



**St Stephen's Church of England Tockholes
PLAN OF SPEND of PUPIL PREMIUM
2017-18**

The pupil premium provides funding for children:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£1320 per child)
- who have been previously looked after, subject of a special guardianship order and/ or adopted from care (£1900 per child)
- pupil premium plus children currently being looked after or in care (£1900 per child per school year -held by the LA Virtual School Head accessed via PEP return)
- whose parents are currently serving in the armed forces (£300 per child)

Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged children covered by the Pupil Premium.

St Stephen's Church of England Primary School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged children to improve their academic outcomes.

This document details the proposed spend of the Pupil Premium 2017-2018.

A proportion of the Pupil Premium is committed to maintaining the provision for disadvantaged children that is currently in place.

*Actual funds released in September 2017 were **£10,560***

Anticipated figures for each group are as follows:

	Actual September 2016
: DEPRIVATION (FTE 8 children)	10,560

The three key objectives:

1. **Attainment** in literacy and mathematics: to improve the outcomes for FSM children who have identified SEND in literacy and mathematics
2. **Language**: to provide early language intervention and support for FSM children in Foundation Stage and Key Stage 1
3. **Engagement**: to continue to improve curriculum engagement and academic achievement for FSM children

OBJECTIVE 1

ATTAINMENT: Without exception all children in 2016-17 FSM/Ever 6/PP+ who did not have identified SEND needs attained age related expectations in reading, writing and mathematics. We aim in 17-18 to narrow the gap and improve the outcomes for PP/PP+ -FSM children who have SEND needs in phonics, literacy and mathematics through delivery of interventions programmes.

The programmes will benefit **all children** as most are delivered in small groups. Children not eligible for PP funding but who are in need of such programmes will be able to access these throughout the year.

Action:

To re -deploy teaching assistants to provide small group and 1 to 1 intervention for children in receipt of PP who are currently working below national year group expectations, or at risk of falling below 100 in scaled scores, in literacy and mathematics :

Rationale:

Sutton document ‘One-to-one tutoring +5 months moderate impact’

‘For pupils eligible for free school meals (FSM) with lower prior attainment, those who received tuition were more likely to achieve a Level 4 at KS2 and make two levels of progress than those who did not receive tuition. (Secondary ready with a scaled score of at least 100 and making at least expected progress)

Evaluation of the Making Good Progress Pilot (2010). DCSF Research Report RR184. PricewaterhouseCoopers (PwC) LLP

Success Criteria:

A reduction of the attainment gap of FSM with SEND and other children in all years from September 2017 to July 2018 in reading, writing and mathematics .

A marked decrease in gap between chronological age and standardised score age in vocabulary, reading comprehension and accuracy (BPVS and YARC) .

Dates	Person/s responsible	Monitoring and Evaluation	Costs
September 2017	Executive Headteacher Classteachers Gill Ross SENCO	<ul style="list-style-type: none"> • Tracking and monitor data of FSM with SEND children • Entry and exit data analysed for all intervention programmes • Increased targeted support from Teaching Assistants for phonics, writing, reading and mathematics • Focused ‘Narrowing the Gap’ support – including Phonics, Reading recovery Read Write Inc, Better Reading, Numbers Count 1st Class @ Number, Pre-teaching Vocabulary, talk for number, inference, maths and literacy booster • Additional support in literacy and mathematics booster for children currently working below age related (at risk of falling below 100 on the scaled scores) 	£6093

OBJECTIVE 2

LANGUAGE/ORACY:

To provide early language intervention and support for PP children with identified SEND in Foundation Stage and Key Stage 1

To provide oracy support in key stage 2 through specific intervention programmes and oracy projects

The programmes will benefit **all children** as most are delivered in small groups. Children not eligible for PP funding but who are in need of such programmes will be able to access these throughout the year.

Action: Access to a specialist Teaching Assistant

Rationale:

Primary National Curriculum: Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject.

