



# Pupil Premium Strategy 2017-2018: St Helen Auckland Community Primary School



The Pupil Premium is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families, and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more and for children who have been adopted from care. In 2013, funding was extended to include pupils who have been eligible for free school meals within the past 6 years. It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, schools are to be held accountable for how they have used the additional funding to support pupils.

Pupil Premium Funding - Overview	
2013-2014	£67,000
2014-2015	£102,700
2015-2016	£100,900
2016-2017	£84,160 (FS2-Y6) £4,275 (EYFS)
2017-2018	£94,020 (FS2-Y6) £3,021(EYFS)

1. Summary Information					
School	St Helen Auckland Community Primary School				
Academic Year	2017/2018	Total PP budget	£97,041	Date of most recent PP Review	September 2017
Total number of pupils	160	Number of pupils eligible for PP	71 children + 1 service 72	Date for PP Strategy Review	January 2018 April 2018 July 2018
		Early Years Pupil Premium	£302.10 per child = £3,021.00		

Percentage of FSM Pupils  
Deprivation Indicator

School: 45%  
School: 0.29

National: 24.1%  
National: 0.21

2. Attainment		
	Pupils eligible for PP	Pupils not eligible for PP
<b>2017 Year 1 Phonics</b>		
% achieving expected standard in phonics by the end of Year 1	75%	83%
<b>2017 KS1 SATs</b>		
% achieving at least expected standard in reading	83%	93%

% achieving at least expected standard in writing	67%	93%
% achieving at least expected standard in maths	83%	100%
<b>2017 KS2 SATs</b>		
% achieving the expected standard or above in reading, writing and maths	27%	67%
% achieving at least expected standard in reading	36%	67%
% achieving at least expected standard in writing	82%	100%
% achieving at least expected standard in maths	67%	87%

### 3. Barriers to future attainment (for pupils eligible for PP including higher ability)

#### In-school barriers

A.	Low levels on entry of PP pupils, particularly in communication, literacy and language.
B.	Progress of lower ability pupils who are eligible for PP making less than expected progress.
C.	Low levels of resilience for some pupils (including those eligible for PP)
D.	High number of PP pupils also have SEND including ASD, ADHD, Learning difficulties, mental health and attachment needs which impacts upon academic progress
E.	Behavioural issues for a small group of pupils (mostly eligible for PP) are having a detrimental effect on their academic progress.

#### External barriers

F.	Safeguarding concerns. Unsettled family arrangements leading to social and emotional difficulties affecting learning.
G.	Attendance of a small number of PP eligible pupils; attendance needs to be tracked and interventions in place to maintain school's achievements.
H.	High level of deprivation – ability for some families to afford extra enrichment activities.
I.	Parenting capacity: lack of routine, sleep, food and homework

### 4. Desired Outcomes

	Outcomes	Success Criteria
A.	Improve basic Literacy skills/ oral language skills for pupils eligible for PP in FS2 to impact positively on writing and GLD.	Pupils eligible for PP in FS2 to make rapid progress by the end of the year so that they meet age related expectations, particularly in reading and writing.
B.	Improve rates of progress for low attaining pupils eligible for PP in KS1 and KS2 to impact on reading, writing and mathematics across school.	Pupils eligible for PP in KS1 and KS2 make rapid progress by the end of the year to meet age related expectations or close the gap further before end of Key Stage.
C.	Levels of resilience and independence are improved in pupils eligible for PP, supported through Learning Powers and Growth Mindset approach.	The resilience and motivation of pupils eligible for PP in learning situations will be improved. Attainment and progress for these (and other) pupils is improved.
D.	Ambitious progress for SEND pupils, identified against individual learning pathways. Staff further equipped to enhance progress of pupils with SEND. Address social, emotional and mental health issues through nurture groups and therapeutic interventions, 1:1 and small group support and family intervention by PSA.	Termly review/ Parent and Pupil SEND reviews/ school assessment tracking will show good progress. Pupils more able and better equipped with strategies to change and control their behaviours/ responses to situations.

