

Charles Saer Community Primary School Pupil Premium Strategy 2017/18

Context of School

Charles Saer Community Primary School is a one and a half form entry school with a nursery class. The school is becoming increasingly popular in the local community and the number of pupils on roll is rising. We have been oversubscribed in reception class for the past two years.

Charles Saer is situated in an area of high deprivation, our overall multiple deprivation index is E. There are high levels of unemployment in the area and 43% of our pupils are in receipt of Free School Meals with 66% of pupils having been on FSM at some point. Many of our pupils and families have complex needs. We work effectively with a number of outside agencies and also provide comprehensive support in school.

All members of our school community are encouraged to aim high in the attempt to break away from the cycle of deprivation, we enrich the learning experiences of our pupils by offering a wide range of extra curricular activities and by incorporating educational visits into all aspects of our learning. For parents and other family members, we work with community groups to provide adult education courses, placements for work experiences and a volunteers' course which includes training on supporting children's learning.

We invest heavily in providing the right staff to meet the needs of our pupils both academically and socially. Our Pupil Premium allows us to employ qualified teachers to provide Maths and English intervention as well as two behaviour support assistant and a part time speech and language support assistants who offer 1:1 intervention.

OFSTED noted that:

“By the time they leave Year 6, pupils supported by free school meals and pupil premium funding reach standards slightly higher than the national average. This demonstrates that the school promotes equality of opportunity well.”

Objectives of Pupil Premium Spending

Our key objective in using the Pupil Premium Funding is to narrow the gap between the pupil groups as well as aiming to raise the aspirations of our children and families by enriching the curriculum. As a school we have an excellent track record of ensuring that pupils make good progress, and in the last three years have been successful in bridging the gap in the levels of attainment between FSM and non-FSM pupils.

A significant amount of additional funding has been allocated to the school and we are determined to ensure that it has maximum impact. Careful analysis of internal and external pupil-level data, historical attainment and progress rates, and huge amount of qualitative data was undertaken to ensure that these funds are used to maximum effect. Our robust self-evaluation procedures and a number of case studies we have produced guided us in deciding where and how to spend our pupil premium allocation.

In direct response to the nature and needs of our children we have invested heavily in our staffing structure. This allows us to specifically focus the appropriate support in order to meet individual and group needs, both academically and socially.

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Identified areas of development	Identified areas of concern
Focus on learning in the curriculum £50,000	<ul style="list-style-type: none"> • EYFS baseline indicates that a high % of PP children start school at a significantly lower baseline level than non PP children leading to fewer children achieving a good level of development at the end of reception • Number of PP pupils with SEN requiring specialist support including Educational Psychologist • Cultural awareness and diversity is low throughout the community • Children throughout the school with lack of experiences and general knowledge
Focus on social, emotional and behaviour £100,000	<ul style="list-style-type: none"> • Low self esteem in pupils • Lack of resilience • Inconsistent behaviour for learning • High proportion of children have attachment issues which cause difficulty accessing education in whole class situations •
Focus enrichment beyond the curriculum £75,000	<ul style="list-style-type: none"> • Only a small proportion of pupils access organised 'clubs' out of school hours. • Children need to experience success through extra-curricular activities
Focus on families and community £25,000	<ul style="list-style-type: none"> • Large number of families in 'crisis' • Families need guidance accessing appropriate support networks • Families struggling to get children to attend school or be punctual • Families need help with supporting their children's education.

% of pupils entitled to PP	Amount of Pupil Premium Funding Received
53%	£251,620

Area of development	Item/Project	Objective/Description of initiative	Intended outcome
Focus on learning in the curriculum			
High % of Pupil Premium children who start school with a low baseline	Additional support in Early Years focussing particularly on speech and language	Additional Hanen trained teaching assistant to work specifically in Nursery and reception on developing speech and language	A higher proportion of pupils will achieve GLD at the end of Reception
Speech and Language skills are low on entry	Speech and language support assistants	Identified children are given 1:1 speech and language support Assistants attend NHS speech and language appointments	Levels of communication improve and are addressed at an early stage
High % of Pupil Premium children who have Special needs	Additional Educational Psychologist time	Pupils are able to be assessed for EHC plans following Ed Psych reports	Pupils are able to access the appropriate support to achieve their full potential
	Reachout	Specialist support teacher providing programmes of support for pupils and advice for staff re. pupils with diagnosed or suspected ASC	Pupils with ASC are able to access learning in mainstream school
Lack of real life experiences and general knowledge	Introduce Cornerstones Creative Curriculum throughout the school	Children will have more meaningful cross-curricular activities which will be appropriately differentiated	To improve achievement in Foundation Subjects and motivation to learn
	Staff training on British Values	Twilight training for teaching staff on developing British Values	British Values are promoted consistently throughout the school
	Mini-bus hire	All pupils will go on at least two planned visits in addition to planned topic related visits	Children will experience a range of visits throughout the locality which will increase cultural awareness and support learning
Focus on social, emotional and behaviour			
Pupils' Low self-esteem	Counselling sessions for identified pupils	Children will access appropriate counselling to support the development of self-esteem	Pupils' behaviour for learning improves as a result of improved self-esteem and attainment improves
Pupils' lack of resilience	Staff training on growth mindset	Elements of growth mindset will become embedded in teaching and learning	Children will prove to be more resilient in learning and in their general attitude
Pupils lack of motivation	Golden Ticket Visits - Incentive & Reward Scheme for effort and achievement	Termly visits rewarding effort and achievement	Improved attendance and effort
A small number of pupils have challenging behaviour	Behaviour Support Assistants	Support individuals and groups of children in developing self-regulating behaviours	Children are able to access learning through being able to manage their own behaviour
Focus on enriching the curriculum			
High %of pupils do not access organised activities outside school	Provision of a wide variety of extra-curricular activities	Children will have access to a wide variety of extra-curricular activities	Pupils will have the opportunity to develop talents and skills which will raise self esteem
Pupils have low self-confidence	Dance and performing opportunities after school	Transport, props and costumes provided to enable children to take part in local and County events	Children's self- confidence increases due to performing in front of audiences
Pupils have not experienced cultural events eg performances,	Subsidise visits to theatres and concerts	Transport and subsidised tickets to shows	Children have raised aspirations through experiences
Focus on families			

High % of families in crisis including mental illness and drug and alcohol abuse	Family Support Worker	Families will be able to access appropriate support both in and out of school	Pupils will be able have more stable home lives and will be able to access education