Success Criteria:

Language acquisition of PP children in line with year group national standards

Dates	Person/s responsible	Monitoring and Evaluation	Costs
September 2017	Executive Headteacher Classteachers Gill Ross SENCO	<ul style="list-style-type: none">Track and monitor data on early language via BPVSUse of entry and exit dataFocused 'Narrowing the Gap' support – including Pre-teaching, talk for number, inference	£1000

OBJECTIVE 3

ENGAGEMENT: To improve curriculum engagement and academic achievement for PP children

The programmes will benefit **all children** as the Family and Child Support worker will be able to work with **all children** for whom behavioural, emotional or social needs present a barrier to learning.

Action 1:

Implement an academic subsidy to enable FSM students to fully access the curriculum and reduce the attainment gap

To identify and provide appropriate support for children with barriers to cognition and learning related to delayed behavioural, emotional and social development

Rationale:

Sutton document: 'the choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment'

Success Criteria:

The attainment gap between FSM and non FSM reduces. FSM children make at least expected progress in line with expectations .

Dates	Person/s responsible	Monitoring and Evaluation	Costs
From September 2017	Executive Headteacher Classteachers Gill Ross SENCO Gill Boyes Family and child support worker	Children with delayed behavioural, emotional and social development identified and appropriate provision and support sourced through utilisation for Child and Family support worker (1/2 a day a week). Progress of students provided with support to be monitored to ensure value for money <ul style="list-style-type: none">• Data – literacy and mathematics• Attendance figures• Punctuality data	£2167

Action 2:
 To provide PP children with a free breakfast for children particularly those
 1. not meeting year group national standards or
 2. for whom attendance are a cause for concern or who are falling under 95 % (currently 4 children)
 The breakfast club and targeted intervention will benefit **all children** as the Family and Child Support worker will be able to work with **all children** for whom attendance is a barrier to learning.

Rationale:
 To provide PP children with free membership to breakfast club, giving them opportunities to develop social skills and self esteem
 To improve attendance and punctuality

Success Criteria:
 To provide PP children with a free breakfast for children

- not meeting year group national standards
- attendance is causing concern

Dates	Person/s responsible	Monitoring and Evaluation	Costs
September 2017	Executive Headteacher Classteachers Gill Ross SENCO	Monitor data/attendance/punctuality to devise list for targeted breakfast club attendance Attendance at breakfast club monitored through registration <ul style="list-style-type: none"> • Attainment monitored through tracking systems • Targeted interventions before school after breakfast 	£1,000


Action 3:
 To provide free access to out of school learning opportunities for FSM children
 To provide subsidies for educational visits

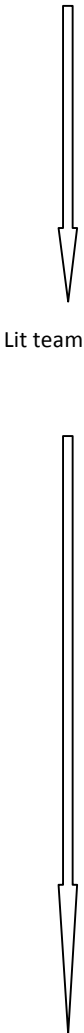
Rationale:
 To provide PP children with opportunities to develop their confidence and self esteem

Success Criteria:
 FSM children achieve in line with non FSM children

Dates	Person/s responsible	Monitoring and Evaluation	Costs
September 2017	Executive Headteacher Classteachers Gill Ross SENCO	Monitor attendance through out of school learning registers <ul style="list-style-type: none"> • Monitor attendance at Out of school clubs • Monitor attendance at educational visits • Evaluate impact on confidence and self esteem through attendance/ punctuality and behaviour logs 	£300

