



St Stephen's CofE Primary School

Pupil Premium Report 2017-2018

School Aim:

To increase the progress, attainment and enjoyment of school life of all disadvantaged pupils, even if they are already performing above national expectations.

Key priorities:

To raise the attainment and progress of pupils eligible for Pupil Premium funding
To narrow the gap in attainment between pupil premium and non-pupil premium pupils at the end of each key stage
To address any inequalities in education of pupils eligible for Pupil Premium funding

Approach:

Ensure that the learning in the classroom is of the best quality and having a maximum impact for this group.

To provide a rich curriculum to support and encourage all children to work hard and succeed in school.

National Context

The Pupil Premium is an allocation of funding, in addition to main school funding, which schools receive according to the number of children in specific groups.

Schools receive Pupil Premium funding for:

- children who have been eligible for free school meals (FSM) at any point in the last 6 years (commonly known as the 'Ever 6' rule)
- children who are looked after i.e. they are in Local Authority Care
- children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order
- Children recorded as an Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence.

The government awards this funding to help raise achievement for these children. National data shows that as a group, children in these groups have consistently lower educational achievement than those who are not in these groups.

It is up to schools to decide how the Pupil Premium is spent, but this funding should be used to support these children. All schools are required to publish, on their websites, what funding they have received and how the money is being used.

Universal Free School Meals (a free school meal for all children up to Year 2, regardless of family income) were also introduced in September 2014 leading to widespread concerns that children who are entitled to Free School Meals (and therefore Pupil premium for the next 6 years) would no longer claim as the meals are free anyway.

St Stephen's Context

We have used the government criteria set out in the bullet points above to identify who is in the Pupil Premium group.

In addition to this we have also identified and included children:

- whose older siblings are eligible for Pupil Premium even if they are not entitled in their own right
- whose family circumstances have changed since the claim for Free School Meals was made for the siblings
- where no claim for Free School meals has been made for that particular child due to the Universal Free School Meals provision
- who meet the Pupil Premium criteria but we do not receive funding for in a current cycle as they joined the school after key census dates used to calculate the funding.

Overall, **58%** of the children attending St Stephen's Primary School are currently included in the Pupil Premium group. This is much higher than the national average for primary schools in England

St Stephen's approach to Pupil Premium funding

The school's aims for pupils to make at least expected progress in all we do.

The school aims are that all children:

- are independent learners
- have outstanding social skills
- make at least good progress
- have a love of learning

Key priorities for those children eligible for Pupil Premium funding are:

To raise the attainment and progress of pupils eligible for Pupil Premium funding so that:

- they have better attainment and progress than the national average for Pupil Premium children
- they have better attainment and progress than the national average for all children (both Pupil Premium and non-Pupil Premium)
- they make consistently good or better progress
- there is no difference within school between the progress made by Pupil Premium children and their non-Pupil premium classmates
- any gaps in attainment between Pupil Premium children and non-Pupil Premium children close over time

To address any inequalities in education of pupils eligible for Pupil Premium funding in order to:

- accelerate progress
- raise attainment
- increase enjoyment of and participation in school life

How we use the Pupil Premium funding

The quality of teaching and learning is the most important factor in the achievement of all pupils. This is particularly true for pupils from disadvantaged backgrounds – if the teaching and learning is of the highest quality it will have the largest impact on these pupils.

Disadvantaged children who need more time and/or support receive additional targeted intervention and support strategies provided by class teachers, Inclusion leader, Deputy Head teacher, Art Therapist, Music Specialist teacher and support staff.

