



## St Helen's Church of England Primary (VA) School

### Pupil Premium Strategy Statement 2017/18

Summary of Information			
<b>Total number of pupils on roll</b>	209	<b>Date of most recent review</b>	September 2017
<b>Number of pupils benefitting from PPG (including EYFS PP and PP+)</b>	17	<b>Dates to review of this strategy</b>	December 2017 April 2018 July 2018
<b>Total amount of PPG received</b>	£29,480		
<b>Total PPG Expenditure</b>	£29,480.09		

<b>Current Attainment</b>			
	<b>Achievement * 3 or less pupils not taken as an average over 3 years due to changes in expectations</b>	<b>Comparison to other pupils in cohort</b>	<b>Comparison with all other Pupils Nationally</b>
<b>Early Years PP (End of Nursery)</b>	N/A		
<b>Early Years Foundation Stage</b>	*100% achieved GLD	73.3%	69.3%
<b>Year 1 Phonic Screening</b>	*100% achieved passmark	77%	77%
<b>Year 2 – End of KS1</b>			
<b>Reading attainment of expected standard</b>	*50%	66.7%	75%
<b>Reading attainment at Greater depth</b>	*0%	30%	23.6%
<b>Writing attainment of expected standard</b>	*50%	53.3%	65.5%

<b>Writing attainment at Greater depth</b>	*0%	3.3%	13.3%
<b>Maths attainment at expected standard</b>	*0%	70%	72.6%
<b>Maths attainment at Greater depth</b>	*0%	10	17.8%
<b>Year 6 – End of KS2</b>			
<b>% achieving expected standard reading/writing/maths</b>	25%	61%	53%
<b>% achieving a high standard in RWM</b>	0%	7%	5%
<b>% achieving expected standard reading</b>	50%	75%	66%
<b>% achieving a high standard in reading in reading</b>	0%	25%	19%
<b>Expected progress in reading</b>	-2.61 progress (3 pupils)	0.76 progress (26 pupils)	N/A
<b>% achieving expected standard in writing</b>	50%	75%	74%
<b>% achieving a greater depth in writing</b>	0%	25%	15%
<b>Expected progress in writing</b>	-1.26 progress (4 pupils)	0.03 progress (27 pupils)	N/A
<b>% achieving expected standard in maths</b>	75%	79%	70%
<b>% achieving a high standard in maths</b>	0%	21%	17%

<b>Expected progress in maths</b>	2.86 progress (4 pupils)	-0.08 progress (27 pupils)	N/A
-----------------------------------	--------------------------	----------------------------	-----

**Attendance - to be populated when national data is validated**

	School 2015/2016	National
All pupils	95.9%	
Pupil Premium Pupils	94.68%	
Non pupil premium pupils	96.04%	

Barriers to Future Attainment
<p><b>In School Barriers:</b></p> <p>Mobility of eligible pupils during KS2 – 7 different eligible pupils left KS2 at the end of the summer term 2017.</p> <p>Challenge with:</p> <ul style="list-style-type: none"> <li>- managing transition and building family support networks within school community</li> <li>- supporting wellbeing and building resilience</li> <li>- early identification of gaps in learning and barriers to progress</li> </ul> <ul style="list-style-type: none"> <li>- Children’s ability to make links in their learning less well developed than that of their peers (due to integrated nature of St. Helen’s curriculum).</li> <li>- Less developed vocabulary, passivity in learning and under-developed aspirations for the future.</li> </ul> <p><b>External Barriers:</b></p> <ul style="list-style-type: none"> <li>- For some pupils and families support is required for social and emotional aspects of learning.</li> <li>- For some pupils and families low aspiration / limited opportunity to engage with enrichment opportunities</li> </ul>

Year	Total Allocation	Allocated to and reason for allocation	Time scale – from /to	Cost	Success criteria
17/18	£29,480 (TBC)	1. Lunchtime social skills group for targeted PPG children.	Sept 17-July 18	£1,208.40	All children accessing group will have increased confidence and a range of strategies to resolve social barriers.
		2. Dedicated Parent Support Advisor time to support families in need of this service.	Sept 17-July 18	£4,766.72	Children to benefit from support for positive family relationships which foster good engagement with learning.
		3. Maths Booster groups to support pupils to meet the demands of the mathematics element of the National Curriculum in preparation for their secondary education for targeted PPG children.	Jan 18–May 18	£393.15	Children will have made progress in line with other groups of learners to achieve their full potential
		4. Extra-Curricular Activities to be provided to stimulate children's interest and enrich their life experiences, gain new skills and promote feelings of purposefulness and increased self-esteem.  *Please note priority for club bookings will be given to PPG children.8	Sept 17 –July 18	£2,987.94	Children to be inspired to lead healthy and positive lifestyles and experience a sense of fun and sociability through physically active/creative, purposeful activities.
		5. To provide regular opportunities for PPG children to engage in a school-wide leadership	Sept 17–July 18	£163.59	Children to be provided with opportunities children to develop leadership skills and to

