

**St Nicholas**<sup>CE</sup>

First School

learning and believing, growing and achieving



**Pupil Premium  
Strategy  
2018-2019**

## Pupil Premium Pupil Progress Summary

<b>Pupil Premium Pupil Progress At Key Points In School (end of EYFS, KS1 and Y4)</b>	<b>Academic year</b>	<b>R</b>	<b>Year 2</b>	<b>Year 4</b>
% making expected progress in Reading	<b>2015-2016</b>	100	80	92
	<b>2016-2017</b>	17	50	77
	<b>2017-2018</b>	0	86	100
% making better than expected progress in Reading	<b>2015-2016</b>	0	20	0
	<b>2016-2017</b>	67	50	15
	<b>2018-2018</b>	100	14	25
% making expected progress in Writing	<b>2015-2016</b>	100	80	100
	<b>2016-2017</b>	33	83	85
	<b>2017-2018</b>	0	86	75
% making better than expected progress in Writing	<b>2015-2016</b>	29	20	15
	<b>2016-2017</b>	17	17	8
	<b>2017-2018</b>	100	29	25
% making expected progress in Maths	<b>2015-2016</b>	86	60	100
	<b>2016-2017</b>	84	67	85
	<b>2017-2018</b>	0	86	63
% making better than expected progress in Maths	<b>2015-2016</b>	0	20	8
	<b>2016-2017</b>	17	33	8
	<b>2017-2018</b>	100	0	25

### Pupil Premium Attainment in Phonic Screen

Academic Year	Year 1	Year 2 Retakes
	(National Pupil Premium pupils)	
2013-2014	40 (63)	
2014-2015	86 (66)	91 (84)
2015-2016	71 (70)	86 (86)
2016-2017	86 (68)	100 ( )
2017-2018	83	100

### Validated Attainment Information

#### Pupil Premium Attainment for the end of EYFS at Age Related Expectations

Expected or above	Good Level Of Development	Reading	Writing	Number	Shape Space Measure
2014-2015	86	86	100	100	100
2015-2016	71	71	71	71	86
2016-2017	67	67	67	67	17
2017-2018	67	67	67	67	67

#### Pupil Premium Attainment for the end of EYFS above Age Related Expectations

Exceeding	Reading	Writing	Number	Shape Space Measure
2014-2015	0	0	14	0
2015-2016	14	14	14	14
2016-2017	50	33	33	50
2017-2018	0	0	0	0

**Pupil Premium Attainment for the end of KS1 (RAISE Online National) at Age Related Expectations**

	All Subjects Combined	Reading	Writing	Maths
2014-2015 Level 2b+	55	91	55	73
2015-2016 EXS+	29	71 (78)	43 (70)	57 (77)
2016-2017 EXS+	44	78	44	78
2017-2018 EXS+	71	86	71	71

**Pupil Premium Attainment for the end of KS1 (RAISE Online National) above Age Related Expectations**

	All Subjects Combined	Reading	Writing	Maths
2014-2015 Level 2a+	36	55	36	64
2015-2016 GDS	0	0 (27)	0 (16)	0 (20)
2016-2017 GDS	0	11	0	11
2017-2018 GDS	0	29	14	14

**Internally moderated and externally moderated with Codsall Local Area Schools Partnership Schools Pupil Premium Attainment for the end of Y4 at Age Related Expectations**

	Reading	Writing	Maths
2014-2015 Level 3b+	100	88	75
2015-2016 4 Secure +	54	46	45
2016-2017 4 Secure +	53	46	46
2017-2014 \$ Secure +	63	63	38

**Internally moderated and externally moderated with Codsall Local Area Schools Partnership Schools Pupil Premium Attainment for the end of Y4 at Above Age Related Expectations**

	Reading	Writing	Maths
2014-2015 Level 3a+	50	38	25
2015-2016 4 Mastering +	0	0	0
2016-2017 4 Mastering +	15	8	0
2017-2018 4 Mastering +	0	0	13

Desired Outcomes to be reviewed July 2018

Improve attainment in writing  
 Sustain and further improve attainment in Phonic Screen  
 Support and challenge those Pupil Premium pupils who are capable to reach GDS at KS1.  
 Improve and increase the access to opportunities that enrich learning for pupils.  
 Ensure consistently excellent attitudes towards learning.  
 Provide opportunities for additional support through first line teaching from a qualified teacher as a top up as opposed to an instead of.

