

Pupil premium strategy statement:



1. Summary information				
School	Bryn St Peter's CE Primary			
Academic Year	2017/18	Total PP budget	£71,280	Date of most recent PP Review
Total number of pupils	207	Number of pupils eligible for PP	54	Date for next internal review of this strategy
				September 2017
				September 2018

2. Current attainment		
Attainment for: 2016-2017 (4 pupils) Whole school		
% achieving expected standard or above in reading, writing and maths	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school/national Y6)
% achieving expected standard or above in reading	60%	70%
% achieving expected standard or above in writing	90%	75%
% achieving expected standard or above in maths	54%	70%
	90%	85%

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.	Promotion of social and emotional intelligence, nurture and support
B.	Raise attainment in Writing at key stage 1 and 2 so that pp children close the gap to the expected standard.

C.	Raise attainment in combined result at key stage 2	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	To sustain attendance rates for pupils eligible for PP are in line with other groups, and above the National expected attendance rate. Sustained school hours will enable them to access learning and raise standards in reading and writing.	
4. Desired outcomes		
<i>Desired outcomes and how they will be measured</i>		
A.	Children are able to manage and talk about their feelings in a controlled way.	<p>Success criteria</p> <p>Children will retain friendships. Children will have less fall-outs. Children need less support in class time to resolve emotional issues.</p>
B.	Children will write imaginatively using a wide range of grammar and punctuation skills	The quality of teaching, learning and assessment is at least good. Some is outstanding. The gap with national data is narrowed. Standards at the end of each key stage are broadly average. External and internal moderation and agreement trialling is accurate and impacts progress. Pupils work with positive attitudes and they apply this to make strong progress.
C.	Children will achieve expected or above in reading, writing and mathematics	The quality of teaching, learning and assessment is at least good in all subjects. Some is outstanding. The gap with national data is narrowed. Standards at the end of each key stage are broadly average. External and internal moderation and agreement trialling is accurate and impacts progress. Pupils work with positive attitudes and they apply this to make strong progress. The % of PP children achieving a combined result of expected or better will be in line with all other children.
D.	The attendance of PP children improves	Reduce persistent absence among pupils eligible for PP Start Well intervention will not be needed Attendance for PP children is in line with national at 96%

5. Planned expenditure					
Academic year	2017/18				
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					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	<p>PSHE lessons are regular</p> <p>Class ethos is agreed on a classroom charter to ensure all children feel safe to talk about their feelings.</p>	<p>PSHE lessons help to create an emotionally safe ethos in the classroom and the children will always feel happy to share their thoughts/fears/worries.</p> <p>The teacher is aware of concerns early on before they become a catalyst for anger.</p>	<p>Pupil interviews will highlight whether children feel confident about sharing their concerns in school and who they can talk to.</p> <p>Lesson observations will identify if there is a positive class ethos</p> <p>Training will be offered to staff to support the delivery of PSHE sessions</p>	Cheryl Brady	September 2018
PP children's writing improves in line with non-pp children	<p>Children will receive first quality teaching which includes stimulating content.</p> <p>Expectations will be high.</p> <p>Steps to Success will be used to target individual areas for development, including composition and SPAG.</p> <p>Children will receive additional support within the classroom where appropriate.</p>	<p>When children are engaged in the writing experience and there is a clear purpose for it, they are more likely to produce work that is to a higher standard.</p> <p>Steps to Success will act as a guide to the children to remind them of what they must include in their writing. Self-evaluation of these steps promotes self-esteem.</p> <p>Additional support can help children to focus on the task. Talking through ideas can help with clarity of thought.</p>	<p>Pupil progress meetings will review intervention given and progress made.</p> <p>Different strategies and resources will be drawn upon to stimulate the writing process including Literacy Shed and Talk for Writing.</p> <p>Learning walks will show that writing is celebrated and valued.</p> <p>The children will be able to produce pieces of writing that are imaginative and can be read by others.</p>	Gill Collier	September 2018

PP children achieve a combined result of expected or better in line with non-PP children	Children will receive first quality teaching in all subjects which includes stimulating content. Expectations will be high. Children will receive additional support within the classroom where appropriate.	When children are engaged in the tasks they are presented with they are more likely to produce work that is to a higher standard. Additional support can help children to focus on the task. Talking through ideas can help with clarity of thought.	Misconceptions will be identified early and strategies put in place to overcome these. Support will be provided through verbal feedback during lessons and written corrections. Children will self-evaluate using Steps to Success.	Gill Collier	September 2018
The attendance of PP children improves	Lessons will cater for a range of learning styles and will be based on topics that will engage and motivate the children. Enrichment weeks will provide opportunities for children to access experiences that are new to them.	When a child cares about the topics learned and their purpose this can be a hook to want them to come to school. Enrichment weeks will include a range of activities that will stimulate and enthuse the children, They will view school as a positive experience.	Topics will be based on the Lancashire planning but will be adapted and supplemented to meet the needs of the children. Literacy Shed will be used in the planning of English lessons to provide visual hooks. Enrichment weeks are planned in diary on the website. Forest school, DT and outdoor learning will be regular.	Sue Hilton	September 2018
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Some PP children will be referred to the learning mentor who will provide tailored intervention to meet their individual needs.	Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues enabling them to focus on their school work.	Internal referrals will be made by teaching staff, direct to the learning mentor. Provision maps will be completed to show which children will receive which intervention. Entry and exit notes will be made to record qualitative information. Where appropriate, Boxall profiles will be completed. All stakeholders connected directly with the child will be kept informed of progress.	Sue Hilton	September 2018

<p>PP children's writing improves in line with non-PP children</p>	<p>Children will receive 1:1 or small group support to aid the development writing. This support may be for composition or SPAG.</p>	<p>Working 1 -1 with a child to redraft and improve their writing shows that their writing is valued and allows them to produce a good quality piece of work. Children are able to identify their own errors or mistakes and make choices on how to correct them.</p>	<p>Pupil progress meetings will identify those children who are not meeting the expected standard. Children will be identified for intervention from the intervention team or from class TA's. Provision maps will be completed with entry and exit data recorded.</p>	<p>Gill Collier</p> <p>September 2018</p>
<p>PP children achieve a combined result of expected or better in line with non-PP children</p>	<p>Children will receive 1:1 or small group support to aid address any misconceptions</p>	<p>Individual and small group support allows for misconceptions to be addressed in a focused manner. A variety of approaches can be used to reinforce concept and to scaffold the child's learning.</p>	<p>Pupil progress meetings will identify those children who are not meeting the expected standard in all subjects. Children will be identified for intervention from the intervention team or from class TA's. Provision maps will be completed with entry and exit data recorded.</p>	<p>Gill Collier</p> <p>September 2018</p>
<p>The attendance of PP children improves</p>	<p>The learning mentor works with families to overcome issues around lateness and absence. Awards are given to children who have 100% attendance. The walking bus is available to support those families who need it. If transport is an issue for families they will be offered help.</p>	<p>When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take ownership of their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered.</p>	<p>Attendance will be monitored half termly. Any absence will be addressed immediately. A chart of which children receive awards will be logged and tracked.</p>	<p>Sue Hilton</p> <p>September 2018</p>

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail

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