Phonics Screening Check Year 1</b> All- 95% passed the check</p>

	<p>c) <b>Targeted support of TAs</b> in whole class teaching.</p>	<p>Disadvantaged children - 80% passed (4 out of 5 children)</p> <p><b>End of Key Stage 1 Results Writing:</b></p> <ul style="list-style-type: none"> <li>- ALL- 73% met Age Related Expectations (ARE)</li> <li>- Disadvantaged 67% (4/6) met ARE</li> </ul> <p><b>End of Key Stage 2 Results Writing:</b></p> <ul style="list-style-type: none"> <li>- ALL- 75% met ARE</li> <li>- Disadvantaged 67% (4/6) met ARE</li> </ul> <p>HSLW undertook some 1:1 writing booster sessions with a disadvantaged boy in Year 4.</p> <p><b>Outcomes:</b> improved confidence in writing, better presentation and “pen licence” received.</p>
<p>External barriers (eg. changing home life, welfare circumstances).</p> <p>Some pupils/families require targeted support to improve attendance.</p>	<p>a) <b>Home School Link Workers (HSLW)</b> and <b>Attendance Monitor</b> to work alongside families to build up a supportive relationship and understand any external barriers to learning or attendance.</p> <p>Support to include:</p> <ul style="list-style-type: none"> <li>-starting Early Help Plans to help co-ordinate and access additional support</li> <li>-providing strategies to support behaviour and daily routines</li> <li>-contacting outside agencies for extra support</li> </ul> <p><i>The Education Endowment Foundation recognises that parental involvement will have a positive impact upon pupil outcomes which has been reinforced by school data.</i></p> <p>b) <b>In certain circumstances, funding specific activities</b> that both home and school agree will benefit the child.</p>	<p>The HSLW service worked with 14 out of the 29 disadvantaged families (48%).</p> <p>Many of these families accessed support regarding morning routines and to support behaviour.</p> <p>Of the disadvantaged children, 30 had annual attendance of more than 95% (6 of these children had attendance standing at 100%).</p> <p>71% of disadvantaged children had an improvement in their attendance between the end of the Spring Term and the end of the Summer Term 2018.</p>
<p>Some pupils require support regarding their emotional well-being and behaviour to develop self-esteem, resilience and increase access to learning in all areas.</p>	<p>a) <b>Your Space therapies</b> support children and families across the school through:</p> <ul style="list-style-type: none"> <li>-direct therapy (including other members of the family if appropriate)</li> <li>-supervision of members of staff</li> <li>-consultations with parents/carers to give advice at difficult times</li> <li>-observations and assessments of vulnerable children.</li> </ul>	<p>Your Space therapies provided invaluable support to many children and families throughout the year:</p> <ul style="list-style-type: none"> <li>-174 individual counselling/ play therapy sessions for 8 children.</li> <li>-28 parent/ carer consultations or team meetings for children in the therapy service.</li> </ul>

	<p>b) Our <b>learning mentor</b> and <b>Home School Link Workers</b> will support key children with regular 'check ups' throughout the week, as needed, and meet and greets in the mornings. They will liaise with parents/carers, the SEND Team and teachers.</p> <p>➤ <i>This group of pupils will be given help to develop social and emotional dimensions of learning. This will enable them to engage more in their learning and in the long term make progress and achieve. The Education Endowment Foundation recognises that self-regulation will have a high impact upon pupil outcomes.</i></p>	<p>-3 parent/carer consultations for children who are not directly accessing the therapy service.          -Training for the teaching staff and the Learning Support Assistants entitled "Strategy Toolbox for Supporting Good Mental Health in Schools".</p> <p>Our therapist has also worked with teachers and teaching assistants to holistically support the students in therapy.</p> <p>Pupil voice, parent and teacher feedback and case studies all highlight the positive impact of this intervention and support on both the children's social emotional development as well as their academic progress.</p> <p>HSLW presence on the playground in the mornings has increased parental engagement and improved communication with hard-to-reach families.</p> <p><b>Parent Voice:</b> from a feedback sheet: 'I am very grateful that there is a service like this (HSLW) provided.'</p>
<p>Some pupils would benefit from thinking about their own learning more explicitly (meta-cognition) and developing a repertoire of strategies that will support their learning.</p>	<p>a) SENDCO Assistant and TAs leading <b>interventions</b> that aim to help learners think about their learning more explicitly.</p> <p>b) All staff receiving <b>training</b> on the importance of metacognition, growth mindset and how to support this in all learners - parents/carers will also be reminded of the importance of this.</p> <p>c) <b>Daily targeted TA and teacher support</b> focussed on reinforcing Building Learning Power and growth mindset (please see information on our website under Parents/Carers and Curriculum.)</p> <p>➤ <i>Research articles and the Education Endowment Foundation recognise that meta-cognition approaches have consistently high levels of impact. Helping learners think about their own learning more explicitly and supporting pupils in monitoring and evaluating their own learning strategies will help them make progress.</i></p>	<p>Interventions to support children's working memory were implemented throughout the year. The children learnt strategies that helped them hold and manipulate information which they could use in the classroom setting.</p> <p><b>Pupil voice</b> of children in the group: "I feel more confident in class and less worried when trying to remember instructions."</p> <p>All teaching staff received training on working memory, Building Learning Power and growthmindset. A Building Learning Power (BLP) day took place in the Summer Term to reinforce the culture and language of BLP which emphasises the <i>how</i> of learning.</p>

		Teachers and parents report that the children are becoming more reflective learners.
Some pupils would benefit from receiving additional feedback on their learning to ensure they make accelerated progress.	<p>a) <b>Daily targeted TA and teacher support</b> focussed on providing in-depth feedback to learners about their performance relative to learning goals.</p> <p>➤ <i>Feedback studies show very high effects on learning when done effectively.</i></p>	<p><b>Progress of disadvantaged children across the school was positive:</b>  <b>Reading:</b> 81% of disadvantaged children made expected progress and of those 73% made accelerated progress.  <b>Writing:</b> 81% of disadvantaged children made expected progress and of those 80% made accelerated progress.  <b>Maths:</b> 91% of disadvantaged children made expected progress and of those 74% made accelerated progress.</p> <p><b>Progress of disadvantaged children from Key Stage 1 to Key Stage 2 was excellent:</b></p> <p><b>Reading and Writing:</b> average progress of disadvantaged children from Key Stage 1 to Key Stage 2 is above national.  <b>Maths:</b> average progress of disadvantaged children from Key Stage 1 to Key Stage 2 is <b>significantly above</b> national and <b>in the top 10%.</b></p>
Some pupils have specific learning differences and, at times, the school needs to access support from outside agencies.	<b>Specialists</b> will inform provision to enable the children to make progress in all areas of learning (eg. academic, social and emotional).	Support for one disadvantaged child was accessed from an outside agency. The child was set specific targets which, with targeted support, they have met enabling them to make progress in their communication skills.
<b>REVIEW DATE:</b> September 2018		