**SCHOOL IMPROVEMENT PLAN LINKS TO PP TARGETS
TARGETS 1 AND 3**

1. To continue to improve the quality and consistency of developing vocabulary, teaching writing, grammar, spelling and punctuation.			
Resource Implication:			
<ul style="list-style-type: none"> • CPD -Staff Meeting time x 10 -1 hour meetings (directed time) • Pupil conferencing timetabled 1/2 day per teacher for two terms • No Nonsense Spelling purchased 16-17 -no annual costs 			
Action steps	By whom	By when	Success Criteria
<p>Performance Management and provision</p> <p>1. All teachers to have performance management Target related to this key objective.</p> <p style="text-align: center;">Vocabulary development</p> <p>2. To fully implement the principles of Talk for Writing (Pie Corbett) and Literacy Trust across school.</p> <p>a. Enable children to imitate the language that they need orally before reading and analysing it and then writing their own version.</p> <p>b. Vocabulary dev (speaking and listening) to have a strong link with story making process being developed throughout school.</p> <p>c. Embed the "Imitation -Innovation - Independent application "method.</p> <p>d. Develop outdoor classroom/ amphitheatre as an area where speaking and listening/vocab dev can take place/</p> <p>e. Develop and implement bank of ideas for vocabulary development: FS/KS 1 Small world play encourage narrative/imaginative play. Develop "create your own" story telling sessions. Story sacks. Use of narrative therapy and helicopter story resources. Word of the day , analogies, word families, prediction of story dialogue, pre teaching vocabulary, class novel, giving specific vocabulary (4 words) and asking pupils to use it</p>	<p>AAT Classteachers</p> <p>Literacy Team</p> <p>Classteachers</p> <p>Classteachers</p> 	<p>Oct 2017</p> <p>17-18</p> <p>Autumn 17</p> <p>Autumn 17</p>	<ul style="list-style-type: none"> • Performance management used effectively to drive improvements and to ensure that staff are accountable for progress. • Teachers create as many opportunities as possible to in the creative curriculum • Classrooms rich with learning prompts that support high quality teaching and learning • Staff clear and confident how to plan for and deliver quality first teaching in vocab dev • An increase in opportunities for children to develop vocab in enhanced and varied contexts • Enhanced staff awareness of implications of new "talk for writing materials" • The use of the story making process-to be widespread throughout school <p>Subject leaders:</p> <ul style="list-style-type: none"> • Produce tightly focused analysis of progress and achievement, identifying clear strengths and development points. • Very successful in bringing about improvements. • Display a strong sense of purpose for the subject. • Well targeted analysis and monitoring enables issues to be pin-pointed & addressed. • Actions are well followed-through and checked for impact. • Teaching and achievement are good or outstanding. • Governors clear on SIP priorities and governors are aware of pupils progress and of actions being taken by the school to address any underachievement.

<p>in their writing, modelling, guided writing, vocabulary notebook, author studies, reading circle, book club, book reviews, talk response partner oral rehearsing, STOP REWIND, vocabulary walls, interactive displays on working walls, hot seating, debating society, Dragon's Den</p> <p>3. To hold 3 whole school days -vocabulary / oracy / performance poetry to raise profile of oracy and vocabulary development.</p> <p style="text-align: center;">GSP</p> <p>4. To fully audit GSP and Spelling provision.</p> <p>5. To analyse end of year 16-17 data and termly assessment data for 17-18 and ensure that gaps in teaching are addressed.</p> <p>6. To implement "No Nonsense Spelling" throughout school.</p> <p>7. To definitely agree on year group expectations and word banks for spelling.</p> <p>8. To continue to embed current provision of the teaching of grammar/ spellings in the light of Government changes to the curriculum introducing a new SOW and termly assessment timetable.</p> <p style="text-align: center;">Writing</p> <p>9. To continue to expand and develop the range of writing in other subject areas-history and geography focus</p> <p>10. To develop classroom learning environments to support high quality learning and specifically to support literacy skill development</p> <p style="text-align: center;">Assessment, target setting, moderation</p> <p>11. To embed a writing portfolio for each child showing progression of work and a wide range</p>	 <p>Lit team</p>	<p>Termly</p> <p>17-18</p> <p>17-18</p> <p>Autumn 16</p> <p>Termly</p>	<ul style="list-style-type: none"> • A systematic and structured assessment system in place for making regular, useful, manageable and accurate assessments of pupils in GSP and writing • Every pupil knows what they are doing and understands what they need to do to improve their GSP and writing and how to get there. • Every teacher is equipped to make well-founded judgements about pupils' attainment in writing, understands the concepts and principles of progression and knows how to use their assessment judgements to forward plan. • Increase the percentage of children attaining age related expectations in GSP including those from disadvantaged groups to 85%. • All of children who transfer at "exceeding" age related expectations to continue to exceed age related expectations at the end of the year. • At least a third of children who transferred at "expected" age related expectations at the end of the previous year to exceed age related expectations at the end of year. • In EYFS the number of children expected or exceeding -Good Level of development (GLD) 80%. • Agreed targeted children will be on track to make expected or more than expected progress. • Teachers planning takes account of individual needs-emerging/at/exceeding age related expectations <ul style="list-style-type: none"> • 100% of writing/GSP lessons identified as being good or outstanding. • Pupil conferencing identify children's knowledge of their own levels and targets for improvement.
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<p>of genre writing..</p> <p>12. To continue to use the children’s writing portfolios as a tool to further develop and expand timetabled pupil progress meetings in writing as a forum for analysis and discussion of the factors that have supported progress. Identify collaborative actions to overcome barriers to progress.</p> <p>13. Target and accelerate a specific % of children from expected to exceeded level of development</p> <p>14. Use Target Tracker and new assessment booklets for writing incorporating age related statements for each year group used throughout school along with extension statements for more able children</p> <p>15. Use the “end of year expectations assessment booklet”, to set half termly targets with children in pupil progress meetings. Further develop and expand timetabled pupil progress meetings in writing as a forum for analysis and discussion of the factors that have supported progress. Identify collaborative actions to overcome barriers to progress.</p> <p>16. Moderate and develop high quality assessment through shared scrutiny of work with partner school</p> <p>17. Embed and constantly review marking and response policy to incorporate pupil conferencing peer and self evaluation refine improvement points using carefully identified scaffold for improvement</p>			<ul style="list-style-type: none"> • Pupil discussions identify more challenging work is provided and that individual needs are met. • Teachers high levels of expertise and their careful planning based upon thorough and forensic assessment ensures that the work is very well pitched and suitably challenging for all learners. • Through collaborative thinking and problem solving approach staff develop a greater range of strategies to accelerate individual children’s progress
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3. To review and develop PSHE provision to ensure that all children are developing the knowledge, skills and attributes they need to keep themselves healthy and safe and prepare for life and work in modern Britain.

