



Pupil premium strategy statement 2016/2017

Schools can decide for themselves how they spend the money they receive. At St Louis School we consider a variety of things before we make any decisions.

We look at:

- What do our own pupils tell us will make a difference? ***This is so our children and families can have some influence over what happens to them***
- What things do we think our children might need? ***These may be things they have not yet considered, don't know exist or do not need right now but may need in the future.***
- What does research (e.g. from the Education Endowment Foundation, Daniel Sobel* etc.) tell us? ***This is so we can learn from current educational thinking about the activities and actions that we can use in school to make a difference to our children***
- What has proven to be successful in other schools? ***This is so we can learn from their success and copy it***

How much money is given to us?

In the 2016 to 2017 financial year, our school will receive £1, 320 for any pupil in our school who has been registered as being eligible for free school meals (FSM) at any point in the last 6 years. We will receive £1,900 for any pupil who has left local authority care as a result of adoption, has a special guardianship order, a child arrangements order (previously known as a residence order), who has been in local authority care for 1 day or more or who is recorded as both eligible for FSM and being looked after. The money is paid in 4 stages. For the year 2016/2017 we should receive £27, 560 and in 2015/2016 we received £25, 311.

What do we spend it on?

First of all we take into account the four bullet points above.

What do our own pupils tell us will make a difference?

Each child who is eligible for pupil premium funding has a one to one discussion with a dedicated member of staff who has overall responsibility for this. We call this person the 'pupil premium Champion'. The children's thoughts and wishes are recorded in an individual pupil premium plan (IPPP). This helps us consider what they think, what the adults in school think and how we can best help them. In particular, we think about what will make the most difference to their well-being, their ability to achieve well, be successful learners and their ability to attend school regularly.

What things might our children need?

Some things we spend the money on provide more general support across the school. These may be things that the children might need access to at some point such as the counselling service or the breakfast club. These are longer term measures that need time and money invested in them so that they become part of the fabric of our support system.

What does research tell us?

Research is very helpful as it analyses various initiatives and says how effective they are in relation to how much they cost. It tells us that there are some very important things that schools should be doing that will raise attainment for all children not just pupil premium children.

These include any initiatives that work on building character, resilience and independence in young people. These include 'essential skills' that are thought to underpin success in school and work in later life, such as self-control, social skills and motivation. Evidence suggests that support to develop these attributes may be particularly important for children from disadvantaged backgrounds. Examples of how we do this in our school include:

- activities (trips/visits) which develop team building skills such as building shelters in Wendover woods, Year 6 residential
- taking part in martial arts to develop self-discipline, self-confidence and respect for others
- developing a skills based curriculum
- extra P.E. to build confidence, improve co-ordination and improve team work
- drama and performance to improve presentation and communication skills

Research also tells us that focusing on children's learning habits is crucial to their success. This means learning to take responsibility for their own learning, being able to reflect on their own work and how to improve it (and act on adult feedback). This requires time, training and knowledge and is a key focus throughout our school. It is shared with parents through the information they receive such as curriculum information sheets, reports and termly meetings with teachers.

There are some things that we spend our money on at St Louis that research tells us will not make a difference. These include spending money on school uniform, going on trips or extending the school day by providing a Breakfast Club.

Why do we still do it? Although current research says that spending money on these things has limited impact on pupil achievement, we do it because our children say that these things matter to them. We know that our children want to 'fit in' and feel the same as their peers. Being able to wear the school uniform and take part in the same activities helps our children feel like they belong.

Some children, particularly older children, are well aware of the financial pressures their parents are under and will not ask to go on a residential visit or say that their coat is too small because they do not want to worry their parents. For this reason, we also allocate money for these things.

Extending the school day by providing a not for profit Breakfast Club helps to relieve some time pressure on parents so they can get to work, enables to children to have a healthy breakfast and ensures children attend school regularly and on time. Current research shows that this type of activity has limited impact but for our school we know it has had a very positive impact, particularly in helping improve and sustain attendance.

What has proven to be successful in other schools?

