

PUPIL PREMIUM SELF-REVIEW

School	St Andrew's CE Primary School
Date	29.10.2019
Name(s) of those Undertaking the Self-Review	Tina Wilkinson; Paul Burns; Laura Miller

Completion of this documentation should take place as a discussion between HT and reviewer. A governor may also take part in this review either as a contributor or an observer. The aim of the review is to produce a list of recommendations on which the school can build to further improve provision for pupils in receipt of pupil premium funding. It is recommended that an action plan is produced to show how the recommendations can be implemented.

A. IDENTIFICATION OF NEED & TARGETING PROVISION

ASPECT OF THE REVIEW	RAG	CURRENT PRACTICE, PROVISION OR PERFORMANCE	REVIEWER COMMENT Identify changes which need to happen, recommendations for action/improvement etc.	Source of Evidence
A1. The school has clearly identified those eligible for the Pupil Premium in each Year Group and knows whether pupils are FSM, FSM6, CLA or from Service Families.		<ul style="list-style-type: none"> The school is fully aware of the identity and designation of its PPG children. 	<ul style="list-style-type: none"> All children are identified in tracking documentation and are discussed in Pupil Progress meetings. 	Tracking documentation Admin documentation Pupil Progress meeting notes.
A2. Pupils have been grouped according to their characteristics e.g. EAL, SEN etc. Needs are known and addressed. Complete Table 1		<ul style="list-style-type: none"> School reports on the progress of PPG children and systematically records groups. Sub-groups within PP children are known and discussed as individuals at pupil progress meetings and reported as sub-groups. The school has accurately identified the needs of their children and has procedures in place to address these. 	<ul style="list-style-type: none"> School should continue to consider groups within PPG as this will give greater accuracy in evaluating progress for all children including SEN and GRT from their starting points. 	Tracking documentation

A. IDENTIFICATION OF NEED & TARGETING PROVISION				
<p>A3. The school has identified the barriers to learning which PP pupils may experience. It has procedures in place which reduce the negative impact of these barriers. (Table 2)</p>		<ul style="list-style-type: none"> • The school has identified a range of barriers and has put procedures and activities in place to address these. 	<ul style="list-style-type: none"> • The school has a strategic approach to addressing barriers. It knows the needs of its children well and seeks appropriate ways of meeting these or of overcoming barriers to learning. 	<p>Governor minutes HT reports</p>
<p>A4. PP pupils with no specific need are appropriately supported so that they are given opportunities to enhance their educational experience.</p>		<ul style="list-style-type: none"> • Funded trips • More able PP pupils are identified and funding for enrichment activities is provided and PPG pupils are reading with purpose • Accelerated Reader challenges more able children • Aspirational interventions • Help with peer relationships and managing feelings (including meta cognition and self-regulation) • Completion of Arts Award at Rhyddings • Swimming lessons for non-swimmers • Rota Kids – Rotary Club link for involvement in their activities. • Challenging lesson and Homework activities, including homework clubs when no parental support is given • Music instrument lessons (free) • Rebound sessions at Broadfield Specialist School • Visiting authors • Play in a day (opportunities for Y6 pupils to tackle issues such as bullying and safety) • Amazon Fire tablets for pupils in Y3-6 • TT Rockstars 	<ul style="list-style-type: none"> • School is aware of PPG who are more able. They address the needs of these pupils by enhancing provision and giving children opportunities to be involved in the wider curriculum and citizenship activities. • The curriculum is broad and deep 	<p>Pupil files Social Media Curriculum planning Data tracking</p>

