



St Paul's CofE Primary School
 Penrose Street
 Walworth
 London SE17 3DT
 Tel: 020 7703 4896

Pupil Premium Strategy Statement 2017-18

St. Paul's C.E Primary School receives a Pupil Premium grant for each child who is entitled to receive Free School Meals or was entitled to during the last six years, and for any Looked After Children or children who have parents serving in the armed forces.

We are required to publish online information about how we have used the pupil premium grant.

If your child is eligible for free school meals because of your family income, please contact the office, in confidence, to register your child. Even if they have a free healthy lunch, or you do not want them to have a free school meal, please register your child, as this would mean that the school could claim Pupil Premium funding, that can be used to support your child.

Our local community is unique. Our families face many challenges, such as: housing and homelessness, access to public funds, mental health and well-being. A number of children have difficulties with speech and language – some because English is an additional language, others because they have specific difficulties. All of these issues impact on some of our pupils' ability to access the curriculum.

1. Summary Information					
School	St. Paul's C.E. Primary School				
Academic Year	2017-18	Total PP budget	£180,000	Date of most recent PP Review	September 2016
Total number of pupils	315	Number of pupils eligible for PP	141	Date for next internal review of this strategy	September 2017
		Amount per pupil	£1320		

2. Current Attainment		
Average	Pupils eligible for PP	Pupils no eligible for PP
% achieving expected + levels in reading	57%	69%
% achieving expected + levels in writing	54%	65%
% achieving expected + levels in maths	52%	76%
% making typical + progress in reading	65%	85%
% making typical + progress in writing	71%	81%
% making typical + progress in maths	75%	87%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Oral language skills and confidence in developing speech is lower for Pupil Premium pupils throughout the school, starting in EYFS, and continuing into KS1 and 2. This impacts on reading and writing attainment.
B.	Pupil Premium pupils are disproportionately represented on SEND Register (50% whereas the percentage of SEND pupils in the school as a whole is 23%. Several of these children have complex needs.
C.	Social, emotional and behavioural issues particularly affect Pupil Premium children, contributing to slower progress and lower attainment
External barriers (issues which require action outside school)	
D.	Pupil Premium children are disproportionately represented on our vulnerable pupils' register and persistence absence list
E.	Pupils with parents who as disengaged with the school, are more likely to be Pupil Premium children

4. Desired Outcomes

Desired outcomes and how they will be measured		Success Criteria
A.	Improved attainment in reading, writing and maths at Year 6	The gap in progress and attainment levels between Pupil Premium children and those not eligible for Pupil Premium will narrow
B.	Improved language and literacy skills will be apparent in EYFS GLD data and in Key Stage 1 data	Pupils eligible for Pupil Premium in EYFS and KS1 will make rapid progress to ensure they attain similar to non-Pupil Premium levels
C.	Improved behaviour and emotional resilience for targeted pupils	Fewer incidents will be recorded on the school system for Pupil Premium children
D.	Improved attendance levels, especially persistent absence	Persistent absence will be reduced

5. Planned expenditure

Academic Year	2017-18				
We aim to raise the attainment and achievement of Pupil Premium pupils to match that of all pupils in the school and nationally through:					
i) Quality teaching for all					
Desired outcome	Chosen action / approach	What is the rationale for this approach?	How will effective implementation be ensured?	Staff lead	When will implementation be reviewed?
Raise attainment in EYFS and KS1 in the teaching of phonics	Further training to be given to all staff in EYFS and KS1, to improve the delivery of phonics	Teaching and Learning Review has identified that improvements could be made in the delivery of phonics teaching. This will involve phase leaders requiring release time to monitor and develop staff involved in phonics teaching	Lesson observations Monitoring of plans Tracking progress of phonics	EYFS and KS1 phase leaders	Termly in Pupil Progress reviews
Raise attainment and enable rapid progress to be made in EYFS	Additional teaching assistants in EYFS	Children arrive at St. Paul's with low baseline scores. Extra support in the Early Years allows for a systematic programme of interventions to enable children to make rapid progress	Termly data Analysis of effectiveness of interventions	Inclusion Manager EYFS leader	Termly
Increase fluency and speed in mental arithmetic. Provide additional home/school support for subjects across the curriculum	MyMaths online programme Espresso is used to support subjects across the curriculum	Children who do not develop a good level of mathematical fluency have lower attainment than those that do. MyMaths provides on-line support that can be accessed from home. There is a MyMaths club weekly for those who cannot access this at home. Espresso provides stimulating materials to support learning	Teachers will check that children have been doing MyMaths homework. Teachers will be using Espresso to provide a variety of approaches to engage pupils through interactive approaches	Maths subject leader ICT leader	Termly at pupil progress meetings
Develop KS2 pupils' confidence in speaking and listening, and	Partnership with Blue Elephant Theatre	Prioritise developing St. Paul's pupils, so they can speak confidently and present	LKS2 perform termly at Blue Elephant Theatre	LKS2 Phase Leader Headteacher	Ongoing