		Pupils with SEND eligible for PP across school will make progress to meet expectations, or close the gap further before the end of Key Stage.
E.	Behavioural issues of small group of pupils across school are addressed.	Fewer behaviour incidents recorded for these pupils on school systems impacting positively on progress and attitudes.
F.	Safeguarding concerns addressed effectively to ensure pupils' needs are met. Support given to pupils and their families via social services involvement, Learning Mentor, TAFs, SEND and PSA.	Addressing safeguarding concerns and support for families will lead to more emotionally and behaviourally settled PP pupils, having their basic needs met, concentrating and making progress.
G.	Increased attendance and punctuality for pupils eligible for PP.	Ensure number of persistent absentees among pupils eligible for PP. Improve overall PP attendance in line with national expectations.
H.	Parents and carers more able to access support. Low income not to be a barrier to enrichment activities within the curriculum.	Access to outside/ enrichment activities. Parents/ carers will know how to access additional support.
I.	Encourage parents/ carers in offering support in relation to home/school liaison. Increased number of parent workshops and family learning opportunities implemented throughout the school year.	No child will be disadvantaged through financial hardship or lack of parental support.

## 5. Planned expenditure

Academic year

**2017/2018**

The three headings below enable schools to demonstrate how they are using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality 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?
A. Improved communication, language and literacy skills in Early Years.	Continued development of Early Years' indoor and outdoor learning environment.	High quality activities to promote team work, problem solving and turn taking. Pupils are engaged by sand and water play and role play. Signage and labelling create a language rich environment.	Early Years Lead to monitor and report back at SLT meetings.  Link Governor visits  Learning walks  Governors to monitor improvement alongside EY lead.	Early Years' Lead	January 2018  Observations and discussions with Early Years lead to assess provision. Further opportunities for creating language rich environment identified. Regular observations undertaken by SENCO. Children identified for additional support. Referrals to outside

	<p>Additional support for identified children/small groups.</p> <p>Daily, structured, teaching of synthetic phonics.</p> <p>Maths, Literacy and SEND resources to provide support for pupils within lessons</p>	<p>Additional staff in Early years will give greater flexibility with groupings and 1:1 support as required during learning situations. Children make more progress when they are supported 'in the moment', which requires additional staffing.</p> <p>Resources selected using evidence of effectiveness historically in school.</p>	<p>Enhanced impact of TA's through classroom observations, pupil progress meeting and tracking progress.</p> <p>SENCO observations of additional support/ pupil needs.</p> <p>Monitoring through observations</p>	<p>Early Years' Lead Headteacher SENCO</p> <p>Early Years' Lead Headteacher SENCO</p>	<p>agencies and applications for additional funding made. Observations identified daily teaching of structured phonics sessions.</p> <p>April 2018 Governor Learning walk identified improvements in Early Years provision. Continued monitoring by Early Years Lead and SENCO to assess impact of additional support and resources to support pupil progress</p> <p>July 2018 Further children identified for Early Years funding identified and application made. Collaboration between FS1 and FS2 to ensure continuity. Observations of phonics teaching identified structure.</p>
<p>B. Higher rates of progress across KS1 and KS2 for low attaining pupils eligible for PP.</p>	<p>Qualified teaching assistants to support children/small groups/ specific SEND pupils. (£19,801.00)</p> <p>Staff CPD – SLA with English and Maths consultants</p>	<p>Pupils need concrete learning experiences to support theoretical understanding and develop deeper thinking.</p> <p>Disadvantaged pupils benefit from good quality programmes</p>	<p>Pupil Progress meetings/ Tracking/ Lesson observations/ Book scrutiny/ Pupil Consultations</p> <p>Governor Monitoring</p>	<p>Curriculum Lead Headteacher Deputy Headteacher SENCO</p>	<p>January 2018 Moderation by Local Authority initiated and staff have completed CDP with English and Maths consultants. Internal moderation, observations, pupil progress meetings, work scrutiny, pupil</p>

