



Frances Olive Anderson C of E Primary School



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Pupil premium strategy statement: Frances Olive Anderson C of E Primary School

Statement regarding 2016-17 spend and plans for 2017- 2018

1. Summary information					
School	Frances Olive Anderson C of E Primary School				
Academic Year	2016/17	Total PP budget (*financial year)		Date of most recent PP Review	08.05.17
		2016-17	£70,000		
		2017-18	£85,222		
Total number of pupils	180	Number of pupils eligible for PP	35 - 2015-16 40 - 2016-17	Date for next internal review of this strategy	April 2018
*Pupil Premium budget runs with the financial year not the academic year					

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i> No PP pupils in Year 6 2016-17	<i>Pupils not eligible for PP (national average)</i> <i>Data for 2017 not available</i>
% achieving ARE in Maths at the end of KS2	N/A	Data not available yet
% achieving ARE in SPaG at the end of KS2	N/A	
% achieving ARE in Writing at the end of KS2	N/A	
% achieving ARE in Reading at the end of KS2	N/A	



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% achieving combined ARE in Maths, Writing and Reading at the end of KS2	N/A	
% achieving ARE in Maths at the end of KS1	(3 pupils) 66%	All pupils 71%
% achieving ARE in Writing at the end of KS1	33%	All pupils 74%
% achieving ARE in Reading at the end of KS1	33%	All pupils 74%
% achieving ARE in Phonics at the end of Year 1	100%	All pupils 100%
% making at least expected progress in reading KS 2 – taken from start of yr 6	N/A	
% making at least expected progress in writing KS 2 – taken from start of yr 6	N/A	
% making at least expected progress in maths KS 2 – taken from start of yr 6	N/A	
% making at least expected progress in reading KS 1 yr 2	33%	
% making at least expected progress in writing KS 1 yr 2	100%	
% making at least expected progress in maths KS 1 yr 2	100%	

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	Wellbeing and difficult family circumstances for some PP children impacts on their attainment.
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B	Pupils who have a special educational need in addition to PP tend to be below ARE.
C	Lack of parental support with homework due to time and confidence
D	Exposure to high level vocabulary in day to day interactions which impacts on access to some reading materials and the vocabulary used in writing
External barriers (issues which also require action outside school, such as low attendance rates)	
F	Attendance and punctuality for some families pupils eligible for PP.
G	Family circumstances such as bereavement and illness in the immediate family.