A. IDENTIFICATION OF NEED & TARGETING PROVISION

<p>A5. There is a range of appropriately targeted support which has a positive impact on standards attained by groups and individuals. Give two case studies of where intervention has impacted on standards of attainment for PPG pupils.</p>		<p>The school has a wide range of sharply focussed and targeted interventions for academic achievement. The impact of interventions is regularly reviewed and changed if needed. Some interventions are time limited and vary each lesson.</p> <p>Examples of support:</p> <ul style="list-style-type: none"> • Speech and language programmes • Labyrinth boards (fine motor) • Talk Boost intervention (EYFS and KS1) • See and Learn programme • Talk Box • Talking points 	<ul style="list-style-type: none"> • Language can be a huge barrier for developing oracy and talk “language for life” 	<p>Intervention planning documents</p> <p>Tracking data</p>
<p>A6. Some support is of a non-academic nature. This is carefully monitored and the impact recorded.</p>		<ul style="list-style-type: none"> • Lunch time organised play • Clubs (football, cricket, netball, cross fit) • Choir • Specialist sports coaches • After school clubs. Register of attendance kept. • HARV for families who have experienced domestic violence • Support for Young Carers • Support for families under CAF/TAF process • Children's files kept • Support from Crossroads/Early help to build routines • Circle time and Learning Mentor support • Play therapy 	<ul style="list-style-type: none"> • Record of impact is kept in SIMS • Some evidence is kept to chart children's development etc. e.g. family has established routines after support • Evaluations are made about the quality of the support and if either it is ineffective or no longer needed it is withdrawn within a short time period 	<p>Registers</p> <p>Children's files</p> <p>Anecdotal evidence</p> <p>Observations</p> <p>TAF meeting minutes</p> <p>PEPs minutes</p> <p>Chronologies</p>
<p>A7. School staff have the necessary skills and training to support the identified needs of PPG pupils. If additional skills are needed there are procedures in place which allow this training to be accessed.</p>		<ul style="list-style-type: none"> • School is staffed with suitably qualified people. Training on curriculum related issues is regularly undertaken. • Regular staff appraisals identify CPD • Some medical based training has been undertaken; other specific training linked to individual needs is arranged when identified. 	<ul style="list-style-type: none"> • School empowers staff through training and support. 	<p>Staff qualifications</p> <p>CPD records</p> <p>Appraisal targets</p>

A. IDENTIFICATION OF NEED & TARGETING PROVISION				
A8. The school may have explored/ arranged shared provision with other schools through pooled funding to offer more opportunities and value for money.		<ul style="list-style-type: none"> • Rebound as required • Social Communication groups • Tor View teaching school partnership • Sports tournaments with local schools • Maths Quizzes/Science/Computing at Mount Carmel 	<ul style="list-style-type: none"> • The school is open to working with other schools when this benefits their children. 	Staffing records Governor minutes Cluster meeting minutes Consultant logs
A9. Provision is mapped and co-ordinated across the school. Intervention/support plans may be in place for individuals or groups.		<ul style="list-style-type: none"> • In place for SEN. Individual plans for some children. 	<ul style="list-style-type: none"> • Provision for all pupils, including PPG, is well mapped across the school across a range of interventions. 	Provision map

B. STRATEGIC LEADERSHIP, ROLES AND RESPONSIBILITIES:				
ASPECT OF THE REVIEW	RAG	CURRENT PRACTICE, PROVISION OR PERFORMANCE	REVIEWER COMMENT Identify changes which need to happen, recommendations for action/improvement etc.	Source of Evidence
B1. A named whole-school lead for PP pupils is identified (PPCo), with appropriate experience, skills and training: <ul style="list-style-type: none"> • The key lead role is explicitly included in the job description. • Expectations of the role are clearly set out. • An appraisal target may be aligned with this role, linked to outcomes for disadvantaged pupils. 		<ul style="list-style-type: none"> • The HT and Learning Mentor share the role and responsibility 	<ul style="list-style-type: none"> • Recommended to develop a role outline as this will make it easier to delegate this role as required. 	PP related documentation

