

Pupil Premium Strategy Statement 2018/2019



I. Summary Information					
School	St Mary & All Saints C of E Primary				
Academic Year	2018-19	Total PP budget	£127,700	Date of most recent PP Review	06.12.17
Total number of pupils	320	Number of pupils eligible for PP	76	Date for next internal review of this strategy	

Attainment - Academic Year 2016/2017		
	Pupils eligible for PP	Pupils not eligible for PP
EYFS - Reception		
% achieving GLD	60%	78%
Year 1		
% achieving in reading, writing and maths	23%	31%
% making progress in reading	53%	57%
% making progress in writing	30%	40%
% making progress in maths	46%	54%
Year 2		
% achieving in reading, writing and maths	60%	76%
% making progress in reading	86%	75%
% making progress in writing	73%	73%
% making progress in maths	86%	86%
Year 3		
% achieving in reading, writing and maths	27%	38%
% making progress in reading	81%	96%
% making progress in writing	90%	96%
% making progress in maths	90%	96%
Year 4		
% achieving in reading, writing and maths	40%	36%
% making progress in reading	40%	48%
% making progress in writing	40%	36%
% making progress in maths	50%	51%

Year 5		
% achieving in reading, writing and maths	54%	48%
% making progress in reading	100%	93%
% making progress in writing	100%	89%
% making progress in maths	90%	93%
Year 6		
% achieving in reading, writing and maths	7%	21%
% making progress in reading	6%	12%
% making progress in writing	6%	12%
% making progress in maths	6%	12%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Consistency of quality 1 st wave teaching and assessment for learning
B.	Entry level Reception 30-50s Listening & Attention 27% Understanding 27% Speaking 20%
C.	The percentage of pupils working securely or beyond in Reading, Writing & Numbers below all other areas of learning at end of EYFS
D.	Some children have short/long term emotional barriers to learning and display inappropriate behaviours for their age. Some children struggle to concentrate and organise themselves for learning.
E.	The majority of pupils, especially those eligible for PP, need more access to new experiences to support their deeper understanding of subjects as a whole and to develop their persistence and resilience to become deeper learners.
F.	Double & treble disadvantaged pupils, across the school, make less than expected progress in Reading, writing & maths Disadvantaged pupils KS1 attainment (ARE) Reading 29% (NA, all, 75%) Writing 14% (NA, all, 78%) Maths 14% (NA, all, 76%) Disadvantaged pupils KS2 attainment (ARE) Reading 56% (NA, all, 74%) Writing 56% (NA, all, 65%) Maths 44% (NA, all, 73%) PP GAP Reading 27% (NA 0%) Writing 9% (NA 0%) Maths 25% (NA 0%)

External barriers (issues which also require action outside school, such as low attendance rates)

A.	Attendance rate for pupils eligible for PP 92.2% (below target for all children of 96%). This reduces their school hours and causes them to fall behind on average.
B.	
C.	

3. Desired outcomes

	Desired outcomes and how they will be measured	Success Criteria
A.	All teaching and assessment judged as good or better. Teachers not judged as good or better receiving bespoke support plans.	<ul style="list-style-type: none"> Higher percentage of PP children achieve their targets/higher percentage ARE
B.	Improved oral language skills for pupils eligible in EYFS	<ul style="list-style-type: none"> Pupils eligible for PP in EYFS make rapid progress by end of year so that all pupils eligible for PP achieve their targets
C.	Percentage of pupils working securely or beyond in reading, Writing & Numbers matches other areas of learning	<ul style="list-style-type: none"> Percentage of pupils achieving 40=60s/s+ Reading, Writing & Maths match other areas of learning
D.	Term on term reduction in incidents/time spent out of class. Progress made in ARE for behavior.	<ul style="list-style-type: none"> Fewer behavior incidents recorded for these pupils on the school system (without changing recording practices or standards)
E.	Behaviour for learning shows pupils with more resilience and persistence to overcome obstacles and tackle challenging work.	<ul style="list-style-type: none"> Monitoring (Lesson obs, learning walks, book looks, pupil voice)
F.	Double & Treble disadvantaged pupils achieve their targets in Reading, Writing & Maths	<ul style="list-style-type: none"> Double & Treble disadvantaged pupils achieve their targets in Reading, Writing & Maths. If not ARE then tracking shows good progress towards individual targets.
G.	Increased attendance rates for pupils eligible for PP	<ul style="list-style-type: none"> Reduce the number of persistent absentees among pupils eligible for PP to 10% or below
H.	To improve attainment and rates of progress for all PP children in all subjects in order to close the gap.	<ul style="list-style-type: none"> All pupils eligible for PP make

4. Planned Expenditure

Academic Year	2018-2019
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Quality of 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?
All teaching and assessment judged as good or better. Teachers not judged as good or better receiving bespoke support plans.	CPD for all staff – internal & TWHF Text based approach to writing Mastery Maths	EEF: What happens in the classroom makes the biggest difference: improving teaching quality generally leads to	100 day plan RAP Impact Matrix Monitoring – next steps PM – linked to data/CPD/RAP	HT/DHT English Lead Maths Lead DHT	On-going linked to monitoring =