4. Outcomes																																																																																																								
Desired outcomes and how they will be measured	Success criteria																																																																																																							
<p>The gap in attainment for pupils in receipt of PP and those who are not is closed due to the children being supported in their individual need such as:</p> <ul style="list-style-type: none"> Well being Lateness Attendance SEN 	<p>The gaps are narrowed in ARE from the starting points in September 2017. Progress made by pupils in receipt of PP is at least as good as non PP, or accelerated to close the gap in attainment if no other barrier to learning has been identified and addressed.</p> <p>September 2017 baseline</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="4">Reading %</th> <th colspan="4">Writing %</th> <th colspan="4">Mathematics %</th> </tr> <tr> <th colspan="2">Exp Progress</th> <th colspan="2">Exp Attmt</th> <th colspan="2">Exp Progress</th> <th colspan="2">Exp Attmt</th> <th colspan="2">Exp Progress</th> <th colspan="2">Exp Attmt</th> </tr> </thead> <tbody> <tr> <td colspan="13">Number in brackets total number of PP children</td> </tr> <tr> <td></td> <td>PP</td> <td>non</td> <td>PP</td> <td>non</td> <td>PP</td> <td>non</td> <td>PP</td> <td>non</td> <td>PP</td> <td>non</td> <td>PP</td> <td>non</td> </tr> <tr> <td>Year 1 (6)</td> <td>67%</td> <td>71%</td> <td>67%</td> <td>83%</td> <td>67%</td> <td>76%</td> <td>83%</td> <td>78%</td> <td>100%</td> <td>86%</td> <td>83%</td> <td>78%</td> </tr> <tr> <td>Year 2 (3)</td> <td>33%</td> <td>70%</td> <td>33%</td> <td>79%</td> <td>100%</td> <td>78%</td> <td>33%</td> <td>86%</td> <td>100%</td> <td>74%</td> <td>67</td> <td>75%</td> </tr> <tr> <td>Year 3 (4)</td> <td>100%</td> <td>82%</td> <td>100%</td> <td>73%</td> <td>100%</td> <td>76%</td> <td>100%</td> <td>64%</td> <td>100%</td> <td>88%</td> <td>100</td> <td>82%</td> </tr> <tr> <td>Year 4 (5)</td> <td>80%</td> <td>57%</td> <td>80%</td> <td>55%</td> <td>33%</td> <td>71%</td> <td>40%</td> <td>45%</td> <td>80%</td> <td>90%</td> <td>60</td> <td>68%</td> </tr> </tbody> </table>		Reading %				Writing %				Mathematics %				Exp Progress		Exp Attmt		Exp Progress		Exp Attmt		Exp Progress		Exp Attmt		Number in brackets total number of PP children														PP	non	Year 1 (6)	67%	71%	67%	83%	67%	76%	83%	78%	100%	86%	83%	78%	Year 2 (3)	33%	70%	33%	79%	100%	78%	33%	86%	100%	74%	67	75%	Year 3 (4)	100%	82%	100%	73%	100%	76%	100%	64%	100%	88%	100	82%	Year 4 (5)	80%	57%	80%	55%	33%	71%	40%	45%	80%	90%	60	68%										
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	Year 5 (6)	67%	65%	50%	65%	67%	75%	50%	70%	100%	80%	67	65%
	Year 6 (0)	0%	80%	0%	70%	0%	100%	0%	80%	0%	100%	0	90%
Progress of pupils in receipt of PP is equal to progress of non PP pupils	Pupils eligible for PP make as much progress as 'other' pupils, across KeyStage 1 and 2 in maths, reading and writing. Measured by teacher assessments, progress tests (in house) and successful moderation practices established across our collaboration and mentor school												
Increased attendance rates for pupils eligible for PP.	The gap closes between the attendance of our PPF pupils –2016 -17 40 pupils PP = 22% 139 pupils non PP = 78% PP pupils: 95.88% Non PP pupils: 96.41%												
Improved punctuality	Over a 3 week monitoring period – as requested by governors: 38% of those who were late (after 8.55 before registered closed so not absent) were PP pupils, 62% were non PP pupils. This may be a factor if ratio of PP to non PP in school is taken into consideration.												



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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?
Progress of pupils in receipt of PP is equal to progress of non PP pupils	<p>Use of in house progress tests in maths, reading and SPaG termly.</p> <p>Interventions put in place to accelerate progress</p> <ul style="list-style-type: none"> - Active English - Read, Write, Inc - 1st class at numbers 1 and 2 <p>Engagement in mobilise project with partner schools in Lincolnshire</p> <p>Wow days for topics</p> <p>Active engagement and co-operative learning training</p>	<p>To identify gaps in knowledge early in order for these to be plugged before gaps widen.</p> <p>We want to invest some of the PP funding in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality TA intervention is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>Capture the children's interest in a variety of ways – high profile for core subjects. Promotes team work and encouraged all to be involved.</p> <p>To engage pupils in their learning</p> <p>Higher % pupils actively engaged = improved progress and therefore attainment for</p>	<p>Subject leader analysis of progress tests to identify gaps for learning.</p> <p>Evidence that gaps have been filled through book review and data</p>	PP lead	Data point X 3 a year