B. STRATEGIC LEADERSHIP, ROLES AND RESPONSIBILITIES:

<p>B2. The PPCo is a member of SLT. If not, they are directly line-managed by SLT and:</p> <ul style="list-style-type: none"> • The PPCo makes regular reports to SLT and to governors on the attainment and progress of PPG pupils; • The PPCo makes regular reports to SLT and governors on the impact of provision for PPG pupils. 		<ul style="list-style-type: none"> • The HT takes responsibility for this role and makes regular reports to governors 		<p>Governor minutes HT report</p>
<p>B3. The School Improvement Plan identifies raising achievement for disadvantaged pupils as a priority. The plan includes overarching targets and expected outcomes, with clear responsibilities, actions and timescales.</p>		<ul style="list-style-type: none"> • Some elements of the plan include PP pupils and they are included in all targets for the whole school and their progress and attainment is separately considered at pupil progress meetings, including PP sub groups 		<p>SIP HT report PP Governor reports</p>
<p>B4. The PPCo oversees the progress of the group within the school tracking system (including for achievement, behaviour, welfare and attendance). Support and intervention are routinely modified and adjusted in response to tracking information.</p>		<ul style="list-style-type: none"> • Extensive tracking is in place to track the attainment and progress of PP pupils. Other tracking systems for non-academic provision are not yet fully established therefore the impact of this is not yet fully understood and decisions about amendments cannot be made. 	<ul style="list-style-type: none"> • From anecdotal evidence it would appear that non-academic provision is effective. School keeps on-going chronologies of support and sometimes makes statements about the impact of this. The school should explore ways of evaluating non-academic provision more systematically (advice given to Learning mentor on report structure to show impact). 	<p>Academic data tracking Anecdotal evidence</p>

B. STRATEGIC LEADERSHIP, ROLES AND RESPONSIBILITIES:

B5. The PPCo has the opportunity to evaluate provision for PP pupils first-hand (e.g. through work scrutiny, pupil interview etc.)		<ul style="list-style-type: none"> • PP children's attainment and progress is regularly evaluated through regular monitoring and evaluation activities. 	<ul style="list-style-type: none"> • Sharply focussed monitoring is in place 	Tracking documents Pupil Progress meeting minutes HT report Curriculum Committee reports
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C. GOVERNANCE

ASPECT OF THE REVIEW	RAG	CURRENT PRACTICE, PROVISION OR PERFORMANCE	REVIEWER COMMENT Identify changes which need to happen, recommendations for action/improvement etc.	Source of Evidence
C1. Governors have adopted a policy for the management of Pupil Premium funding. Governors were involved in drawing this up and subject the policy to periodic review.		<ul style="list-style-type: none"> • Policy in place 		Website Policy
C2. The process for allocating and monitoring the impact of PP funding is clear and transparent. Governors are involved in how PP money is spent and why. They can question spending regularly and can make changes quickly. They understand the link between PP funding and improved school performance.		<ul style="list-style-type: none"> • Govs regularly receive information on the academic progress of PP children • Govs receive information about non-academic provision and its impact verbally • Governors receive financial information about the allocation of PP funding for the year ahead and question and agree this. They are able to make decisions about effectiveness and input into proposed amendments to spending 		Budget tracking Academic data Committee meeting minutes Governor reports HT reports
C3. There is a nominated governor for PP pupils. The role of and expectations on the nominated governor are clear. The nominated governor routinely meets with the PPCo.		<ul style="list-style-type: none"> • The nominated governor spends a day each year in school and thoroughly investigates the use of PP funding. He writes a report and shares this with the Governing Body 	<ul style="list-style-type: none"> • This is good practice 	Governor visit records

C. GOVERNANCE				
C4. Governors routinely receive information from the PPCo about the progress of disadvantaged pupils across year groups (including achievement, attendance and behaviour) from school tracking.		<ul style="list-style-type: none"> • Governors receive information through committee discussions and at full governing body meetings. 	<ul style="list-style-type: none"> • Data shows a full picture of PPG children's academic progress. 	Governor minutes HT reports PP governor reports

D. FINANCE				
ASPECT OF THE REVIEW	RAG	CURRENT PRACTICE, PROVISION OR PERFORMANCE	REVIEWER COMMENT Identify changes which need to happen, recommendations for action/improvement etc.	Source of Evidence
D1. While PPG funding may be used to provide for children not in receipt of the grant, care is taken to ensure that no child in receipt of PPG is disadvantaged by this.		<ul style="list-style-type: none"> • The needs of children are met 	<ul style="list-style-type: none"> • There is no evidence to suggest that any PPG children are missed. 	Financial records Intervention records Provision map
D2. All qualifying families are encouraged to access FSM. Parents are made aware that claiming FSM brings additional funding for their child/the school		<ul style="list-style-type: none"> • Parents encouraged through website and at parent meetings • Information in welcome pack and at Intake evenings • Support from school clerk available • Request for NI number on application form 		Website Social media
D3. PP spending is prioritised according to identified barriers & needs across the cohort. (Table 3)		<ul style="list-style-type: none"> • PE kits/uniform • Numicon and phonics resources for home • Subsidising school trips • Specialist teachers • Holiday club/after school club provision 		
D4. The PPCo and link governor are involved in funding decisions. The link governor ensures the Full Governing Body is regularly informed about the use of the PPG.		<ul style="list-style-type: none"> • Governors have extensive information about the allocation and impact of PPG spending 	<ul style="list-style-type: none"> • Governors can track the spending to PPG as this area is ring fenced in the budget 	Governors' minutes HT report PP governor report