		<i>and citizenship initiatives to boost self-esteem and promote collaboration.</i>			<i>collaborate with children in other year groups, and use critical thinking skills to find solutions to problems.</i>
		<i>6. To deploy 'Precision Teaching' methods to ensure that interventions are tailored to the exact needs of all of our 7G children</i>	<i>Sept 17–July 18</i>	<i>£5,127.15</i>	<i>For the precise needs of every identified PPG child to have been met through a programme of intervention that meets their specific learning needs.</i>
		<i>7. To raise the attainment of our PPG children through providing additional, focussed teacher support within a small group. Support will focus on reviewing the children's learning week to week and concentrating on high quality verbal and written feedback to the children about their learning.</i>	<i>Sept 17–July 18</i>	<i>£5,229.18</i>	<i>Children empowered to talk and take ownership of their own learning by means of self-evaluation and agreeing targets.</i>
		<i>8. Targeted interventions including Counting2Calculating, multiplicative reasoning, phonics. RML, FFT</i>	<i>Sept 17 – July 18</i>	<i>£6,456.56 + remainder of £8, 865 from SBS</i>	<i>Children on track to make expected progress in line with targets set by class teachers</i>
		<i>9. Targeted PP children to work with Peer Mentors to support social and emotional wellbeing.</i>	<i>Sept 17 – July 18</i>	<i>£2,215.40</i>	<i>Targeted children able to successfully integrate with peers to make rapid and sustained progress as evidenced by ongoing Peer Mentoring.</i>
		<i>10. Targeted PP children to access specialist art provision and enrichment programme.</i>	<i>Sept 17 – July 18</i>	<i>£932</i>	<i>Targeted children able to access a specialist artist to develop and enhance their artistic skills and appreciation of art.</i>

				<b>Total Expenditure:</b>	
				<b>£29,480.09</b>	

Overall Evaluation of impact

- 1) The majority of the children targeted for this particular intervention made very good progress and, as a result, are able to manage peer group relationships with far more independence.
- 2) Where parents have regularly accessed the school's PSAs, it has been observed that families have been able to better engage with the school, and have reported benefits within family dynamics. Families have taken advantage of support given to foster a greater level of engagement in the areas of reading, and maths.
- 3) The school's results in maths at the end of Key Stage 2 were above Devon, and that of the national. All PP children made very good progress in relation to their starting points, and achieved age-related expectations.
- 4) All PPG children were offered priority access to all of the school's extra-curricular clubs. A large majority of the PPG children took up this offer, and as a result experienced increased opportunities for activity, creativity, sociability, life-skills and accessed positive role-models.
- 5) The children have been effective in collaborating and have demonstrated perseverance and resilience when faced with situations that have enabled them to develop their critical thinking and problem solving skills. As a result of this all targeted children have demonstrated pride in their roles and have increased self-esteem. PPG children were actively represented on the peer-nominated School Council.
- 6) Exit data compared to entry data for all PPG children accessing this information demonstrates a good level of progress, and is found to be having an impact back into the classroom. (Detailed entry and exit data kept for all children.)

- 7) Children understand the importance of education and are able to share their aspirations for the future. Evidence from teaching staff demonstrates that this group of children are able to make detailed reflections of learning, clearly understand what their targets are, and can talk about how to further improve their work, and use strategies to support their own learning
- 8) Exit data compared to entry data for all PPG children accessing this information demonstrates a good level of progress, and is found to be having an impact back into the classroom. (Detailed entry and exit data kept for all children.)
- 9) Evidence from Peer Mentors demonstrates that this group of children are better able to resolve personal conflict, and are more resilient in social situations as a result.
- 10) All PPG children have made progress in line with that of their peers. Children have been provided with a variety of enrichment opportunities including collaborative projects celebrated by the whole school community through the artwork and murals on display. Those children who have been identified as G&T within art have particularly benefited from this intervention, and the additional access to a specialist art practitioner.