especially in presenting themselves in public		themselves well. Drama is an ideal way of doing this, and Blue Elephant Theatre offer a bespoke programme to address this issue	Children have opportunities to speak publicly e.g. in collective worship, church services. This provides information to share with Blue Elephant Theatre to adapt the programme		Formal evaluation annually before setting the contract for the year
Total budget cost					£31,000

ii) Targeted support					
Desired outcome	Chosen action / approach	What is the rationale for this approach?	How will effective implementation be ensured?	Staff lead	When will implementation be reviewed?
Enable children in EYFS to make rapid progress in developing their speech and language skills	Train Teaching assistants to deliver BLAST intervention to those children that need it. Speech and Language Therapist to identify children with speech and language difficulties early	Pupils in EYFS typically have lower attainment in the areas of communication and language, reading, writing and maths, than in other areas. By boosting language development, reading and writing levels should also improve.	Rachel Belli to train selected teaching assistants to run the programme. Data will be used to ensure rapid progress in CLL is being achieved.	EYFS Phase Leader Inclusion Manager	Termly at pupil progress review meetings
Enable Pupil Premium pupils to make rapid progress in KS1, so that they start their school career with the best possible start	Dedicated teacher and teaching assistant in KS1 to work with Pupil Premium children	An accelerated start has proven successful in the past, where Pupil Premium progress and attainment has been similar or better than those not eligible	Marie Case leads the Pupil Premium team, monitoring regularly	Marie Case / Inclusion Manager	Termly at pupil progress meetings
Increase opportunities in KS2 for individualised support	Support staff have been trained in specific observations, including interventions in literacy, maths, speech and language and dyslexia	For Pupil Premium children who have made insufficient progress, or attaining at a lower level than expected, interventions provide a useful way to focus on specific skills, that will have an impact on their overall learning	Ongoing training and monitoring of interventions, including observations	Inclusion Manager	Termly at pupil progress After observations Through analysis of the effectiveness of interventions

Assist children with Speech and Language needs	Fortnightly speech and language therapy visits	Many of the children with speech and language difficulties are Pupil Premium children, and therefore extra Speech and Language time has been bought in	Inclusion Manager monitors the effectiveness of this intervention and liaises with our provider if changes need to be made	Inclusion Manager	Termly at data collection times – Inclusion Manager analyses effectiveness of interventions
Minimise the impact of emotional and behavioural barriers to learning	Stand Out Boys Project Play therapist	Many of our pupils who have social, emotional or behavioural barriers to learning are eligible for Pupil Premium. Providing specialist support for these pupils allows them to address some of the issues that are at the root of their behaviour	Inclusion Manager has regular weekly meetings with the play therapist. Stand Out Boys consultant sends weekly updates. Behavioural logs	Inclusion Manager Headteacher	Termly when intervention data has been analysed
Minimise the impact of emotional and behavioural barriers to learning	Learning Mentor	Pupil Premium pupils are more likely to suffer from social and emotional difficulties, which impact on their learning. The Learning Mentor provides a tier of support, below the play therapist	Data Behavioural logs	Inclusion Manager Learning Mentor	Termly
Enable all children to make progress in reading and writing	Dyslexia teacher	Several of our Pupil Premium children who have not made progress have now been diagnosed with dyslexia. Having a specialist teacher come in regularly has been a cost effective way of diagnosing those with dyslexia, and getting advice on the best interventions	Data Interventions analysis	Inclusion Manager	Termly
Total budget cost					£121, 035

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the rationale for this approach?	How will effective implementation be ensured?	Staff lead	When will implementation be reviewed?
Improve attendance for persistent absentees	Funding for Home School Liaison Officer	Persistent absence impacts on learning outcomes of children eligible for Pupil Premium funding. Part of the role of one member of staff is to track attendance, make contact with parents and work with the EWO	Regular tracking of absence rates Regular meetings with EWO	Donna Goodes	Fortnightly
All children to be able to participate fully in school life	Resources for equipment, free school uniform, free places in Breakfast and After School Clubs and other payments, such as reduction in school journey costs	It is a fundamental part of the inclusive ethos of St. Paul's School that no child is prevented from participating in school activities on the grounds of cost. We have also ring-fenced some places in Breakfast and After School Club for vulnerable families in need of this type of support	The relevant people who lead the activities manage the resources allocated to them. Discussions take place as to whether the resources are being taken up	Office staff After School Club and Breakfast Club leader	Ongoing
Total budget cost					£28,000