D. FINANCE				
D5. PP expenditure is regularly tracked and the information shared with the PPCo and link governor. Overall PP spending is summarised annually and published on the school website.		<ul style="list-style-type: none"> • PP funding is agreed at initial budget setting meetings. The Headteacher updates governors on the use of PP funding regularly. • PP funding use and impact is published on the website. 		Website Finance meeting minutes Governing Body minutes
D6. The school website meets all statutory requirements in relation to PP matters.		<ul style="list-style-type: none"> • There is good information about the use of PP funding but the format for the strategy needs review 		Website
D7. Additional provision may be accessed at no cost to enhance the available provision (e.g. volunteers, charity, etc.). The school knows and records the impact of volunteers.		<ul style="list-style-type: none"> • Volunteers to hear reading etc • HARV • Child action NW family support or counselling • Young carers • Big Blue Door – support for SEN • Police/fire services etc • West End Methodists • Early help 	<ul style="list-style-type: none"> • Impact of reading support is evaluated through academic progress • Learning mentor files record soft data for identified children 	Registers

E. IMPACT				
ASPECT OF THE REVIEW	RAG	CURRENT PRACTICE, PROVISION OR PERFORMANCE	REVIEWER COMMENT Identify changes which need to happen, recommendations for action/improvement etc.	Source of Evidence
E1. All teachers know which of their pupils are eligible for the PP funding. They monitor the progress of these children benchmarked to their classmates.		<ul style="list-style-type: none"> • Yes 		Class teacher records Insight tracking system

E. IMPACT				
E2. The progress of PP pupils is tracked as a discrete group at different levels as appropriate (e.g. whole school, year group, against national).		<ul style="list-style-type: none"> • Yes 	<ul style="list-style-type: none"> • PP pupils are tracked, including as sub-groups within the group. The school has enough PP children to make this a valuable exercise which would provide more specific progress information 	Pupil Progress meeting minutes Tracking data
E3. Where the cohort is sizeable, the progress of sub-groups is analysed to look for patterns of under-achievement (e.g. girls, more able etc.)		<ul style="list-style-type: none"> • PP pupils are identified if they have SEN, GRT etc. This is routinely reported as discrete groups within the cohort 	<ul style="list-style-type: none"> • New tracker in place for sub groups 	Data records Pupil Progress meeting minutes Governor reports HT report
E4. Subject leaders and class teachers are held to account for the performance of disadvantaged pupils they are responsible for (e.g. through the appraisal system).		<ul style="list-style-type: none"> • Yes through Pupil Progress meetings and class targets 		Pupil Progress meeting minutes Teacher files Appraisal
E5. Data shows that outcomes for disadvantaged pupils are improving and gaps with their peers closing (Table 4)		<ul style="list-style-type: none"> • See table 4 		
E6. Behaviour & attendance (e.g. overall and persistent absence, punctuality permanent & fixed-term exclusions) is improving (Table 5)		<ul style="list-style-type: none"> • Attendance of PP children is 94.5% compared with 95.6% for the cohort. These figures are affected slightly by the inclusion of GRT who travel. • There are a few persistent lates but school is taking rigorous action to combat this. This is reported to governors. • Fixed term exclusions have reduced 		
2 Other evidence (including in-school tracking data, case studies and pupil voice) suggest that provision and outcomes for disadvantaged pupils are improving.				ASP Data tracking