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	<p>undertaken and strategies adapted to ensure highest possible engagement at all times, therefore improved progress</p>	<p>individuals. Children become accountable for learning and cannot sit back to allow other to take over.</p> <p>EEF - Evidence about the benefits of collaborative learning has been found consistently for over 40 years and a number of systematic reviews and meta-analyses of research studies have been completed. In addition to direct evidence from research into collaborative learning approaches, there is also indirect evidence where collaboration has been shown to increase the effectiveness of other approaches such as mastery learning or digital technology. It appears to work well for all ages if activities are suitably structured for learners' capabilities and positive evidence has been found across the curriculum.</p>			
<p>Increased attendance rates for pupils eligible for PP.</p>	<p>Weekly attendance celebrated for all through achievement assembly.</p> <p>Termly attendance celebrated each term.</p> <p>Update on current attendance rates as part of</p>	<p>Attendance at school directly impacts attainment and progress</p>	<p>Any families who have issues with attendance are effectively supported by school.</p> <p>Governors will challenge leadership team regarding support given to individual families.</p>	<p>PP lead</p>	



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	<p>reporting system to parents.</p> <p>Report to governors and actions planned in light of these are carried out</p>				
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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?
A. Improved attainment in areas the individual is not ARE unless a specific barrier to learning has been identified. All pupils to make at least expected progress.	121 and small group provision according to needs identified at pupil progress meetings which occur 6 x a year Mid short term reviews of provision in key stages.	Some of the students need targeted support in order to close the attainment gap or make at least expected progress from their starting point. The interventions being used have proven track records either in other schools or our own tracking has shown a positive impact.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Review at pupil progress meetings with class teacher.	All teachers	Each data point. 3 times a year. Pupil progress meetings with LT x 6 Pupil progress meetings in KS mid way through each short term (every 3 weeks)
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?



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Improved attainment in areas the individual is not ARE or making at least expected progress.	Supply teacher to release leadership team and subject leaders to carry out learning walks, book scrutiny and planning scrutiny to monitor quality of teaching and learning	To ensure that the children are receiving teaching in the classroom which matches their needs. To ensure that feedback is moving the pupils on with their learning. To monitor quality of interventions and teaching when children are out of class for small group and 1:1 support	Monitoring reports to HT and Governors. Data shows improvement	PP lead	Subject leader reports to governors.
Pupils entitled to free school meals receive these	Actively promote take up of FSM where entitlement lies.	Studies have shown that a hot school meal in the middle of the day has direct impact on ability to concentrate and therefore make progress with learning.	Uptake of FSM is high.	office	<u>Each census point</u>
Children have space to sit and be calm outdoors	Bid submitted to develop derelict area of grounds for climbing equipment suitable for KS 1 and an outdoor space for reflection and friendship. Especially aimed towards supporting families who have suffered bereavements	Children like to have somewhere to be quiet at break times and to carry out activities such as colouring, writing or reading. A space for private reflection and somewhere to put memories of loved ones	Children are ready to learn after break times and had a positive experience at breaks. Children and families use the space for remembrance Pupil and parent voice to evidence	PP lead	April 2018
Identify barriers to learning.	Use of Educational psychologist service and STAPS in school to assess need and provide support in strategies to use for individual children.	If the barrier to learning can be identified accurately, the gap will close.	Use advice and assessments to provide bespoke curriculum support for those who require it. Behaviour at unstructured times is good. Impact – no learning time lost following a break.		6 times a year – PP meeting



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All pupils have equal access to school trips	Subsidise school trips on an individual needs basis	Experiences outside of the school environment enhances engagement, motivation, excitement and life skills.	All pupils participate in school trips/outings.	PP lead	Following each trip
All children have access to school uniform	Contributions made to the purchase of uniform.	Children's self esteem, well being and academic achievement is not a barrier due to feeling different to peers.	All pupils have appropriate uniform	PP lead	Review July 18
Families receive support with before and after school care	Provide support towards the cost of before and after school care on an individual needs basis.	Children do better at school if they have had breakfast. Opportunities to mix with peers of different ages support social development, confidence and wellbeing.	Those who request support receive it.	PP lead	Review July 18
All pupils have equal access to music tuition	Provide contributions towards the cost of music lessons in school from the Lincolnshire Music Service.	Music contributes greatly to the development of the whole child.	Those who wish to access music lessons do so.	PP lead	Review July 18

