



1. Summary information					
<b>School</b>	St Peter at Gowts Primary School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£108, 240	<b>Date of most recent PP Review</b>	22 <sup>nd</sup> Sept 2015
<b>Total number of pupils</b>	240	<b>Number of pupils eligible for PP</b>	82	<b>Date for next internal review of this strategy</b>	September 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school) 11 children (100%)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving Level 4b or above in reading, writing &amp; maths (or equivalent)</b>	<b>63.6% (7 children)</b>	
<b>% making at least 2 levels of progress in reading (or equivalent)</b>	<b>90.9 % (10 children)</b>	
<b>% making at least 2 levels of progress in writing (or equivalent)</b>	<b>72.7% (8 children )</b>	
<b>% making at least 2 levels of progress in maths (or equivalent)</b>	<b>81.8% ( 9 children)</b>	

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	Oral language and communication skills in Reception are lower for pupils eligible for PP than for other pupils. This impacts on Reading, Writing and Maths progress in subsequent years.
<b>B.</b>	Lack of parental support with Reading at home slows progress in subsequent years.
<b>C.</b>	Social communication and behavioural difficulties for a small group of boys across KS2 (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.
<b>D</b>	Lack of resilience and failing concentration throughout the day due to poor nutrition attributed to many children not having breakfast.

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

<b>D.</b>	Lower attendance and punctuality rates for pupils eligible for PP were below that for all children. This reduces their school hours or prevents them accessing the start of lessons to fall behind on average- use of PSA and TAs to ensure no child is left behind. However this is now improving through provision being provided and we need to continue to ensure PP and Non PP children have similar attendance rates.	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Improve communication and language skills for pupils eligible for PP in Reception class and into Year 1	Pupils' eligible for PP in Reception can make rapid progress by the end of the year, so that all pupils eligible for PP meet age related expectations. This will impact positively on Phonics in Year 1.
<b>B.</b>	Higher rates of progress across all key stages for pupils eligible for PP including a higher percentage of PP children achieving at greater depth.	Pupils eligible for PP name accelerated progress as 'other' pupils identified, across Key Stage 2 in Reading, Writing and Maths
<b>C.</b>	Social, emotional, communication and behavioural difficulties of boys in KS2 addressed.	Fewer behaviour incidents recorded in Safe and Well books, reduced number of red cards. Pupils perform in line with peers.
<b>D.</b>	Parents of children eligible for PP engage with their children's learning and encourage/support the high aspirations of the school.	Parents of pupils eligible for PP to meetings, homework workshops, adult learning sessions to support their child.
<b>E.</b>	Increase resilience of children in receipt of PP.	Pupils eligible for PP make accelerated progress across Key Stages in Reading, Writing and Maths through focussed intervention programmes led by trained TAs every afternoons and a designated PP teacher 3 days weekly.
<b>F.</b>	Improved learning opportunities and enhancement of their education	Pupils eligible for PP are able to use new technology, specific areas for learning and follow a number of highly innovative programmes to assist and further their learning.
<b>G.</b>	Pupils in receipt of PP understand the impact a education has on career choices and can fully access all opportunities	Children in receipt of PP funding can discuss their aspirational career path and the journey through education to achieve this. They are provided with same opportunities to enrich their education through funding of school trips; breakfast club subsidies etc.

H.	Continued attendance and increased punctuality rates for eligible for PP.	Reduce the number of persistent absentees/lateness among pupils eligible for PP to 5% or below. Continue to improve attendance for children.
I.	All children are well fed and feel prepared for the day ahead. Have the 'brain power' and sustainability to succeed.	Children in receipt of PP are provided with a reduced rate or fully subsidised breakfast club provision every morning. All children in KS2 receive a fruit snack throughout the morning, in order to provide them with nutrition and energy.

**5. Planned expenditure**

<b>Academic year</b>	<b>2016-17</b>
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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**

<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>
Higher rates of progress across all key stages for pupils eligible for PP including a higher percentage of PP children achieving at greater depth. Social, emotional and communication difficulties of boys in KS2 addressed.	Subsidy for whole school aspiration and enrichment activities ensuring all children are exposed to a broad curriculum.	We want to invest some of the PP in longer-term change, which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupil inspirational/motivational speakers. High quality support and interventions tailored to specific needs.	Course selected using evidence of effectiveness and training Monitor deployment and effectiveness of Interventions through data tracking of PP children. Comparisons to school and National data. Lessons from training embedded in school feedback policy	LW/MP	Autumn

