

# STAMFORD ST GILBERT'S CHURCH OF ENGLAND PRIMARY SCHOOL

## PUPIL PREMIUM STRATEGY



1. Summary information					
Academic Year	2017/2018	Total PP budget	£45,761.66	Actual Spent	66,665.47
Total number of pupils	307	Number of pupils eligible for PP	35	Date for next internal review of this strategy	August 2018

2.	3.	4. Current attainment			
<b>Attainment for: 2017-2018 (9 pupils)</b>		<i>Pupils eligible for PP (your school EXS+)</i>	<i>Pupils eligible for PP (your school GDS)</i>	<i>Pupils not eligible for PP national Y6 EXS+)</i>	<i>Pupils not eligible for PP national Y6 GDS)</i>
% achieving expected standard or above in reading, writing and maths		56%	0	70%	12%
% achieving expected standard or above in reading		67%	44%	80%	33%
% achieving expected standard or above in writing		67%	22%	83%	24%
% achieving expected standard or above in maths (8 pupils)		56%	33%	81%	28%

**Recommendation 1:**

Develop effective use of Assessment for Learning within and beyond lessons (assess, plan, do, review).

**Recommendation 2:**

Ensure pupil progress information and data informs teaching and learning that is sharply focused on the specific learning needs of pupils. PP Profiles should be consistently detailed to support pupils learning in class and through targeted interventions.

**Recommendation 3:**

In-class provision and additional interventions for PP pupils should be built into a rigorous monitoring programme, which is specified within the school's established monitoring and evaluation schedule. Governors should also build focused PP monitoring visits / meetings into their termly schedule.

**Recommendation 4:**

Utilise the skills and experience of TAs to support differentiated learning / targeted teaching that closely meets the precise learning needs of pupils.

Strategy/Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
Key stage Leaders to complete triangulation activities over the full term and monitor learning every week in lessons.	<ul style="list-style-type: none"> <li>Teacher talk is reduced at the beginning of lessons ensuring children have more learning time.</li> <li>Teachers use mini-plenaries to move learning on during lessons and also respond directly to the needs of pupils within lessons</li> <li>Lessons and pupil directed teaching is differentiated according to need and demonstrates and impact on progress over time</li> <li>Feedback ensures an impact on learning and is followed up in future lessons or through individual intervention and ultimately showing evidential impact on learning.</li> </ul>	All classes on a three week cycle from September 2017	CR/HH	£42,843 which supports enhanced teaching and learning opportunities for pupils and supports Leadership and Management in raising standards
PPPs are data driven to ensure teaching is more precise on the individual needs of learners	<ul style="list-style-type: none"> <li>Best practice PPP's are used to develop the practice of others</li> <li>Key Stage Leaders monitor PPPs once every short term to ensure they are reflect pupil needs and an impact on progress over time</li> <li>Monitoring schedule is in place</li> <li>KSL reports to SLT demonstrate a measurable impact on progress and attainment of PPG pupils</li> <li>Governors monitor progress against priorities on a termly basis</li> <li>Additional support is driven through detailed gaps analysis which inform diminishes the difference between PPP and those non PPP in school and non-disadvantaged pupils nationally.</li> </ul>	<i>At the end of each short term 2017-2018</i>	TA's CR HH	

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#### Review and impact

Actions led to disadvantaged pupils at the end of KS2 achieving above the national average for those who are non-disadvantaged nationally. Attainment of PPG pupils submitted to Governance and monitoring programme is in place. Gaps analysis completed for pupils to ensure more specific targeting.

Scores for those considered disadvantaged significantly improved in the last year for the pupils at the end of KS2.

	2016	2017	2018	National
Reading	-2.5	-2.5	+2.53	0.31
Writing	-4.92	-5.2	+0.54	0.24
Maths	-2.53	-2	+0.96	0.31

Key Stage leaders continue to review PPPs and discussions over the areas for attention are completed. Progress of PPG pupils discussed during PPMs are further support and challenge discussed.

All PPG pupils qualified in Phonics Screening Check in Y1 and in Y2. Results at the end Y2 demonstrate smarter targeting for some pupils is required in Reading and writing in order to close the gap.

The areas for targeting are to continue as part of on-going development of teaching and learning.

Skills and experience of all staff contribute to more children achieving typical progress in all year groups	<ul style="list-style-type: none"> <li>TA's continue to ensure they develop the independence of all PPG pupils providing the least amount of help first</li> <li>Ensure their questioning is differentiated</li> </ul>	All classes on a three week cycle from September 2017	CR/HH	
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#### Review and impact

TAs have completed Lesson Studies and professional discussions to develop their practice – training continues in prompting, clueing and scaffolding to support teacher learning and observations by SLT demonstrated some improved practice. However, this is area will continue to ensure embedded practice.