

Pupil premium strategy statement (primary)

1. Summary information					
School	St. Thomas' Moorside CE Primary				
Academic Year	2017/18	Total PP budget	£162,240	Date of most recent PP Review	09.10.2017
Total number of pupils	235	Number of pupils eligible for PP	122	Date for next internal review of this strategy	01.07.2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths KS2	50%	71%
% making progress in reading KS2	63%	71%
% making progress in writing KS2	69%	76%
% making progress in maths KS2	69%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Children on entry to the school are at significantly lower levels in all areas of learning.
B.	Attainment in reading at key stage 2 continues to be lower than in other core subjects.
C.	Children's readiness to learn and engagement with learning due to poor home environments.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance is just at a satisfactory level but needs improvement alongside number of persistently absent children.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve attainment for pupils, in all core subjects to ensure they achieve high end of year targets (linked to FFT).	Pupils eligible for PP will achieve individualised targets for reading, writing and maths or GLD set in September which are linked to FFT.
B.	Attainment in reading at the end of key stage 2 is in line with other core subjects.	Attainment for reading will be in line with mathematics and writing for PP pupils in year 6.
C.	Identify and close gaps in children's learning through high quality intervention.	Evidence from Pupil progress meetings to show identified pupils, interventions put in place and progress being made by these pupils.
D.	To ensure all children are ready to learn and access school each day.	Fewer incidents reported on C-Poms of lost learning time for children not able to engage. Attendance of PP pupils increased to at least 95%.

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?
<p>A. Improve attainment for pupils, in all core subjects to ensure they achieve high end of year targets (linked to FFT).</p> <p>B. Attainment in reading at the end of key stage 2 is in line with other core subjects.</p>	<p>Teaching assistant in every class to support first quality teaching to ensure the needs of all groups and learners are met.</p>	<p>Observations of lessons has shown good and rapid progress were the teacher and teaching assistant work closely together to discuss individuals' and groups progress during the lesson, including misconceptions which can be addressed immediately by the teacher. Classes are taught in key worker groups (reception) to ensure higher adult to pupil ration to increase engagement and progress (see observations).</p> <p>In Key stage 1/2 teacher/ teaching assistant will give input to identified groups or pupils to ensure all children are learning at the appropriate level and pace to meet their needs.</p>	<p>Observations of teaching and learning</p> <p>Termly pupil progress meetings reviewing progress towards end of year targets.</p>	<p>Executive Headteacher / Head of School</p>	<p>Summer 2018</p>
<p>A. Improve attainment for pupils, in all core subjects to ensure they achieve high end of year targets (linked to FFT).</p> <p>B. Attainment in reading at the end of key stage 2 is in line with other core subjects.</p>	<p>Two experienced teachers in year 6 class to ensure children close gaps in learning due to inconsistent teaching in lower key stage 2. This is to ensure the children can go on to meet end of key stage 2 targets.</p>	<p>66% of pupils in class are eligible for Pupil Premium, including 3 pupils with EHC plans. Children are at risk of not making end of key stage targets for attainment and progress due to inconsistent teaching in years 3 and 4. Therefore two experienced year 6 teachers will enable the class to be taught as a whole or two key worker groups to those working towards the expected standard and those targeted for greater depth can achieve these targets.</p>	<p>Observations of teaching and learning</p> <p>Termly pupil progress meetings reviewing progress towards end of year targets.</p>	<p>Year 6 teachers</p>	<p>Summer 2018</p>
<p>A. Improve attainment for pupils, in all core subjects to ensure they achieve high end of year targets (linked to FFT).</p>	<p>Educations trips linked to the curriculum which will enhance teaching experiences in all subject areas.</p> <p>Additional resources for new cross-curricular topics including books and artefacts.</p>	<p>An enhanced cross –curricular approach to our topic based curriculum for foundation subjects has been introduced which has a strong emphasis on the application of core skills in other curricular areas. For each new termly topic, an educational trip or visitor has been planned to enhance their learning which will then link to more than one curricular area.</p>	<p>Evaluated action plan for curriculum development (SDP)</p>	<p>AHT Curriculum</p>	<p>Summer 2018</p>

B. Attainment in reading at the end of key stage 2 is in line with other core subjects.	License for Bug Club as a resource to enhance reading workshop sessions and reading at home opportunities	Evidence from Pearson shows that using Bug Club for independent reading can allow pupils to 'Make 30 months of progress in reading in 18 months with Bug Club (Results after 18 months from an independent study carried out by leading academics from UCL Institute of Education (IOE), in partnership with the Pearson UK Research Team).	English co-ordinator monitor usage	English Lead	Summer 2018
B. Attainment in reading at the end of key stage 2 is in line with other core subjects.	Key Stage 2 initiatives to increase reading participation and engagement at home.	Previously children were disengaged with reading at home and although they were reading in school, they were not able to read a breadth of literature to encourage new vocabulary and a range of texts. Based on data from the previous academic year, introducing incentives for children reading regularly at home encouraged an increase in the time spent reading at home.	Class teachers monitor through children's diaries and reading records	Class teachers English Lead	Summer 2018
Total budgeted cost					£112,300
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?
C. Identify and close gaps in children's learning through high quality intervention.	Interventions led by TA's based on need identified in Pupil Progress meetings e.g. Project X Code, Inference intervention, ELS. Each TA 15 hours per week – RBr, VG, NB, VO, EY staff	Identifying pupils who are not on track to make end of year targets (based on prior attainment/ FFT) allows senior leaders to robustly tackle any underachievement. Teachers use target tracker to track children's attainment and progress and can use gap analysis tools to identify where gaps are in learning. Staff use a range of carefully chosen and tested interventions to support the children in closing these gaps. These interventions are delivered, usually in the afternoons and as an addition to the teaching of core subjects.	Termly Pupil Progress Meetings SLT monitoring interventions.	Teachers EHT/ HoS	Summer 2018
Total budgeted cost					£41,600