Review of expenditure
Previous Academic Year 2016-17

	Chosen action / approach	Estimated impact	Next steps Will this provision continue?
<p>i. Quality of Teaching For All Desired outcome: Develop public speaking skills in St. Paul's Pupils</p>	<p>Developing more opportunities for public speaking in school, such as church services, class assemblies, leading in assemblies. Blue Elephant Theatre to work specifically with Years 3 and 4 to develop this target</p>	<p>Pupils are becoming increasingly confident in speaking in public. Children perform confidently at Blue Elephant Theatre, having written their own plays. Individual children need more practice.</p>	<p>This provision is having the desired impact, and will continue.</p>
<p>ii. Targeted support Desired Outcome: Increasing learning time and individualising support in KS1</p>	<p>There has been an allocated teacher for Pupil Premium in KS1 who has a part-time teaching assistant to deliver one-to-one and small group interventions</p>	<p>This intervention has historically ensured that KS1 pupils make similar or better progress to their non-disadvantaged peers, and at times have attained even higher than the non-Pupil Premium group. This year, the data has not been as successful, mostly due to the level of SEND needs in this disadvantaged group.</p>	<p>The teaching has been rated highly effective in both school and local authority observations. This provision remains a good use of the Pupil Premium funding.</p>
<p>Increasing learning time and individualising support in Key Stage 2</p>	<p>Teaching Assistants were trained to deliver interventions. This was monitored regularly through observations, to improve the quality of the interventions. A member of staff was sent on training for Maths Counts, although left before the end of the academic year.</p>	<p>Interventions were becoming more effective later in the academic year, as the teaching assistants became more experienced in delivering the intervention that they were trained for. The maths interventions suffered as a result of the resignation of the staff member with expertise.</p>	<p>Teaching assistants will continue to focus on their specific intervention and develop their skills. Developing effective maths interventions is the priority for 2107-18.</p>
<p>Develop speech and language in the school</p>	<p>Expenditure on the Speech and Language Therapist was doubled on 2015-16, to allow the therapist to spend a greater amount of time with pupils who were not on EHC plans. This was continued in 2016-17</p>	<p>Pupils assessed by the speech and language therapist as needing intervention have been given programmes, led by trained teaching assistants. This is providing appropriate support for children who have</p>	<p>This will continue. However, our provider has failed to replace a speech and language therapist who has left, and we are in the process of changing providers.</p>

		difficulties with semantic and structural aspects of English.	
Minimise the impact of emotional and behavioural barriers to learning	As well as a strong whole school focus on behaviour in 2016-17, we employed an organisation called Stand Out Boys and a psychotherapist to work with children who have challenging or worrying behaviours.	Over the year, we refined the type of child who would most benefit from psychotherapy, and this is now having a greater impact. The impact of using Stand Out Boys in the Early Years is having an impact on the behaviour coming through the school from the Early Years.	These interventions are helping us manage the incidence of challenging behaviour, which is gradually reducing, and giving expert emotional support to children whose needs exceed the remit of our Learning Mentor.
Meet the needs of Pupil Premium children with special educational needs	Several of our disadvantaged pupils have special educational needs as well. Therefore money has been set aside for literacy interventions, and also the services of a specialist dyslexia teacher.	The dyslexia teacher has found a number of our Pupil Premium as having dyslexia, as well as providing expert next steps to classteachers and parents, whether the child has dyslexia or not. She has also provided training for teaching and support staff on dyslexia.	The specialist dyslexia teacher has provided expert information to inform our planning and interventions of pupils with reading difficulties. This is a key part of our strategy to help Pupil Premium children with special needs progress more rapidly.
iii Other approaches Desired outcome: Improve attendance for persistent absentees	Many of our persistent absentees are disadvantaged. We employ a Home School Liaison Officer to check on reasons for absence, and work with parents who are not sending their children into school regularly	Persistent absence did not improve this year, but this was partly because we lost our Educational Welfare Officer halfway through the year. This has now been rectified.	We will be working with our new EWO to take effective action against families who are not ensuring regular attendance. The HSLO will continue to collect the data to provide evidence for effective action.
Ensure all pupils can participate fully in all aspects of school life	Funding was made available to ensure that all children can participate in activities both inside and outside the school day.	Children have been able to attend Breakfast Club and After School Club, be in full school uniform and have school trips and other expenses paid for.	We will continue to help fund disadvantaged pupils where there is a genuine need.