Resource Implication:

- CPD STOP THE RISK SAVE THE CHILD £937.38 /DSL Lead £500-Costs met by Redeemer
- Growth Mindset CPD £500-Costs met by Redeemer

Action Steps	By Whom	By When	Success Criteria
<p style="text-align: center;">PSHE</p> <ul style="list-style-type: none"> • To review and formalise the PSHE matrix in line with new requirements ensuring that provision is of a consistently high quality within school • Monitor quality of coverage in school • To introduce external agencies to enrich units • Subject leader to network via LCC network 	Subject Leader	Autumn Term	<ul style="list-style-type: none"> • To ensure that the SOW/Matrix truly reflects school/national and global priorities • Teaching of PSHE as evidenced by observations/ books/scrapbook - good/outstanding • All classes consistently cover all areas • Numbers of external agencies/visitors increases • Subject leader able to ensure that <ul style="list-style-type: none"> ✓ appropriate resources are in place to deliver a rich and challenging PSHE curriculum ✓ they have oversight of curriculum coverage and ensuring the curriculum meets national requirements ✓ guidance and support is given to colleagues. ✓ they lead professional development ✓ assessment is effective ✓ subject is promoted ✓ subject is monitored teaching is effective and the impact on learning and progress is clear ✓ financial and human resources used effectively to impact on progress.
<p style="text-align: center;">Safeguarding</p> <ul style="list-style-type: none"> • To review and update CPD training for : <ol style="list-style-type: none"> 1. DSL's and Family Worker <ul style="list-style-type: none"> ➢ MP/AAT15.9.17 DSL Lead CPD £250 x 2 ➢ GB LSCB Domestic Abuse awareness and impact /Dealing with allegations of domestic abuse-risk assessment/ hidden harm/neglect training 2. Whole staff <ul style="list-style-type: none"> ➢ 1.9.17 STOP THE RISK SAVE THE CHILD Preventing Child Sexual Abuse- Marilyn 	Safeguarding Team	17-18	<ul style="list-style-type: none"> • Staff to have an understanding of how to use a risk sensible approach to safeguarding in order to protect children • Staff understand the potential impact of maltreatment and abuse on a child • Staff to be fully informed of specific safeguarding issues nationally and locally • Staff understand the roles and responsibilities of all colleagues when working together in a multi agency setting across the continuum • Staff understand the child protection process including the impact of this
	Whole Staff	Sept-Oct 17	