Increase resilience of children in receipt of PP	Subsidy for Trips and residential Activities week, to ensure all children have access to similar learning activities as peers	Team work builds resilience, which is a transferrable skill. EFF toolkit suggests that outdoor education had a positive impact on improving outcomes. This will be combined with work on Growth mind-set	Year plan for trips to ensure they build on and embed the breadth and depth of the curriculum experience and providing the children with a wider general knowledge- enrichment opportunities	MC/CH	Autumn
Social, emotional and communication difficulties of boys in KS2 addressed.	Explicit teaching of cultures linking to schools promotion of British values (tolerance and respect for different cultures and views), via outside external professionals	We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. Use of Pupil Premium teacher to support and further improve progress and attainment of PP children, specifically HA.	Trained teacher in Higher attaining children will monitor outcomes. Teacher will set targets and work alongside class teachers to ensure quality and continuity of provision throughout school.	LW/MP	Autumn
Improve communication and language skills for pupil eligible for PP in Reception class and into Year 1	Use of TA to work with Reception children providing them with opportunities to read, book talk and share ideas about books.	Some of the students need targeted support to catch up. Use of TA- 1 hour daily to support children and improve their language acquisition skills- thus having a positive impact on their learning	Reflective in EYFS data and also will be shown in later years as part of the Year 1 Phonics Screening.	EB/EC/LG	Autumn
All children are well fed and feel prepared for the day ahead. Have the 'brain power' and sustainability to succeed.	Provision of fruit for all children in KS1 and KS2. All PP children receive milk at Break time throughout school  Breakfast club subsidies provided for PP children on arrival to school.	Children will be more focussed and ready to learn, as they will have been given food and nutrition. All PP children are provided with fruit and partially or fully funded opportunities to attend Breakfast and/or after school club.	Improved concentration based on research stems from good nutrition and having breakfast and healthy snacks throughout the day  Increased concentration and improved learning behaviours.	MC	Autumn

Increase resilience of children in receipt of PP Increase attainment and progress of PP children throughout the school.	Employment of a fully qualified teacher for 3 days a week for KS2 and 1 day a week for KS1 PP children to provide quality first teaching for the Pupil Premium group in order to help children to make accelerated progress and to meet or exceed national attainment expectations	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Data meetings and cross referencing of planning and target setting.  PPMs with focus on PP children and their Literacy and Maths targets  Progress data reflects targeted and focussed intervention.	MP LW CH	Termly
Higher rates of progress across all key stages for pupils eligible for PP including a higher percentage of PP children achieving at greater depth Social, emotional and communication difficulties of boys in KS2 addressed.	Subsidy for whole school aspiration and enrichment activities ensuring all children are exposed to a broad curriculum.	Pupils eligible for PP are making less progress than other pupils across Key Stage 2 in writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to provide PP pupils with high quality opportunities that will inspire and encourage quality writing across the school. Access to a range of technology and initiative to enhance pupil progress.	Trained teacher in Higher attaining children will monitor outcomes New T&L policy covering higher than expected  Greater attendance and opportunities by PP children to engage in enrichment opportunities to further develop them educationally socially and emotionally.	LW MC	Autumn
<b>Total budgeted cost- Quality Teaching for all</b>					<b>£67,404</b>
<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>Higher rates of progress across all key stages for pupils eligible for PP including a higher percentage of PP children achieving at greater depth.</p>	<p>Employment of a part time teacher to enable small group and focus teaching to take place across Y6 in order to help children to make accelerated progress and to meet or exceed national attainment expectations.</p>	<p>Pupils eligible for PP are making less progress than other pupils across Key Stage 2. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. Small group teaching enables teachers to give pupils high quality feedback. This approach has worked well in previous years and is supported by EEF Toolkit, which suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that can embed across the school.</p>	<p>Monitor teaching, learning and planning. Pupil Progress meetings Pupil outcomes</p>	<p>Key Stage Leader LW MP</p>	<p>Autumn</p>
<p>Improve communication and language skills for pupils eligible for PP in Reception class and into Year 1</p>	<p>Employments of a TA to undertake catch up reading every day with children to accelerate progress and meet or exceed national attainment</p>	<p>Some of the students need targeted support to catch up. Use of RWI phonics and reading programme to improve fluency and speed of children's reading.</p> <p>Access to a range of technology and initiative to enhance pupil progress.</p>	<p>Monitor teaching, learning and planning. Pupil Progress meetings Pupil outcomes</p>	<p>LW Key Stage leaders</p>	<p>Termly- review of groups of children and which intervention they are accessing</p>
<p>Higher rates of progress across all key stages for pupils eligible for PP including a higher percentage of PP children achieving at greater depth. Improved learning opportunities of pupils eligible for PP</p>	<p>Employment of an experienced, qualified teacher and implementation of highly effective intervention programs for Reading, Writing and Maths. Employment and training of TAs in all year groups in the afternoons to deliver high quality, targeted intervention.</p>	<p>Pupils eligible for PP make accelerated progress across Key Stages in Reading, Writing and Maths through focussed intervention programmes led by trained TAs every afternoons and a designated PP teacher 3 days weekly.</p> <p>Children need to have regular opportunities to 'fill the gaps' or indeed offer more challenge based on targeted intervention programs</p>	<p>Monitoring Lesson observations Pupil Progress meetings Pupil Outcomes</p>	<p>LW/MP SLT Key Stage Leaders</p>	<p>Termly</p>