	<p>Attendance at LA training sessions</p> <p>Moderation with two neighbouring schools.</p> <p>Moderation by Local Authority.</p> <p>Learning Resources Maths, Literacy and SEND resources to provide support for pupils within lessons</p> <p>KS2 Booster Support for Year 6 children in preparation for SATs – intervention for accelerated learning before SATs.</p>	<p>with strong educational components</p> <p>Resources selected specifically to engage target group</p> <p>Sutton Trust Pupil Premium Research: Small Group Tuition: +4 months Stretch and encouragement for PP pupils to ensure they can achieve expected and higher attainment standards.</p>	<p>Cross-school moderation of writing and maths</p> <p>Monitoring by Curriculum lead</p> <p>Whole Staff CPD</p>		<p>consultations and data analysis completed by SMT and staff</p> <p>April 2018 Monitoring meetings held with Governors to identify progress. Internal moderation, observations, work scrutiny, pupil progress meetings and data analysis completed by SMT and staff. Year 6 Booster Interventions have taken place to support pupils' preparation for SATs. Curriculum Lead to begin regular monitoring of Curriculum planning.</p> <p>July 2018 Moderation meetings held with other local schools to ensure continuity. Moderation by Local Authority in FS2 and Year 6 confirmed Teacher Assessments were accurate.</p>
<p>C. Increased levels of resilience and independence are improved in pupils eligible for PP.</p>	<p>CPD on Growth Mindset training</p> <p>Learning powers underpin ethos within school</p> <p>Relevant resources provided to support this</p>	<p>Evidence shows that by promoting a growth mindset, children's academic performance is enhanced.</p> <p>Children are given regular opportunities to reflect upon, evaluate</p>	<p>Pupil consultations and feedback</p> <p>Staff evaluations</p> <p>Centre Evaluations</p>	<p>Headteacher</p> <p>Wellbeing Lead</p> <p>Centre staff</p>	<p>January 2018 Staff completed CPD training about Growth Mindset and Resilience and applying this to daily teaching. Learning Powers revisited, identifying how these underpin teaching and</p>

	<p>ethos and information disseminated to staff through staff meetings</p> <p>Whole School teaching of TALKABOUT programme to promote independence, self esteem and resilience.</p> <p>Centre programmes to develop resilience (£2,000.00)</p>	<p>and talk about their learning so that they know their strengths; what they need to improve and have the strategies and resilience to do so.</p>			<p>learning. Staff follow TalkAbout programme delivered through SEAL curriculum to promote independence, self esteem and resilience. Specific children chosen to attend programmes at the Centre to develop resilience and self-esteem.</p> <p>April 2018 Staff continue to follow TalkAbout programme delivered through SEAL curriculum to promote independence, self esteem and resilience. Specific children chosen to attend programmes at the Centre to develop resilience and self-esteem.</p> <p>July 2018 Evaluation of TalkAbout programme identified improvements in independence, self-esteem and resilience throughout FS2, KS1 and KS2. Children have continued to attend programmes at The Centre to develop self-esteem and resilience.</p>
<b>Total budgeted cost</b>					<b>£21,801.00</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D. Ambitious progress for SEND pupils, identified against individual pathways.	<p>A detailed intervention programme delivered by qualified teaching assistants including:</p> <ul style="list-style-type: none"> <li>- Fine motor</li> <li>- Gross motor</li> <li>- Speech and language</li> <li>- Memory skills</li> <li>- Catch Up</li> <li>- Visual perception</li> </ul> <p>Pupils receive regular timetabled interventions each week</p>	<p>We want to provide extra support to enable rapid progress and for pupils to catch up. Small group and 1:1 interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence such as the EEF Toolkit.</p>	<p>SMT to oversee all provision for PP and non PP pupils. Timetables and interventions monitored and target pupils regularly reviewed to ensure focus and impact.</p> <p>SENCO to monitor progress of SEND/PP pupils.</p> <p>PP pupils clearly indicated on tracking records.</p>	<p>Headteacher Deputy Headteacher SENCO</p>	<p>January 2018 Children identified to complete interventions to support specific needs. Impact of interventions monitored by SENCO and support staff. All SEND and PP children clearly identified on ST and MT planning, assessment trackers and intervention records. Progress of SEND and PP children monitored by DHT and SENCO. Meetings with staff to discuss progress made.</p> <p>April 2018 Children identified to complete interventions to support areas of difficulty. Impact of interventions monitored by SENCO and support staff. All SEND and PP children clearly identified on ST and MT planning, assessment trackers and intervention records. Progress of SEND</p>

<p>Address social, emotional and mental health issues through nurture groups and therapeutic interventions, 1:1 and small group support and family intervention by PSA.</p>	<p>Therapeutic interventions delivered by qualified staff including:</p> <ul style="list-style-type: none"> <li>- Draw and talk therapy</li> <li>- Lego Therapy</li> <li>- Sensory activities</li> <li>- Self-esteem and friendship groups.</li> </ul> <p>(£21,000.00)</p> <p>To maintain part time Parent Support advisor Post to support our most vulnerable pupils and their families. (£8,500.00)</p>	<p>Pupils will learn most effectively and make most progress when other issues have been addressed which otherwise may form a significant barrier to learning.</p>	<p>PSA to report termly to Governors.</p> <p>PSA to monitor and feedback to Headteacher</p>	<p>Headteacher PSA</p>	<p>and PP children monitored by DHT and SENCO. Meetings with staff to discuss progress made.</p> <p>July 2018</p> <p>Progress of SEND children monitored throughout the year by SENCO and DHT. Case Studies created to show development of SEND children in each year group. Discussions with TA's identified successes and areas for further development for interventions.</p> <p>January 2018</p> <p>Children identified to complete therapeutic interventions to support specific needs. Impact of interventions monitored by SENCO and support staff. PSA and Learning Mentor working with designated families/ children to support identified needs. Children referred to Centre programmes to promote self-esteem, resilience, wellbeing and emotions.</p> <p>April 2018</p> <p>Further children targeted to complete therapeutic</p>
---	---	--	---	----------------------------	--