The most successful schools know who their children are and work on an individual basis with them. They provide a variety of things ('mix and match') within their schools and monitor how effective these are. If initiatives are no longer successful they stop using them. Successful schools work with other schools and they learn from them.

We too work with other schools and we are very outward looking. This means we are never complacent and we never think we have all the answers or 'know it all'. We actively seek help and support from others and read about current research. As a school we take part in research such as the two studies that Oxford University recently undertook/are undertaking in our school. Last year a school leader from Hertfordshire did an extensive school review of our Pupil Premium provision for us. He was able to identify key areas where we could improve and we acted on his recommendations.

How do we know if our school is successful?

Ultimately, our school is measured by how well our pupil premium children do. We look at:

- academic achievement
- behaviour and exclusion rates
- attendance

If our children are doing well in these categories, then we know our provision is right.

In 2015/2016 the last full school year:

- ✓ there was no gap between our pupil premium children and **all** children nationally. This means that our children do just as well, and in most cases better when compared to other children in the country including those children who do come from a non-disadvantaged background.
- ✓ none of these children were excluded, receive support from the PRU or had a red card. This means that all the work that we do in our school to promote good behaviour, manage feelings and emotions, develop social skills etc. is money well spent
- ✓ attendance for this group was 95.6%. This was down on the previous year which was 97% but reflects a drop in the whole school figure for attendance due to a severe flu outbreak in Jan and Feb 2016. When this exceptional circumstance is accounted for attendance for this group is above average. This means that the money we spend on helping children get to school along with developing their interest and motivation to attend school regularly, is also money well spent.

Facts and Figures for school year ending July 2016

Total number of children in school:	235
Total number of children eligible for pupil premium:	23
Pupil premium money received:	£25,311

How the money was allocated for 2015/2016:		
Activity	% of total PP allocation	Impact on
Breakfast Club (£2000)	8%	This represents 21 % of the Breakfast Club costs. Breakfast club ensures that children are on time, have a healthy breakfast and are ready to start learning
School uniform and other resources (£500)	2%	This ensures that no child stands out as being different because of lack of money. This helps the emotional wellbeing of our children and helps them 'fit in'
Trips/visits (£1500)	6%	This ensures that the children can take part, including having the necessary equipment or clothing and that the school can have visits that develop the 'character' skills necessary to be a successful learner.
Residential (£1500)	6%	
Curriculum enhancement (£5000)	20%	We provide additional activities such as martial arts which helps our children learn useful life skills such as self-control. We offer wider opportunities such as music and drama which have been shown to improve children's enjoyment and motivation making them more likely to come to school and aspire to work hard to get the qualifications they need in order to fulfil their aspirations. As a 'town' school we also provide opportunities such as visiting forest schools to experience the countryside or have visits from the mobile farm
School Counselling service (£4948)	19%	Helps our children develop confidence, develop better social skills, develop better self-awareness, cope with difficulties such as separation, loss, anxiety etc.
PP dedicated staff member 'the pp champion' (£3000)	12%	Ensures there is a dedicated person to work with children, writing and monitoring their plans liaising with staff etc. This represents 13% of this person's salary costs as they have other roles too.
Professional advice (£500)	2%	Specialist advice such as educational psychologist, behaviour specialists etc.
Training, time for research, work with other schools (PP issues) (£1000)	4%	Release time so that we can ensure that our provision is the best it can be
Training time for curriculum development, particularly skills based development and meta cognition (learning about learning) (£1000)	4%	Release time for training, research and actions within school

Salary costs for small group work for the teaching of music, drama, singing, presentation skills and performance (£2250)	9%	When children work in smaller groups or half class sizes they can be taught in different ways. This allows more individualised, tailored learning with a quick response to assessment and immediate change.
Staff costs towards other activities such as homework club and specific activities relating to individual children e.g. reading, catch up intervention programmes etc. (£2000)	8%	This allows individualised targeted support for children.

Footnote:

- *Daniel Sobel, founder of 'Inclusion Expert'*