iii. Other approaches					
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?
D. To ensure all children are ready to learn and access school each day.	Pastoral support worker and administrator to monitor and record attendance, communicate with families and work with other agencies to ensure attendance and punctuality is at least good.	Previously the pastoral support worker has supported teachers and SLT in monitoring and improving attendance in addition to working with other agencies including school attendance service. However, due to improved more robust systems and the pastoral supporter worker's increased workload with vulnerable children, the office administrator will take on some of the administration for monitoring attendance. Each morning she will send text messages/ make phone calls to parents of absent children and prioritise the list for the pastoral worker to act upon.	Pastoral support worker to feedback to SLT Termly report to Governors includes monitoring of attendance and punctuality.	PSW	Summer 2018
D.To ensure all children are ready to learn and access school each day.	Pastoral support worker to work with CSC and other agencies - attending meetings, 1 to 1 work with children and families.	The school has an increasing number of children who are supported by CSC and other agencies e.g. HYM, Early Help. The Pastoral support Worker now has designated status and can attend meetings, work with children on behalf of the SLT. This means that senior leaders, including the Head of School, is able to take up a bigger teaching commitment to ensure all PPA is covered by a teacher or HLTA.	Pastoral support worker to feedback to SLT Termly report to Governors includes monitoring of attendance and punctuality.	PSW	Summer 2018
D.To ensure all children are ready to learn and access school each day.	Whole school training in the Solihull Approach to develop understanding of child development and the impact of parenting on a child's development and education. Further training for three staff members to enable them to deliver parenting workshops. Parenting workshops to be delivered by pastoral support worker and Higher Level Teaching Assistant.	St. Thomas' is in an area of high deprivation and high levels of safeguarding concerns and CSC involvement are recorded (see C-POMS reports). It was felt that further training for all staff was needed to enable staff to meet the holistic needs of children would ensure they understood more the challenges they faced and some strategies to overcome these to enable children to be ready to learn. As parenting support isn't readily and quickly available, by training school staff we can support our target children and families more timely to ensure poor parenting is tackled robustly and in a timely manner.	Pastoral support worker to feedback to SLT Termly report to Governors includes monitoring of safeguarding and CSC involvement.	PSW HoS EXHT	Summer 2018
D.To ensure all children are ready to learn and access school each day.	Counsellor employed to support identified pupils (social, emotional and behavioural needs).	The school counsellor has worked with our school for 5 years now and evaluations and feedback from children, parents, teaching staff continue to demonstrate the positive impact her sessions has on children's emotional well being. Teaching staff can also articulate the positive impact sessions have on children's attitudes and readiness to learn.	Evaluations of counselling C-POMS records Pastoral support worker and Head of School reviews	HoS PSW	Summer 2018

D.To ensure all children are ready to learn and access school each day.	Breakfast Club from 8.30-8.50am for all pupils. A free breakfast is provided for FSM pupils and subsidised for PP pupils (50p). The session is supervised by school staff for children from year 1 upwards.	Breakfast Club is a positive start for the day; providing a nutritious meal and a good start to the day. It encourages punctuality and children's readiness to learn.	Led by pastoral support worker.	HOS/ EXHT PSW	Summer 2018
D.To ensure all children are ready to learn and access school each day.	After school clubs for pupils to provide extra curricular activities: cookery club, YouthZone, Chess Club. These clubs are heavily subsidised for Pupil Premium children who have priority in accessing these clubs.	There are limited extra curricular activities available within walking distance of the school. Many families do not have transport to travel to clubs and activities outside the immediate local area. Anti-social behaviour continues to be an issue on the estate the school is situated in. Therefore, provision of extra curricular clubs is important for children to have positive experiences after school which contribute to their well being and holistic development.	Evaluations of clubs by club leaders, school council	HoS/ EXHT Club leaders	Summer 2018
D.To ensure all children are ready to learn and access school each day.	Summer activities for children during the summer holidays. 6 days over the holiday period, comprising of two half days sessions for KS1 and KS2 pupils. Targeted PP children are given priority and subsidised places where needed.	There are limited extra curricular activities available within walking distance of the school. Many families do not have transport to travel to clubs and activities outside the immediate local area. Anti-social behaviour continues to be an issue on the estate the school is situated in. Therefore, provision of extra curricular clubs during the long summer break is important for children to have positive experiences in this extended period away from which contribute to their well being and holistic development.	Evaluations of clubs by club leaders, school council	HoS/ EXHT Club leaders PSW	Summer 2018
Total budgeted cost					£31,000