Total Budget Cost based on 2017-2018 financial year	Staffing	Resources	Other hired services/Uniform & trips
	£49,000	£5000.00	£15,000

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)



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<p>To broaden the experiences of the pupils – to excite and engage pupils.</p>	<p>Curriculum Enrichment Activities</p>	<p>Children enjoy learning and the range of experiences offered to widen the curriculum. Success criteria- met.</p>	<p>Plan more exciting activity days - theatre productions, trips to support and enhance new cornerstone curriculum Plan and lead own Maths engagements days</p>
<p>To identify what the barrier to learning may be and to plan appropriate provision in light of this.</p>	<p>Releasing teachers to support assessment and break down barriers to learning through Pupil Progress Meeting.</p>	<p>Majority of pupils made at least expected progress from their starting points for the year. Success criteria – met.</p>	<p>Early identification of barrier to learning is crucial – need to look further into why some pupils who are PP and SEN did not make as much progress as others. Monitor interventions and quality of delivery through mobilise project. Research options for mathematical interventions</p>
<p>To have access to STAPS to support us with closing the gap for PP learners (and others) with Special Educational Needs. To have access to the PSA to support PP families in need.</p>	<p>Access to Specialist Teaching and Applied Psychology Services (STAPS) and Parents Support Advisor (PSA)</p>	<p>Barriers successfully identified in some cases and progress from starting points being made. Success criteria – met.</p>	<p>Buy into the service again. Staff to question the findings more rigorously and plan with expert the provision and timings most effectively.</p>
<p>ii. Targeted support</p>			



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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)
To improve attendance of PP learners	Provide resources to support learning opportunities across the curriculum Offer before and after school care.	Children liked having own resources at home. Attendance for most PP was above national average for 2015-16. Success criteria – met.	Meeting with parent/carers successful in identifying how we could support the children further and with the type of resource required at home. Will continue meetings to identify need and receive feedback. Monitor punctuality for each P&S governor meeting. Plan actions in light of this.

Funding to attend after school sports clubs	To provide an equal opportunity to participate.	High take up of opportunities given. Success criteria – met.	Will continue next year and look at offering a wider range of extracurricular activity – such as archery
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<p>To ensure PP learners are not disadvantaged by being able to access residential trips. To ensure that PP learners in need have the same uniform as all others to boost self-esteem.</p>	<p>Uniform and Trip subsidies</p>	<p>High take up of subsidies available. Success criteria – partly met.</p>	<p>Will promote the support we can give regarding uniform and trip contributions more proactively</p>
<p>To boost self-confidence and ensure PP learners are not disadvantaged through being unable to access music tuition.</p>	<p>Lincolnshire Music Service</p>	<p>At least half pupils entitled to PP took up music lessons. Feedback from parents positive. Success criteria – met.</p>	<p>Will continue and look at raising the profile through taster sessions.</p>
<p>To improve self-esteem and well-being.</p>	<p>Counselling for individuals as required</p>	<p>Positive feedback from pupils and parents in most cases. Success criteria – met. Pupils were able to access learning in the classroom as a result of support given through counselling</p>	<p>Will continue offering counselling to pupils, parents and staff who request it.</p>



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Close the gap between PP and non-pupil in attainment and progress	Small group work for the teaching of Reading, Writing, Phonics and Maths for selected pupils to close the gap between them and their peers.	Varied success depending on intervention and consistency in delivery. Success criteria – partly met	Timetabling of space and TA availability. CPD for all staff. TAs to engage in lesson study for further professional development
To develop mathematical understanding, social skills and language development through Physical Activity.	MSP sports coaching	Some success in early years with development of mathematical understanding and language through PE activity. Success criteria – partly met.	Continue with MSP, develop skills and knowledge of own teachers in delivery PE.

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)

Total Budget Cost based on 2016 - 2017 financial year	Staffing	Resources & training	Other hired services/Uniform & trips
	£29898.00	£15077.00	£25670.00