Higher rates of progress across all key stages for pupils eligible for PP including a higher percentage of PP children achieving at greater depth.	Employment of a part time teacher (1 day a week) to enable small groups teaching in Year 2 in order to help children to make accelerated progress and to meet or exceed national attainment expectations.	Pupils eligible for PP are making less progress than other pupils across at higher levels across KS1. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. Small group teaching enables teachers to give pupils high quality feedback. This approach has worked well in previous years and is supported by EEF Toolkit, which suggest high quality feedback is an effective way to improve attainment, and it is	Monitor teaching, learning and planning. Pupil conference Pupil outcomes	SLT LW/MP	Termly.
Improve communication and language skills for pupils eligible for PP in Reception class and into Year 1	Employment of additional teaching assistant in YR class to enable smaller group and focus teaching	Pupils eligible for PP start school with lower communication and language skills than their peers. Early literacy and reading interventions help close this gap to ensure PP children enter KS1 in line with their peers EEF Toolkit which suggest that Early Years strategies are an effective way to improve attainment	Ensure all TAs are trained in effective EY practice Observations Pupil outcomes	LC EB	Termly
<b>Total budgeted cost- Targeted support</b>					<b>£36,025</b>
<b>iii. Other approaches</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>
Higher rates of progress across all key stages for pupils eligible for PP including a higher percentage of PP children achieving at greater depth.	Use of teachers (2 days a week) to provide small group teaching to across Y6 and Yea 2 focus on high level think skills.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as EEF Toolkit.	Ensure teachers are aware of strategies in developing depth and breadth across the curriculum, Observations Pupil outcomes	SG LW	Spring and Summer

Increased attendance and punctuality rates for pupils eligible for PP	Employment of Parent Support Advisor to monitor and improve attendance and punctuality rates.	Continue to improve and maintain the punctuality and attendance of children, ensuring they have access to all support networks available and are aware of any help available to them.	Attendance Monitoring Safe and Well Meetings.	SR CH Governor	Termly review
Increase resilience of children in receipt of PP Increase attainment and progress of PP children throughout the school.	Access to Easy Counselling (3 children per week) and Shades  Energise lift mentoring programme	Additional support for our most vulnerable PP children so that they not only make progress but also have opportunities' to develop emotionally.  Improved social skills, confidence and attitude to learning. Behaviour support intervention	Easy sessions allowance subscribed fully. Shade and Energise sessions reviewed and monitored. Safe and Well Meeting	EB SR	Termly review
					<b>£ 28,606</b>

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2015-16</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Curriculum Support	Employment of Pupil Premium teacher for 2 days per week	Children identified as PP in KS2 received extra support. This resulted in PP children making good or accelerated progress in Reading, Writing and Maths	Support is now fully targeted and based on target setting, linked directly to the Curriculum and specific teaching for focussed groups and PP children.	£9,468