Evaluation of Pupil Premium spend 2016-17

Action	Pupil Premium spend	Impact
Early Intervention to support early reading and progression in phonics – led by external provision from Springboard	£5,000 per term Total Commitment: £15,000	Accelerated progress in Reading attainment for targeted Year 1 and Year 2 children 100% of pupils made progress 63% graduated from Springboard intervention.
Targeted intervention taught by senior teachers, focused on closing any attainment gaps in Yr. 5 and 6 in Reading, Writing and Maths	Total Commitment: £40,000	Whole class data indicating accelerated progress for all children but particularly those children entitled to support through the Pupil Premium grant. Tracking will also ensure the closing of any attainment gaps. End of KS2 results indicate that disadvantage pupils outperformed non disadvantaged pupils
Year 3 & 4 third teacher Split class focused on diminishing the difference for targeted children	Total Commitment: £30,000	Accelerated progress in Reading, Writing or Maths attainment for targeted children across school with clear evidence of any attainment gaps having been closed Pupils premium pupils performed as well as non-pupil premium pupils in years 3 & 4.
Additional Maths lessons Years 4&5 taught by HLTA focused on diminishing the difference for target children	Total Commitment: £15,000	Accelerated progress in Maths attainment for targeted children with clear evidence of any attainment gaps having been closed Pupils premium pupils made as much progress as non-pupil premium pupils in Maths.
Staff provision for pastoral support (e.g. school councillor) and additional training workshops for focus parents/carers to ensure involvement in closing attainment gaps	£10,000 per annum – – pastoral lead teacher £5,000 per annum – Total Commitment: £18,000	Analysis of wider school indicators, including class behaviour data, attendance and punctuality data – with demonstrable improvements
Targeted actions to improve any attendance gaps between pupil premium children and whole school	£5,000 per annum – Attendance Officer – focus on targeted PP initiatives Total Commitment: £5,000	Improved systems have impacted on pupil attendance and punctuality across the whole school.
Consultant support focused on the teachers' subject knowledge and pedagogy	£10,000 per annum – English, Maths & EYFS consultant booked with clear remit for ensuring accountability for the	Whole class data indicating accelerated progress for all children but particularly those children entitled to support through the Pupil Premium grant. Tracking will also ensure the closing of any attainment gaps.

	attainment of PP children Total Commitment: £10,000	
Intervention groups and strategies –teacher input and training needs	£5,000 per annum Including KS1 Reading and Writing groups as well as Language and Maths groups Total Commitment: £5,000	Half termly Pupil Progress meetings to analyse the effectiveness of intervention/extra provision as well as the attainment and progress of groups, including those entitled to Pupil Premium. Training provided for staff -planning and teaching for High Ability Pupils.
Learning Mentor to work with families on issues related to achievement – attendance, learning and family support	£5,000 per annum Including coffee morning, workshops Total Commitment: £5,000	Learning Mentor worked with families to ensure they are able support learning at home and have good attendance. <i>Evident- case studies.</i>
School journey cost for socially disadvantaged pupils	Year 4 and 6 residential trip Total Commitment: £12,000	Disadvantaged children have experienced rich learning opportunities outside of school such as Year 6 residential, visits to Vauxhall Farm, Science Museum workshops, British Museum, Royal Ballet and theatre performances. Pupils have developed their social skills and experienced a range of learning opportunities.
After school club cost for socially disadvantaged pupils	Internal cost - variable Total Commitment: £6,400	Homework club Experience members of staff provide a calm environment where pupils are supported with English and Maths homework.

Funding

In the **2017-18 St Stephen's received £167,640** of Pupil Premium Funding.

This will be used as follows: please note that these figures do not include any Inclusion Leader/ Deputy Head/ Head time.

Action	Strategy	Which Pupil Premium pupils will benefit?	Objective/Activity
Interventions	Clear focused small group or 1:1 work with pupils who are making slow progress or expectations	All children £72,600	Inclusion leader working with teaching and support staff to ensure that daily/weekly Interventions are in place, effective and reviewed. The Inclusion leader will work with the Senior leadership team to regularly monitor the impact of the interventions Action Tutoring – Y6 morning intervention – English & Maths – 1:1 and 1:2 Deputy Head Teacher working with individuals
Attendance	Close monitoring and support of	All children £7400	Dedicated learning mentor time to monitor attendance and punctuality, providing support and liaison with children and

	attendance and punctuality		families where attendance falls below the threshold.
Intensive Phonics support	1:1 and small group support with phonics	Pupils who are below the age related expectation for phonics £10,600	Small group sessions and 1:1 sessions run by Early Year Educator and Qualified teacher to support phonics achievement
Social Skills groups in class and out of class	Small group session with Learning Mentor	Selected pupils from Year 3 £2200	Timetabled sessions for the learning mentor to work with small groups and individuals, developing social skills, confidence and self esteem
For pupils to develop a Growth mind set attitude to learning.	In partnership with Tailored Practice further embed strategies about Growth Mind set.	Adopting a whole school approach, based on perseverance, challenge and self-efficacy. Cost:£7,200	Programmed/time tabled CPD over the year for staff and pupils Parents Coffee mornings
Mathletics -Maths	Developing pupils quick recall of mathematical skills	Children in Key stage 2 £300 £1270	Mathletics is an online programme designed to empowers pupils to feel confident and motivate them to think critically, making learning choices, seek help when they need it and reflect on their learning Maths consultant to develop staff knowledge and understanding of greater depth and breadth of maths.
Spelling Bee and times table Quizz	Improving general knowledge by motivating and inspiring young minds	Pupils in Upper Key Stage 2 £150	Termly whole school quizzes is a unique and exciting approach to motivating, inspiring, encouraging and rewarding children in their quest for knowledge and providing them with the opportunity to celebrate their achievements
Target Tracker	Improved tracking systems	All children £1357	We invested in new data management systems to ensure that the Pupil premium group can be more closely tracked.
Working with our cluster	Learning from and with other schools	All children £7,000	We work with a local cluster of 9 schools working together to close the gap, Supporting and challenging each other to improve practice.
Lunchtime clubs and activities	Provide additional support during the school day	Reception to Year 6 £3000	Funding used to structure playtimes to enable children to experience a variety of different experiences
School meals subsidised	School meals are subsidized for pupils	Nursery, Year 3-6 £600	Funding used to subsidise the cost of school meals to ensure the cost is not passed onto parents and all children get equal access to a hot school meal