6. Review of expenditure				
Previous Academic Year		2016/17		
i. Quality of teaching for all				
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
Improve attainment for pupils, in all subjects, especially reading, to ensure they achieve high end of year targets (linked to FFT).	Teaching assistant in every class to support first quality teaching to ensure the needs of all groups and learners are met.	See data reports per year group below	Continue to provide teaching assistant support for all classes every morning to support targeted PP children in English and mathematics lessons.	£73,939
	Bug Club purchased to raise attainment and engagement in reading.	Bug Club was successfully introduced in January to all pupils. School council	Continue with Bug Club next year. Purchase headphones to allow children to access Bug Club	£2,110
	Key Stage 2 initiatives to increase reading participation and engagement at home.	This increased reading participation, especially in year 5. In February 9/55 children successfully read a set number of books at home, in July 19/55 met the target to take part in the reading trip.	Changes have been made to the target of books to be read as the more able readers take longer to read the extended novels. This was based on feedback from year 6 pupils and staff. The incentive trips will continue in the same way.	£180
	Educations trips linked to the curriculum which will enhance teaching experiences in topic and English lessons (including the lease of a minibus)	Feedback from parents, pupil voice and staff felt that trips were had a hugely positive impact on the children from an experiential point of view, enhancing learning and produced writing of a high quality.	Trips will continue with at least 1 trip or visitor every term. This has increased from the previous year. In addition, the school will no longer lease a minibus as this wasn't found to be cost effective. We will continue to book coaches and hire self drive minibuses from the council depot.	Minibus £5,759 Trips £6,323
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

Identify and close gaps in children's learning through high quality intervention.	Interventions led by TA's based on need identified in Pupil Progress meetings e.g. Successmaker, Project X Code, ELS. JR, LBU, RBr, SY, VO Each TA 15 hours per week	Pupil progress reports showed that children were identified and placed on suitable interventions. Individual intervention records for success maker and Project X demonstrate rapid progress for children (see intervention assessments and records).	Continue with interventions. Include inference intervention as a new reading intervention for children who are able to read and decode but have gaps in inference skills.	£51,271
	Successmaker plus training	Individual pupil reports show rapid progress over time (see successmaker reports).	Pearson are no longer licensing Successmaker so we can't continue to use this. We will look into an alternative intervention for mathematics.	£1,749

iii. Other approaches

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
To ensure all children are ready to learn and access school each day.	Pastoral support worker to monitor and record attendance, communicate with families, work with other agencies to ensure attendance is at least good.	Whole school attendance was 95%. PSW supported three persistently absent PP children into finding a school closer to home as this was the barrier for their poor attendance.	More support is needed to tackle punctuality and attendance immediately in the morning. School administrator to text and phone parents of children who are absent and then pass on lists of absent children with information for the PSW to act on.	£6,015
	Pastoral support worker to work with CSC and other agencies - attending meetings, 1 to 1 work with children and families.	All 19 pupils currently supported by PSW are PP pupils. Communication and relationships with parents are strong and this has improved attendance, children's and parents' engagement and children's readiness to learn.	Continue with action as this is effective.	£14,036
	Counsellor employed to support identified pupils (social, emotional and behavioural needs).	All 6 pupils accessing the school councillor are Pupil Premium children. During the year children have successfully accessed pieces of work and some have closed/ continued based on need. Evaluations from sessions are very positive and pupil voice speaks very strongly about the positive impact of the councillor.	Continue with action as this is effective.	£7,200

	Breakfast Club from 8.30-8.50am for all pupils. A free breakfast is provided for FSM pupils and subsidised for PP pupils (50p). The session is supervised by school staff for children from year 1 upwards.	Breakfast Club has continued to be very popular and has supported our good punctuality, 95% 2016/17 It continues to provide an opportunity for parents to speak with staff before school to discuss any questions or concerns. The vast majority of children attending are PP children.	Continue with Breakfast Club being subsidised for PP children.	£4,830
	After school clubs for pupils to provide extra curricular activities: cookery club, YouthZone, Chess Club. These clubs are heavily subsidised for Pupil Premium children who have priority in accessing these clubs.	Youth Zone is oversubscribed and based on evaluation and pupil voice continues to be successful in providing a range of activities after school. Chess Club has provided a platform for children to attend other out of school clubs and competitions. 3 out of 6 pupils who attend these additional clubs are PP children. Cookery Club only ran for part of the year due to commitment of the HLTA leading the club.	Continue with Youth Zone and Chess Club. Chess Club to continue to promote other clubs and Chess Events. Cookery club to be led by two adults to ensure it is always on and more children can access it.	
	Summer activities for children during the summer holidays. 6 days over the holiday period, comprising of two half days sessions for KS1 and KS2 pupils. Targeted PP children are given priority and subsidised places where needed.	These were very successful this year and evaluations were positive. Comments relating to PP children were around the summer activities supporting the transition from year to year with the long summer break.	Continue with these activities next year. Use apprentices to support the club.	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk