

St Nicholas^{CE (VC)}

First School

learning and believing, growing and achieving



**Pupil Premium
Strategy
2016-2017**

Pupil Premium Pupil Progress Summary

Pupil Premium Pupil Progress At Key Points In School (end of EYFS, KS1 and Y4)	Academic year	R	Year 2	Year 4	Average
% making expected progress in Reading	2014-2015	100	100	88	96
	2015-2016	100	80	92	91
% making better than expected progress in Reading	2014-2015	14	80	43	46
	2015-2016	0	20	0	7
% making expected progress in Writing	2014-2015	100	90	84	91
	2015-2016	100	80	100	93
% making better than expected progress in Writing	2014-2015	14	30	67	37
	2015-2016	29	20	15	21
% making expected progress in Maths	2014-2015	100	100	57	86
	2015-2016	86	60	100	82
% making better than expected progress in Maths	2014-2015	14	29	57	33
	2015-2016	0	20	8	9

Pupil Premium Attainment in Phonic Screen

Academic Year	Year 1	Year 2 Retakes
2013-2014	40 (63)	
2014-2015	86 (66)	91 (84)
2015-2016	71 (70)	86 (86)

(National Pupil Premium pupils)

Validated Attainment Information

Pupil Premium Attainment for the end of EYFS at Age Related Expectations

Expected or above	Good Level Of Development	Reading	Writing	Number	Shape Space Measure
2014-2015	86	86	100	100	100
2015-2016	71	71	71	71	86

Pupil Premium Attainment for the end of EYFS above Age Related Expectations

Exceeding	Reading	Writing	Number	Shape Space Measure
2014-2015	0	0	14	0
2015-2016	14	14	14	14

Pupil Premium Attainment for the end of KS1 (RAISE Online National) at Age Related Expectations

	All Subjects Combined	Reading	Writing	Maths
2014-2015 Level 2b+	55	91	55	73
2015-2016 EXS+	29	71 (78)	43 (70)	57 (77)

Pupil Premium Attainment for the end of KS1 (RAISE Online National) above Age Related Expectations

	All Subjects Combined	Reading	Writing	Maths
2014-2015 Level 2a+	36	55	36	64
2015-2016 GDS	0	0 (27)	0 (16)	0 (20)

Internally moderated and externally moderated with Codsall Local Area Schools Partnership Schools Pupil Premium Attainment for the end of Y4 at Age Related Expectations

	Reading	Writing	Maths
2014-2015 Level 3b+	100	88	75
2015-2016 4 Secure +	54	46	45

**Internally moderated and externally moderated with Codsall Local Area Schools Partnership
Schools Pupil Premium Attainment for the end of Y4 at Above Age Related Expectations**

	Reading	Writing	Maths
2014-2015 Level 3a+	50	38	25
2015-2016 4 Mastering +	0	0	0

Desired Outcomes to be reviewed July 2017
Improve attainment in writing Sustain and further improve attainment in Phonic Screen Support and challenge those Pupil Premium pupils who are capable to reach GDS at KS1. Improve and increase the access to opportunities that enrich learning for pupils. Ensure consistently excellent attitudes towards learning.

PPG Spending By Key Strategies				
Barriers to Future Attainment	Brief Summary of Intervention and Action	Cost	Is this a new strategy or a successful strategy that is being continued?	Sutton Trust Evidence Rationale
RAISE Achievement – Improve the attainment in Writing throughout KS1 and 2.				
Low attainment baselines for identified pupils on entry to school.	Raising attainment Leaders to improve the quality of first teaching through impact focused monitoring, sharing of practice and research into the most effective interventions.	£2516	Continued	+8 months
	Early Identification Teachers and all staff identify at the earliest possible opportunity pupils at risk of not reaching ARE and making at least expected progress. As such actions are then swiftly taken to address this.		Continued	
	Progress in writing Secure improvements in the teaching of Writing, providing increased opportunities to write in meaningful contexts for children.	£2700	New	+5 months
	Inclusion Rigorously track, monitor and evaluate the progress and subsequent attainment of targeted disadvantaged pupils. Provide intensive teaching support and coaching for identified vulnerable pupils and LAC pupils.	£2700	Continued	+3 months
Access – Improve the access to opportunities that enrich learning				
A literacy rich environment supports proficiency in language and engages pupils who are at the earliest	Academic Language Development Improved access to the outdoor area to enhance opportunities for language development and linked physical skills. Children who are not naturally switched on to write	£7676	Continued but with a renewed focus	+4 months

stages of development in writing.	become so as a result of the stimulating, engaging, writing environment that is provided and planned for outdoors.			
Learning opportunities that impact on achievement and wider development	Curriculum Enrichment Enhancement Activities Funding allocated towards a wide range of targeted educational visits and activities: <ul style="list-style-type: none"> • attendance at clubs • workshops • educational visits • Year 4 overnight residential 	£4000	Continued	+2 months
Attitudes – Excellent attitudes to learning				
Gaps in knowledge, skills and understanding are addressed within a lesson.	Full morning Maths and English Support for every class. Increase support staff in KS2 by 2 0.5 Teaching Assistants in order to deliver interventions within lessons to support the high quality first teaching.		New	+3 months
	1:1 intensive support for targeted Year 3 and 4 pupils 1:1 Reading and Writing focused interventions are delivered by well trained staff for identified pupils	£6758	New	+ 5 months
An active attitude to learning is fostered.	Small group support for pupils in Year 2	£9902	Continued but newly focused	+4 months
	Small group support for pupils in Year 1 Targeted phonic interventions are delivered across the school.		Continued	+4 months
Aspirations – Interventions for all pupils				
Collective responsibility and ownership for learning	Parental Involvement Develop and establish excellent relationships within Nursery to increase access to education, resources and support mechanisms for youngest pupils.	£1306	New	+3 months
	Improve attendance Targeting of families at risk because of poor attendance and punctuality.	Factored into School Admin Role	Continued	+4 months
	Explicit Target Setting and Feedback Raised expectations on all pupils to make progress and reach the highest goals. Teacher marking and feedback supports pupils to make gains in learning quickly.	£2516	Continued	+8 months

	Improved culture of responsibility for work produced and buy in to school life.			
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[Sutton Trust Teaching and Learning Toolkit](#) is a summary of educational research which provides guidance for schools on how to use their resources to improve the attainment of disadvantaged pupils. At St Nicholas CE First School, we have used this analysis to support our selection of key strategies to best support our pupils.

Targets for 2016-2017		
EYFS	ARE Expectations	Above ARE Expectations
Reading	57	14
Writing	57	14
Number	71	29
Shape Space Measure	85	14

Targets for 2016-2017		
Year 2	ARE Expectations	Above ARE Expectations
Reading	88	25
Writing	82	13
Number	90	25

Targets for 2016-2017		
Year 4	ARE Expectations	Above ARE Expectations
Reading	92	31
Writing	62*	31
Maths	69*	31

*School is seeking to address this large variation between attainment in Writing and Maths compared with Reading.