<p>Hawes</p> <ul style="list-style-type: none"> ➤ 6.9.17 Working together to safeguard children -Safeguarding twilight - policy/procedures ➤ Support Staff -WRAP (Workshop to raise awareness of PREVENT) Leanne Romney Prevent and Liberate Co-ordinator ➤ Safeguarding Snapshots (1 per term) <p>3. Children -To engage with NSPCC Schools Service Dates tbc</p> <p>4. Parents</p> <ul style="list-style-type: none"> ➤ Parents Online Safety Workshop NSPCC Jan 2018 <ul style="list-style-type: none"> • To embed the use of CPOMS as an effective record keeping and communication tool • Family Worker to report to TL/Curr Governors Committee termly using Continuum of Need and Framework Response Framework <p style="text-align: center;">Mental health/Resilience building</p> <ul style="list-style-type: none"> • To raise staff awareness of the impact of "attachment issues" on children's emotional development and mental health <ul style="list-style-type: none"> • Resilience building-to begin to explore Growth Mindset as a tool to develop the following ethos/beliefs in school: <ul style="list-style-type: none"> ✓ We remember it's always OK to make mistakes – we learn from them ✓ We never give up! We try a different approach, or use a different strategy ✓ We learn from each other – you guys often make the best teachers! ✓ We don't compare ourselves with others, but we do learn from others ✓ We challenge ourselves – which really helps us make progress ✓ We take risks – we don't limit ourselves by taking the easy option ✓ We join in as much as possible – and we learn much more by being involved ✓ We remember that mastering something new feels so much 	<p>Subject Lead and whole staff</p> <p>Classteachers</p> <p>GB</p> <p>Anne Ford Ed Psych</p> <p>Tom Abraham to provide CPD for SLT SLT to then cascade to staff</p>	<p>Autumn 17</p> <p>Weekly</p> <p>Termly</p> <p>Spring 18</p> <p>CPD 6th Nov</p> <p>Autumn 17</p>	<ul style="list-style-type: none"> • Staff to be aware of Local Safeguarding Children's Board Policy and Procedures • New staff questionnaire used to effectively assess staff understanding of current safeguarding issues and documentation <ul style="list-style-type: none"> • Targeted children including those who have identified attachment issues to demonstrate increased confidence/increase resilience/improved communication skills/changed mindset • All staff to demonstrate increased consistency of approach, understanding and empathy with children with attachment issues. <p>The following mindset to become embedded in school:</p> <ul style="list-style-type: none"> ✓ We remember it's always OK to make mistakes – we learn from them ✓ We never give up! We try a different approach, or use a different strategy ✓ We learn from each other – you guys often make the best teachers! ✓ We don't compare ourselves with others, but we do learn from others ✓ We challenge ourselves – which really helps us make progress
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<p>better than doing something you can already do</p> <p>✓ We remember that the brain is making new connections all the time – the only thing you need to <u>know</u> is that you can <u>learn</u> anything!</p> <p style="text-align: center;">Linking classrooms/community cohesion</p> <ul style="list-style-type: none"> • To participate in the Linking Network (thelinkingnetwork.org.uk). Linking with a school which has a different backgrounds to promote social cohesion. • Staff to receive training with partner in another BwD school • Classes to meet digitally first then at a neutral venue and finally at each other's school 	<p>KS2 Teacher MB</p>	<p>October 17 plus 2 twilights</p>	<ul style="list-style-type: none"> ✓ We take risks – we don't limit ourselves by taking the easy option ✓ We join in as much as possible – and we learn much more by being involved ✓ We remember that mastering something new feels so much better than doing something you can already do ✓ We remember that the brain is making new connections all the time – the only thing you need to <u>know</u> is that you can <u>learn</u> anything! <ul style="list-style-type: none"> • Through linking classrooms developing a common sense of local identity • To provide opportunities to mix with and learn with children in BwD from different cultural and ethnic backgrounds
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