

St Nicholas^{CE (VC)}

First School

learning and believing, growing and achieving



**Pupil Premium
Strategy
2017-2018**

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
	2016-2017	84	100	92	92
% making better than expected progress in Reading	2014-2015	14	80	43	46
	2015-2016	0	20	0	7
	2016-2017	67	50	15	44
% making expected progress in Writing	2014-2015	100	90	84	91
	2015-2016	100	80	100	93
	2016-2017	67	100	93	81
% making better than expected progress in Writing	2014-2015	14	30	67	37
	2015-2016	29	20	15	21
	2016-2017	17	17	8	14
% making expected progress in Maths	2014-2015	100	100	57	86
	2015-2016	86	60	100	82
	2016-2017	100	100	93	98
% making better than expected progress in Maths	2014-2015	14	29	57	33
	2015-2016	0	20	8	9
	2016-2017	17	33	8	19

Pupil Premium Attainment in Phonic Screen (national)

Academic Year	Year 1	Year 2 Retakes
	(National Pupil Premium pupils)	
2013-2014	40 (63)	
2014-2015	86 (66)	91 (84)
2015-2016	71 (70)	86 (86)
2016-2017	86 (68)	100 ()

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
2016-2017	67	67	67	67	17

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
2016-2017	50	33	33	50

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+ (7 pupils) NB 2 with SEND	29	71 (78)	43 (70)	57 (77)
2016-2017 EXS+ (8 pupils) NB of this group 1 joined Y2 in 2 months before SATs, and 3 also had SEND	44	75 (79)	38 (72)	75 (79)

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 (7 pupils)	0	0 (27)	0 (16)	0 (20)
2016-2017 GDS (8 pupils) NB of this group 1 joined Y2 in 2 months before SATs, and 3 also had SEND	0	13 (28)	0 (18)	0 (23)

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
2016-2017 4 Secure +	53	46	46

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
2016-2017 4 Mastering +	15	8	0

Desired Outcomes to be reviewed July 2018

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.
 Provide opportunities for additional support through first line teaching from a qualified teacher as a top up as opposed to an instead of.
 CMAT Pupil Engagement Leader impacts on the achievement of vulnerable groups.

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 and low aspiration for identified pupils as a result of a variety of factors, including the feeling of always being the one withdrawn for support and not accessing the teacher's interventions.	Raising attainment Provide high quality first line teaching which is bolstered by additional high quality teacher intervention in Year 1 and Year 3 (supporting as an additional intervention, as opposed to an instead of, withdrawal group, 1 hr a week after school – focused on writing)	£1800 LA and KW MAT CPD – Claire Gadsby costs- £800	New	+4 months
	Feedback 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. These children are targeted to ensure they receive high quality feedback to improve their skills.	PP Lead £1620	Continued	+8 months
	Progress in writing Secure improvements in the teaching of Writing, providing increased opportunities to write in meaningful contexts for children.	£3000	New	+4 months
Access – Improve the access to opportunities that enrich learning				
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 • Forest School • workshops • educational visits • Year 4 overnight residential 	£9200 £2480 (FS)	Continued	+2 months
Attitudes – Excellent attitudes to learning				
Gaps in knowledge, skills and	Full morning Maths and English Support for every class. Maintain support staff in KS2 by 2 x 0.5 Teaching Assistants in order to deliver interventions within lessons to support the high quality first teaching.	£23,458 30 hrs TA	New	+1 month

understanding are addressed within a lesson.	Small group support for pupils in Year 2 Targeted support to ensure all children capable achieved EXS and GDS, notably in Writing.	£17,314	Continued but newly focused	+4 months
An active attitude to learning is fostered.	Small group support for pupils in Year 1 to sustain attainment in Phonic screen and application of skills into writing. Targeted phonic interventions are delivered across the school.	£7,361.00 5 hrs	Continued	+4 months
Attributes - Provide sustained social and emotional support for personal development				
Socio Economic Factors Impeding Learning	Well Being Support Work with external partners and the Health and Wellbeing mentor to support pupils emotional well-being, personal development and physical health.	£2000	New	+4 months
Aspirations – Interventions for all pupils				
Collective responsibility and ownership for learning	Parental Involvement and EYFS interventions Develop and establish excellent relationships within EYFS to increase access to education, resources and support mechanisms for youngest pupils.	£1306	New	+5 months
	Improve attendance Targeting of families at risk because of poor attendance and punctuality.	Factored into School Admin Role + £500 S4S support	Continued	+3 months

[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 2017-2018		
EYFS	ARE Expectations +	Above ARE Expectations
Reading	75	25
Writing	75	25
Number	100	25
Shape Space Measure	100	25

Targets for 2017-2018		
Year 2	ARE Expectations +	Above ARE Expectations
Reading	71	25
Writing	58	13
Number	71	25

Targets for 2017-2018		
Year 4	ARE Expectations +	Above ARE Expectations

Reading	75	13
Writing	50	13
Maths	50	13