PPG Spending By Key Strategies				
Barriers to Future Attainment	Brief Summary of Intervention and Action	Cost	Is this a new strategy or a successful strategy that is being continued?	Sutton Trust Evidence Rationale
<b>RAISE Achievement – Improve the attainment in Writing throughout KS1 and 2.</b>				
Low attainment baselines for identified pupils on entry to school.	<b>Raising attainment</b> Leaders to improve the quality of first teaching through impact focused monitoring, sharing of practice and research into the most effective interventions.	£2516	Continued	+8 months
	<b>Early Identification</b> Teachers and all staff identify at the earliest possible opportunity pupils at risk of not reaching ARE and making at least expected progress. As such actions are then swiftly taken to address this.		Continued	+3 months
	<b>Progress in writing</b> Secure improvements in the teaching of Writing, providing increased opportunities to write in meaningful contexts for children.	£2700	New	+5 months
	<b>Inclusion</b> Rigorously track, monitor and evaluate the progress and subsequent attainment of targeted disadvantaged pupils. Provide intensive teaching support and coaching for identified vulnerable pupils and LAC pupils.	£2700	Continued	+3 months
<b>Access – Improve the access to opportunities that enrich learning</b>				
A literacy rich environment supports proficiency in language and engages pupils who are at the earliest stages of development in writing.	<b>Academic Language Development</b> Improved access to the outdoor area to enhance opportunities for language development and linked physical skills. Children who are not naturally switched on to write become so as a result of the stimulating, engaging, writing environment that is provided and planned for outdoors.	£7676	Continued but with a renewed focus	+4 months

Learning opportunities that impact on achievement and wider development	<b>Curriculum Enrichment Enhancement Activities</b> Funding allocated towards a wide range of targeted educational visits and activities: <ul style="list-style-type: none"> <li>attendance at clubs</li> <li>workshops</li> <li>educational visits</li> <li>Year 4 overnight residential</li> </ul>	£4000	Continued	+2 months
<b>Attitudes – Excellent attitudes to learning</b>				
Gaps in knowledge, skills and understanding are addressed within a lesson.	<b>Full morning Maths and English Support for every class.</b> Increase support staff in KS2 by 2 0.5 Teaching Assistants in order to deliver interventions within lessons to support the high quality first teaching.		New	+3 months
	<b>1:1 intensive support for targeted Year 3 and 4 pupils</b> 1:1 Reading and Writing focused interventions are delivered by well trained staff for identified pupils	£6758	New	+ 5 months
An active attitude to learning is fostered.	<b>Small group support for pupils in Year 2</b>	£9902	Continued but newly focused	+4 months
	<b>Small group support for pupils in Year 1</b> Targeted phonic interventions are delivered across the school.		Continued	+4 months
<b>Aspirations – Interventions for all pupils</b>				
Collective responsibility and ownership for learning	<b>Parental Involvement</b> Develop and establish excellent relationships within Nursery to increase access to education, resources and support mechanisms for youngest pupils.	£1306	New	+3 months
	<b>Improve attendance</b> Targeting of families at risk because of poor attendance and punctuality.	Factored into School Admin Role	Continued	+4 months
	<b>Explicit Target Setting and Feedback</b> Raised expectations on all pupils to make progress and reach the highest goals. Teacher marking and feedback supports pupils to make gains in learning quickly. Improved culture of responsibility for work produced and buy in to school life.	£2516	Continued	+8 months

***Sutton Trust Teaching and Learning Toolkit is a summary of educational research which provides guidance for schools on how to use their resources to improve the attainment of disadvantaged pupils. At St Nicholas CE First School, we have used this analysis to support our selection of key strategies to best support our pupils.***

Targets for 2018-2019		
EYFS	ARE Expectations	Above ARE Expectations
Reading	50	25
Writing	50	13
Number	50	25

Targets for 2018-2019		
Year 2	ARE Expectations	Above ARE Expectations
Reading	71	25
Writing	58	13
Number	71	25

Targets for 2018-2019		
Year 4	ARE Expectations	Above ARE Expectations
Reading	60	20
Writing	40	0
Maths	60	20