After school clubs and school visits	Enrichment experiences	All children Approx. £6400	The school supports families by subsidising after school clubs, musical lessons, PE tutors, Art tuition. Provides additional sporting staff for lunchtimes, homework club, school trips to the seaside, museums, parks, art galleries, farms etc
Social fund	Support for children (and families) experiencing particular difficulties	Those it is relevant for support £600	Funding for the provision of free school uniform items, trips, additional mentoring time for children, Lego therapy art therapy
Learning Mentor and Counsellor	Additional pastoral support	A percentage of Learning Mentors wage £6,500	Dedicated learning mentor providing 1:1 or group support, supporting attendance and punctuality, families and children experiencing difficulties, bereavement support, behaviour support, social skills groups, anti- bullying support.
Natural Thinkers	To develop the Natural thinkers programme throughout the Early Years.	All children throughout the school £250	Employment of a dedicated outdoor learning teaching assistant to support teaching and learning in the school's outside spaces. Development of speaking and listening, literacy, mathematics and reading through outdoor
1:1 Reading support	Pupil premium children who are below age related expectation in reading	Children in Year 3 and 5 £500	Beanstalk readers x2 to work with pupils on a one to one basis to support reading skills and confidence
Reading for pleasure	To provide time for the children during the school day to have time to read books of their choice and for pleasure.	All children throughout the school	Timetabled use of the school library. Staff and pupils training on how to use Junior Librarian. Deployment of support staff during lunchtimes to support reading for pleasure. School trips to theatres, authors, book signings.
Music lessons	Working with Specialist Teacher and Lambeth In Harmony Music Services	Whole school £4,500	1-hour music sessions delivered by Music Specialists, 1:1 and small group sessions. In Harmony – Yrs 3 & 4 - School Orchestra Jordan Music Workshop – whole school
Parental Engagement	Kidscape Bullying Internet safety Growth Mindset	£700	To further development our relationship with parent through fortnightly seminar for parents in coffee mornings.
Speech and Language Therapy	External S&L therapist to support Learning mentor with teaching and learning targeted pupils	Whole school All pupils identified as needing S&L support £6,000	Time tabled paired/small group speech and language session with the learning mentor – at least twice a week per child.

- Lesson/group observations
- Learning walks
- Conversation with the School Improvement Advisor
- Number of pupils attending clubs, trips, residential
- Number of pupils using the library to access reading for pleasure

- Reports from external teachers and School Improvement Advisor

The Pupil Premium 2017-18 cohort at St Stephen's is very diverse.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
19%	44%	63%	77%	87%	83%	60%

There is wide degree of variation in the family circumstances, prior attainment, and home language, and ethnicity, social and educational backgrounds of the children in this group.

Although analysis of the Pupil Premium group shows that there are gaps in attainment between pupil premium and non-pupil premium pupils there is evidence to show that gaps are diminishing.

EYFS GLD (Good Level Development)

St Stephen's	2016	2017	2018
<i>Pupil premium</i>	58%	60%	47.5%
<i>Non pupil premium</i>	67%	75%	

End of Key 1

		2016	2017	2018
<i>Pupil premium</i>	Reading	76%	87%	%
	Writing	72%	87%	%
	Maths	76%	87%	%
<i>Non pupil premium</i>	Reading	75%	43%	%
	Writing	75%	43%	%
	Maths	75%	43%	%

End of Key Stage 2

		2016	2017	2018
<i>Pupil premium</i>	Reading	47%	63%	%
	Writing	60%	75%	%
	Maths	47%	94%	%
<i>Non pupil premium</i>	Reading	62%	54%	%
	Writing	54%	62%	%
	Maths	62%	62%	%