E. IMPACT				
3	The impact of targeted provision is known and used to structure further effective support (Table 6)		<ul style="list-style-type: none"> • Yes. Interventions and their outcomes are tracked. Decisions are made and interventions are repeated or adapted to better meet children's needs 	Intervention evaluations Academic data
4	PROVIDE 3 SHORT CASE STUDIES SHOWING GOOD IMPACT ON PP PUPILS WITH DIFFERENT NEEDS		<ul style="list-style-type: none"> • See case studies • Work of Play therapist 	Speech and language Social and emotional support Behaviour support

F. KS2-3 COMMUNICATION				
ASPECT OF THE REVIEW	RAG	CURRENT PRACTICE, PROVISION OR PERFORMANCE	REVIEWER COMMENT Identify changes which need to happen, recommendations for action/improvement etc.	Source of Evidence
F1. Parents are informed about the use of PP funding.		<ul style="list-style-type: none"> • Via website 	<ul style="list-style-type: none"> • Website is compliant 	Website
F2. Parents of PP pupils are informed about their child's progress and level of attainment and any additional support being given.		<ul style="list-style-type: none"> • Parents are informed in line with all parents through reports and parent meetings. Extra information is provided according to need. 		Annual report Parent evening outcomes Additional parent meeting records SEN records
F3. On transition, receiving schools are informed about additional support being given to the child through PP funding.		<ul style="list-style-type: none"> • Receiving schools are given information about funding use in relation to PPG. 		Transition records
F4. All relevant parties are informed as to the progress of PP pupils.		<ul style="list-style-type: none"> • All parties informed: pupils; parents, governors, DfE; LA. The strategy needs to be reviewed and improved to be more accessible and provide give information. • Pupils are informed about how they can improve their work. They have access to LAPPS which outlines the YGE. 	<ul style="list-style-type: none"> • School meets its reporting duties 	Annual reports DfE/LA returns Governor minutes

TABLE 1 LIST EACH IDENTIFIED NEED e.g. SEN, GRT, low attainment etc. and what is in place to address this

NEED	PROVISION	COMMENT
Poor reading skills	In class interventions Volunteers to hear reading Increase in TA hours to give pupils more one-one support Purchase of resources e.g. puppets to increase children's understanding of the reading material Traveller Education Service Accelerated Reader EY Talk Boost early language intervention Wiggly Readers to boost phonics Work with Roe Lee Park CP and class guided reading	
Social and emotional issues sometimes linked to CAFs/TAFs etc.	Learning mentor to <ul style="list-style-type: none"> - Nurture groups - Playtime support - Family support - Leads circle time – social stories etc - Listening ear - Collect children when needed Signpost parents to Fairfield children's centre for parenting classes and family support Harv – one to one counselling UK Military School – self-esteem, behaviour Psychologist's time	
Inappropriate behaviour	TA's offer support before school – to settle children in and give them a chance to talk through the day TAs to support at break time for learning and behaviour Additional welfare staff Play Therapist-support for self-regulation, training for staff, work with social groups Sports activities at lunchtime	

Speech and Language issues within Foundation Stage and Key Stage 1	Talk Boost Training for all EYFS and Key Stage 1 Staff.	Groups of children are identified and the programme is delivered 3 times per week.
Basic Maths and Literacy skills	Teaching assistants and teachers Traveller Education service Senco	

TABLE 2 LIST EACH IDENTIFIED BARRIER (not included in table 1) e.g. not heard read at home		
BARRIER	PROVISION	COMMENT
Limited life experience	Free and subsidised trips linked to extending life experience Subsidised residentials Free access to after school and holiday clubs Visitors e.g. Star Dome; Story tellers of cultural stories Access to musical instrument tuition Theatre visits – free Involvement in Drama project Improving play areas and encouraging parents to come and play Challenge weeks related to real life (Chinese New Year/shopping etc) Forest school learning	
Personal hygiene	Support for parents Link to school nurse with parental consent Provision of toothbrushes and toothpaste Treatment of headlice Life Education Bus – Growing Up project Life Channel gives health related information	
Financial constraints	Funding of school trips/uniform etc. Holiday Club	
Poor levels of parental support for learning	Intervention groups Individual reading Work with children's centre Intake evening Stay and play for parents for 2-5 year olds	Communication has greatly improved since the use of media devices