	<p>To maintain Learning Mentor Post to support needs of most vulnerable pupils. (£6,790.00)</p> <p>Centre programmes to provide interventions for wellbeing, nurture and self-esteem as well as bespoke work where needed. (£2,000.00)</p>				<p>interventions with Learning Mentor to support identified needs. Impact of interventions monitored by SENCO and support staff. PSA and Learning Mentor working with designated families/ children to support identified needs. Children referred to Centre programmes to promote self-esteem, resilience, wellbeing and emotions.</p> <p>July 2018</p> <p>Children identified to work with Learning Mentor to support needs. Impact of interventions monitored by SENCO and support staff. PSA and Learning Mentor working with designated families/ children to support needs. Children referred to Centre programmes to promote self-esteem, resilience, wellbeing and emotions.</p>
<b>Total budgeted cost</b>					<b>£38,290.00</b>

**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?
<p>E. Behavioural issues of small group of pupils across school are addressed.</p>	<p>Identify targeted behaviour intervention for identified students.</p> <p>Engage with parents before interventions begin.</p> <p>Identify additional support or advice needed for specific behavioural difficulties</p> <p>Continue to develop restorative approaches and focus on positive behaviours.</p> <p>Centre interventions focussed on behaviours and to be used for inclusion where needed. (£2,000.00)</p> <p>Learning Mentor to provide focussed interventions to help children recognise and manage their behaviours and emotions. (£4,500.00)</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p>	<p>Ensure identification of targeted pupils is fair, transparent and properly recorded.</p> <p>Monitor behaviour and whether improvements in behaviour translate into improved attainment.</p> <p>SENCO observations, meetings with parents and discussions with teachers. Referrals made to outside agencies where needed.</p>	<p>Headteacher SENCO</p>	<p>January 2018 Referrals made to EWEL team and Behaviour panel where needed to support behavioural and emotional needs of identified children. Restorative approaches used by all staff. De-escalation techniques revisited through staff meetings. Strong links between school and families formed to support needs and behaviours of specific children.</p> <p>April 2018 Referrals made to outside agencies for further support and recommendations for identified children. SENCO completing regular observations and discussions with staff to identify concerns and monitor impact of strategies implemented. Learning Mentor working with targeted children to help recognise emotions and behavioural responses.</p>

					<p>July 2018</p> <p>Referrals made to outside agencies for further support and recommendations for identified children. Children presented at behaviour panel. SENCO has completed regular observations and discussions with staff to identify concerns and monitor impact of strategies implemented. Learning Mentor working to help children to recognise emotions and behavioural responses.</p>
<p>F. Safeguarding concerns addressed effectively to ensure pupils' needs are met. Support given to pupils and their families via social services involvement, Learning Mentor, TAFs, SEND and PSA.</p>	<p>PSA to provide support and advice to parents; liaise with other agencies and to attend TAF meetings. (£3,150.00)</p> <p>Learning Mentor to provide support and intervention for pupils needing targeted work (£2,500.00)</p> <p>To embed CPOMS into school's daily life; supporting with recording on safeguarding, attendance, incidents with pupils/parents as</p>	<p>Families need support for social and emotional issues – their own and that of their children.</p> <p>School PSA has provided excellent support for families, working towards more positive outcomes.</p> <p>Additional support and concerns can be quickly identified at actions can be taken, e.g. meetings with parents, referrals to outside agencies.</p>	<p>Effective communication with SMT and between staff</p> <p>Use of CPOMS</p> <p>Effective monitoring by Headteacher and SMT through pupil progress meetings, tracking progress and classroom observations</p> <p>Safeguarding meetings – conferences, looked after reviews, TAF meetings</p> <p>End of year results</p>	<p>Headteacher SENCO PSA Designated Safeguarding leads</p>	<p>January 2018</p> <p>CPOMS introduced to staff and is now embedded into school practise. SENCO working with several families to support additional needs of children. Referrals made to outside agencies for advice when needed. PSA and Safeguarding leads deal with safeguarding concerns quickly and effectively. PSA and Learning Mentor working to support designated families/ children.</p>

