

Walsden St Peter's School: Pupil Premium Strategy Statement

1. Summary information					
School	Walsden St Peter's Primary School				
Academic Year	2016 - 2017	Total PP budget	£38,260	Date of most recent PP strategy review	April 2016
Total number of pupils	171	Number of pupils eligible for PP	27	Date for next internal review of this strategy	April 2017

2. Recent attainment		
July 2016 KS2 Assessments	Pupils eligible for PP (this school)	Pupils not eligible for PP (national average)
% attaining EXS+ in reading, writing and maths	22%	53%
Average progress score in reading	-1.82	-
Average progress score in writing	-4.55	-
Average progress score in mathematics	-5.57	-
Average scaled score in reading	98.9	103.8
Average scaled score in mathematics	95.8	104.1

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Lower levels of speech and language skills are evident on entry to the Reception class for a large number of pupils.
B.	Emotional barriers which impede learning, for example, lack of resilience/confidence.
C.	27% of PP children also have additional needs.
D.	Impact of pupil mobility on behaviour in upper KS2.
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	Lack of parental capacity to support learning outside school.

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Improved speech and language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class will improve their speech and language skills so they close the gap towards meeting age related expectations.

B.	Improved emotional outcomes and resilience for PP children.	Pupils with emotional barriers to learning will be able to demonstrate resilience to issues which occur so that lost learning time is limited.
C.	Pupils with SEND will make comparable progress to other SEND children, considering their individual needs.	Pupils with SEND will make at least expected progress towards their individual targets.
D.	Successful adherence to school behaviour policy by all pupils.	Better than average rates of exclusion.
E.	Engagement with full range of learning opportunities.	Pupils will complete appropriately set activities, including out of school.

5. Planned expenditure

Academic year **2016 - 2017**

i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
A	<p>Reception staff training in supporting pupils with speech and language difficulties.</p> <p>Consistent use of strategies in guided and individual reading sessions.</p> <p>Sharing time to improve listening and communicating skills.</p>	<p>An increasing number of children are starting school with poor listening, speech and language and communication skills as demonstrated by baseline assessment levels.</p> <p>We want to invest some of the PP in longer term change which will help all pupils, so some PP funding will be invested in improving attainment in speaking and listening. We want better oral skills which will enable children to more successfully acquire reading and writing skills.</p>	<p>Use EYFS monthly staff meeting time to update staff's knowledge and understanding of speaking and listening. Monitoring via 2Build system.</p> <p>Guided reading and extra individual reading sessions following formats and guidance. Monitor record sheets. Access to Active Learning and Phonics Play resources.</p> <p>Regular sharing time opportunities for speaking and listening and the development of language.</p>	HW	March & July 2017
B	Drama sessions	There is a wide range of research about the positive influences of drama which has shown that drama can improve children's academic performance. Children benefit from time to express themselves and try new things in a safe and caring environment.	Procure specialist drama teacher to work regularly with pupils.	HW	March 2017
C	CPD on providing for	27% of PP children also have additional needs. We want staff to be skilled in delivering effective support and	RG attending SEN training. Staff including support staff to attend	SENCO	March & July 2017

	different categories of SEND. Education City, Phonics	interventions which create successful learning for all children.	relevant CPD. SENCO to monitor termly reports and progress.		
Total budgeted cost					£8,270
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
A	One to one work or small group work using intervention materials.	Some children need targeted support and appropriate programmes will be used, after assessment of needs. Staff have been trained to deliver these intervention programmes and evidence shows they can be effective in significantly improving speech and language.	Timetabled sessions each week to deliver programmes. HW to monitor session reports to ensure effective impact.	HW	March & July 2017
B D	Lunchtime club, nurture groups and peer mentoring. Attachment training for support staff delivered by Educational Psychologist.	Children need time to be able to talk confidentially about their feelings so they can understand events in their lives which are within their control and those which they cannot control. Some children suffer from attachment disorders and this presents in a variety of ways. Children need a listening ear to be able to 'get back on track' and back to learning. Some children need to be taught how to play and learn successfully.	Daily Lunchtime Lions Club Timetabled sessions each week to deliver programmes and support time. Availability of calming room for children to access as needed. RG to meet weekly with HM. SENCO to monitor using termly reports.	RG PS	March 2017
C	One to one work or small group work using identified approaches, for example Beat Dyslexia scheme. Availability of technology such as iPads to facilitate access to learning. Employing Educational Psychologist for assessment, guidance and support.	Some children need targeted support in order to make at least expected progress towards their individual targets. Some children are challenged in recording their understanding and accessing information. The use of technology such as iPads allows another route to quick, effective learning.	Organise timetable, determine programmes of intervention to deliver to individual children and ensure staff have the time to deliver effectively. SENCO to oversee and observe groups to ensure effective implementation.	SENCO	June 2017

E	Provide parents with resources within school which support their child's 'extra' learning.	Some parents are unable to provide support to their children at home for a variety of reasons. Children who don't read at home or complete homework need opportunities within the school environment.	Provide a weekly homework club.	PS	March 2017
Total budgeted cost					£29,330

6. Review of expenditure

Previous academic year (2015 – 2016): see “Our Pupil Premium Report 2011-2016” document.