	<p>Invites into school e.g. world book day access through an app to own child's learning Parent learning (Maths/English/ICT) Parent workshops (SATs/Dojo/AR) Play therapist sessions with children and parents Facebook, Twitter and Instagram to show children's learning Homework clubs</p>	
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TABLE 3

	2015/16	2016/17	2017/18	2018/19	2019/20
No of PP pupils	59	74 (+4 service)	85 (+3 service)	96 (+3)	100 (+3)
Income	£77880	£98880	£113100	£128,520	£130,560
% of budget	7.07%	8.02%	8.11%	8.15%	8.23%
Total spend	£77880	£98880	£113100	£129,000	£131,000
NEED	PROVISION		No of pupils	Costs	Impact
Poor reading skills	Accelerated reader		97	£10566.76	Individuals are being heard more and progress has accelerated. Pupils are motivated to read and they are working at the correct stage with continuous assessment.
	Reading resources - puppets, story sacks		97	£6000	Pupils can understand the stories better and they can use imagination more. There is more use of the basic skills in reading.
Social and Emotional Issues linked to CAFs and TAFs	Learning Mentor		97	£20000	Mrs Austin works in Y1-6 and leads circle time. She responds to all issues on the playground and is a listening ear. Mrs Austin deals with concerns and goes through social stories and gives extra support to readers. Pupils feel more supported.
	Military school		35	£4000	Pupils are better when working as a team, solving problems and having aspiration and a never give up attitude.
Behaviour Support	TA support in breakfast club		30	£5500	Pupils are fed and settled.
	Additional Welfare Staff		all	£8500	Pupil behaviour is better managed and pupils have more support during unstructured times. More activities and equipment are used and two inside clubs have been introduced.
	Sports equipment for Playtimes		all	£3000	There are more opportunities for pupils to socialise and learn new skills.
Speech and Language Support	Talk Boost Training		40	£5000	Some pupils who were not being taken to appointments were being signed off. Now pupils get better and faster access to speech and language support.

Basic Maths and English Skills	Extra Teaching Assistants	all	£19000	More opportunities can be planned and the pupils get a lot more support and can discuss ideas.
Limited Life Experience	Free/subsidised trips	97	£3000	The children gain experiences, such as buttering toast, making their bed, fastening their shoelace, being outside with structured activities. Without the trips being subsidised, many families would not be able to afford the trips and the children would miss out. The impact can also be seen in written work and in the social relationships with adults and other pupils.
	Access to breakfast and after school club	5	£8740	Pupils are fed and looked after. They socialise and become more independent.
	Visitors into school – star dome, story tellers, cultural stories	all	£5000	The children have aspirations and belief in their own capabilities. They understand that they can achieve whatever they want to achieve.
	Music lessons	all	£6500	These are experiences that would not be accessible. Pupils love being with Mr McClure as he makes time for them and teaches them new skills. Often pupils who are not as good in other subjects can excel in music.
	Theatre visits	all	£800	This is a great experience that helps pupils with written work and storytelling.
Personal Hygiene	Toothpaste and toothbrushes provided for 2-7 year olds	160	£100	The pupils have toothbrushes and paste to keep at home and they are shown how to clean their teeth. They understand what happens.
	Life Education Bus	all	£4500	The pupils are taught about drugs and healthy lifestyles. They understand the effects of alcohol and smoking on their bodies. The older children are taught about relationships and sex.
	Life Channel	all	£5000	The children gain confidence when they see themselves on the screen and can use it to read numbers and letters. The children learn about keeping safe online, healthy lifestyles, exercise and songs and games they can play with their friends.
Financial Constraints	Funded uniform Access to before and after school club Holiday Club	50	£1450	Pupils come to school in the correct uniform and feel the same as everyone else. They get more opportunities in the holidays and after school to play and socialise.
Parental Communication	Ipads purchased to enable staff to use the apps bought in to communicate with parents – Tapestry/dojo etc...	all	£6000	The parents are really engaging with Dojo and Tapestry. They use it to message, see homework, read letters, to look at behaviour and to know what's going on during the day.