	<p>well as recording SEND information and contact with outside agencies.</p> <p>SENCO to provide support to parents of pupils with additional needs, referring to outside agencies where necessary.</p>				<p>April 2018 CPOMS continues to be embedded into normal school practise. SENCO working with several families to support additional needs of children. Referrals made to outside agencies for advice when needed. PSA and Safeguarding leads deal with safeguarding concerns quickly and effectively. PSA and Learning Mentor continue to work to support designated families/ children.</p> <p>July 2018 Safeguarding Audit identified areas for development which have been completed by SMT. Safeguarding concerns continue to be dealt with quickly and appropriately. PSA, Learning Mentor and SENCO continue to work effectively to support parents and children.</p>
G. Increased attendance and punctuality for pupils eligible for PP.	PSA with responsibility for targeting specific families where attendance rates are poor. Offering support and referring as	We cannot improve attainment for children if they are not attending school. NFER briefing for school leaders identifies addressing	PSA will liaise with Headteacher, SMT and Governors to report termly on impact and progress	PSA	<p>January 2018 PSA working with persistent absentee families to improve attendance. Termly attendance reports sent</p>

	appropriate to outside agencies (£3,000.00)	attendance as a key step.			<p>home. School rewards linked to attendance.</p> <p>April 2018 Improvement in overall school attendance. Identified children and families supported by PSA to increase attendance. Attendance reported to Headteacher and Governors.</p> <p>July 2018 Fall in attendance identified. Persistent absentees continue to be supported by PSA to improve attendance. Reminder letters sent to all parents to re-iterate about expected attendance levels.</p>
H. Parents and carers more able to access support. Low income not to be a barrier to enrichment activities within the curriculum.	<p>All year groups to have half-termly visits to enhance the curriculum and provide real life experiences beyond the classroom (£18,800.00)</p> <p>PSA to work with families who need to access additional support (£3,000.00)</p>	We wish to remove financial constraints to enable all our pupils, including those eligible for pupil premium funding, to experience opportunities beyond the classroom.	<p>All staff to complete evaluation of visits made and impact on children's learning and understanding and value for money.</p> <p>Curriculum Lead to identify particular visits/visitors to support classroom topics.</p>	Headteacher Curriculum Lead PSA	<p>January 2018 Half-termly visits or visitors organised by class-teachers to enhance real-life experiences of children. PSA to support identified families to access additional support where needed.</p> <p>April 2018 Educational visits and visitors organised by class-teachers to support curriculum teaching and to provide</p>

					<p>enrichment experiences for children. PSA to support identified families to access additional support.</p> <p>July 2018 Educational visits and visitors organised by class-teachers to support curriculum teaching and to provide real-life experiences for children. PSA continues to support identified families to access support.</p>
<p>I. Encourage parents/ carers in offering support in relation to home/school liaison. Increased number of parent workshops and family learning opportunities implemented throughout the school year.</p>	<p>Regular opportunities for parents/ carers to come in to school, including:</p> <ul style="list-style-type: none"> <li>- Celebration events</li> <li>- Parents meetings</li> <li>- Class presentations</li> <li>- Parent workshops</li> <li>- Special assemblies</li> <li>- Family learning activities</li> </ul>	<p>Increased Parental Engagement will allow parents a greater understanding of what their children are learning and provide greater collaboration and communication between home and school.</p> <p>Parents will feel more confident about supporting their child with homework</p>	<p>Curriculum Lead and PSA to organise and evaluate parent workshop events organised.</p> <p>Termly meetings with parents organised by class teachers, in collaboration with the children, to share learning and further opportunities for support at home.</p>	<p>Headteacher Curriculum Lead PSA</p>	<p>January 2018 Parents attending termly parents' meetings, celebration events and SEND meetings for their children. Workshop organised for parents by Curriculum Lead.</p> <p>April 2018 Family learning courses organised by PSA and completed in school. Parents continue to attend termly parents' meetings, celebration events and SEND meetings for their children.</p> <p>July 2018 Parents attending termly parents'</p>

					meetings, celebration events and SEND meetings for their children. Parents have supported Year 6 in the Race For Life.
<b>Total budgeted cost</b>					<b>£36,950.00</b>

<b>Total Pupil Premium Spend</b>					<b>£97,041.00</b>
----------------------------------	--	--	--	--	-------------------