Curriculum Support	High quality TA Intervention	Children identified as PP received extra support. This resulted in PP children achieving well against their starting points, particularly in EYFS and KS1, including the Year 1 Phonics Screening and Year 6 Writing assessment.	Continue with a focussed approach to intervention-ensuring group are identified based on data and what they require for further development. Offer further training for all Teaching Assistants fully on delivering tailored programmes specific for groups in Reading, Writing and Maths. Ensure they are able to successfully (with class teacher) to assess children on entry and exit of the interventions, showing progress.	£41,393
Curriculum Support and Nutrition	Providing Fruit to all children in KS2 and ensuring all FSM children in KS2 are given milk daily.	Healthy lifestyle is being promoted. Increased concentration and implication on attainment has been evidenced and reviewed.	Continue with this provision and ensure all FSM are drinking their milk. Links to PSHE curriculum throughout school – Being Healthy and how this impacts on us.	£ 3, 751
Curriculum Support and Nutrition	Support for vulnerable families to enable PP children to access Breakfast club	Children given a good start nutritionally and enabling them to learn and concentrate better. Impact on attainment,	Continue with this provision and further develop the opportunities to offer further support to PP children in accessing both Breakfast and After school- financial subsidy.	£150
Curriculum Support	TA training and professional development	Ensure children receive Outstanding TA intervention and no child is left behind. Include targeted support for vulnerable groups and Higher attaining PP children	Continue with a focussed approach to intervention-ensuring group are identified based on data and what they require for further development. Offer further training for all Teaching Assistants fully on delivering tailored programmes specific for groups in Reading, Writing and Maths. Ensure they are able to successfully (with class teacher) to assess children on entry and exit of the interventions, showing progress.	£9,207
Curriculum resources	High quality curriculum	Enhance the learning opportunities for PP children through the use of high quality resources.	Continue to up level and improve resources relevant to learning- SMART table, access to interactive tools	£6,286
<b>Total Cost for Curriculum Support</b>				<b>£70,255</b>
<b>ii. Targeted support</b>				

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Inclusion	Booster Session for PP children in Y6	Provide additional learning opportunities from a Qualified Teacher, outside of the school day for all PP children that is targeted and individualised.	All children receiving further tuition achieved the expected standard or above in Maths. Develop the sessions to focus on Reading, SPAGS and writing if applicable to the children's' needs. Introduce system for Year 2 boosters	£1,187
Inclusion and Enrichment	Employ a play co-ordinator for Breakfast club and additional enrichment activities	Breakfast Club is well attended and seen as a positive and safe environment widening children's experiences and interests.	Children were encouraged to socialise and develop existing skills.  Further develop the skills and opportunities being provided to the children through other means, such as Music in order to target specific support to PP children	£1,010
Inclusion and Enrichment	Residential visit support.	Children are given a broad and balanced curriculum where no barrier narrows the children's experience- opportunity to develop and nurture the St Peter's Child.	Increase and continue the support for PP children to include in school enrichment opportunities such as class trips, in addition to the residential support already provided. Pupil Interviews and questionnaires showed increased resilience and enjoyment of PP children after attending residential- thus impacting on their learning through range of follow up activities.	£2,535
Inclusion and Behaviour	Behaviour Intervention support	Support with the challenging behaviour to develop self management skills	Ensure children are reviewed after 6 weekly interventions and increase access for further children to benefit from this session. Evidence and Behaviour logs show improved behaviour of specific individuals accessing these sessions,	£1, 785
Inclusion and Behaviour	Casy Counselling and Shades	Vulnerable children felt supported. Anxiety levels in school reduced, children were able to be listened to and work through any issues, for example parental separation, self harming, self esteem. friendships and attachment worries	Needs to continue in order to help support vulnerable pupils PP and non-PP. Increase attendance and willingness to engage in activities at school	£6,593
Inclusion and Behaviour	Energise	Improved social skills, confidence and attitude to learning.	Needs to continue in order to help support vulnerable pupils PP and non-PP. Increase attendance and willingness to engage in activities at school.	£1,375

<b>Total Cost for Inclusion and behaviour</b>				<b>£14,485</b>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Parental Support and Attendance	Employment of Parent Support Advisor for vulnerable families.	PSA has facilitated a change in approach working with our families; ensuring an open door policy, helping parents who need support, monitoring and improving lateness and attendance of all children, leading TACs and further ensuring the safety and well-being of our children.	Role has seen the poor attendance and punctuality level decrease significantly in PP and non-PP children. This role needs to further continue in order to ensure attendance remains above National Average and the number of persistent absentees and lateness continues to decrease as this year.	£9,193
Parental support	Parent Workshops and coffee mornings	Work with vulnerable families to ensure children are able to access high quality teaching	Continuing to work with Parent Council representatives, discussing various aspects of the school and how this impacts on parents in order to support and facilitate improved, change and cohesion for all.	£50
<b>Total cost for Parental support and attendance for 2015/16</b>				<b>£9,243</b>
<b>Total Pupil Premium spend for 2015/16</b>				<b>£ 93,982</b>