	Behaviour CPD	greater improvements at lower cost than structural changes.	Quality of T& L overview - summary		
Improved oral language skills for pupils eligible in EYFS	Specialist SLT LSA based in EYFS	EEF: Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.	IEPs linked to targets from SALT Timetabled interventions with register for attendance Analysis of intervention eg did all sessions happen?	SENCo	6 x per academic year linked to assessment timetable
Percentage of pupils working securely or beyond in reading, Writing & Numbers matches other areas of learning	Adaptations to EYFS outside area CPD for EYFS staff 0.2 SEN teacher				
Term on term reduction in incidents/time spent out of class. Progress made in ARE for behavior.	Full-time ELSA ELSA training for SEN Support Play Therapy LSA support at lunchtime	Previous research studies, investigating ELSA initiatives, have found positive outcomes for children for their individual targets and emotional regulation (Burton, 2008; Wilding & Claridge, 2016). Southampton Uni 2016: Children felt ELSA support had enabled them to positively	Timetabled ELSA support & flexible ELSA support (needs based) in/out of classroom Weekly behavior monitoring Attendance Monitoring	SENCo	Weekly behavior monitoring PSPs CINs EWO

		reframe their thinking about situations, and to learn new skills and coping strategies. Children also described how ELSA support had made a meaningful difference and had enabled them to move forward with difficult problems.			
Behaviour for learning shows pupils with more resilience and persistence to overcome obstacles and tackle challenging work.	Mastery Maths Text based English Engaging topic activities/trips Educational Resources				

Total budgeted cost £64,947.04

Targeted Support

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?
Double & Treble disadvantaged pupils achieve their targets in Reading, Writing & Maths	LSA classroom based ams Targeted pm interventions: ABC to read NESSY Numbers Counts Success@arithmetic I:I reading Pre-teaching Racing to English	Nessy Reading & Spelling has been thoroughly and rigorously reviewed. Research evidence proves that the Nessy program produces positive educational results. DfE RR09 1a Numbers Counts: we can conclude that one-to-one NC is a more effective method of improving	Timetabled support Register of attendance Baseline and interim/final assessment Book look/Pupil Voice	SENCo	6 x Year (assessment points throughout academic year)

		numeracy skills among children with the lowest performance in mathematics, compared with normal classroom practice, when assessed after a term of the intervention.			
Increased attendance rates for pupils eligible for PP	EWO First day contact (text/phone call) ELSA Family Support Worker Play Therapy Residential trips Day trips/events	Elaine Hamilton March 2017: Good / outstanding teaching and learning that makes pupils want to come to school Young Wales 2011: Strategies for schools to improve attendance and manage lateness	Monitoring: learning walks, book looks, pupil voice. Timely feedback and actions. On-going EWO meetings Timetabled and flexible ELSA support Family Support Worker advert/recruitment	SLT	Data points Monitoring timetable

Total budgeted cost £50,299.68

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?
Behaviour for learning shows pupils with more resilience and persistence to overcome obstacles and tackle challenging work.	Funding for residential trips (Years 4&6) Funding towards day trips/events in school	Elaine Hamilton March 2017: Make pupils and parents aware that financial support is always available when discussing trips and extra-curricular opportunities, so pupils do not stay at home on trip and/or enrichment days.	Monitor trips: attendance and payment Year group trips/events linked to curriculum – consistent school expectation of launch/linked topic events	DHT	Termly

Increased attendance rates for pupils eligible for PP	96% attendance linked to motivational reward CPOMs	Elaine Hamilton March 2017: Source motivational attendance awards and invite a local company to sponsor them.	Link Persistent Absence pupils to award scheme – monitor attendance with EWO support Ensure rewards happen as promised	HT/EWO	Every 6 weeks – EWO review
Behaviour for learning shows pupils with more resilience and persistence to overcome obstacles and tackle challenging work.	SkillForce Character Award	The SkillForce Prince William award is designed to provide a context in which young people, aged 5-14 can explore their own values and guiding principles. In considering the impact of their actions and behaviour on themselves; on others and on the world around them. Participants will develop the confidence to make positive informed decisions as well as the ability to increase their performance at school or in pursuing hobbies and interests. We will be targeting Year 5 to build resilience for Year 6.	Skill Force programme implemented with Year 5	HT/Year 5 teachers	As programme dictates
Behaviour for learning shows pupils with more resilience and persistence to overcome obstacles and tackle challenging work.	Holiday Clubs/scheme attendance Music provision School Readiness	EEF: The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress). However, there is recent evidence from the UK that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to ten months' additional progress). In this circumstance the 'participation' acted as an	Vulnerable pupils identified, parents offered targeted support to enable pupils to attend	SENCo Assistant/PE Lead	Termly PPMs Register scrutiny for attendance

		incentive to undertake additional instruction.			
Total budgeted cost					£12,453.28

5. Review of expenditure

Previous Academic Year	2017-2018
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Quality of Teaching for All

Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
All teaching and assessment judged as good or better. Teachers not judged as good or better receiving bespoke support plans.	TA's to attend training on INSET days.£1,950 Moderation with partner schools Target Tracker £1,685 CPD £20,000 Year 2/3 intervention teacher £1,800 HLTA training £900 EYP Teacher training £750 English & Maths Leaders £15,000 School Improvement £2,375.70 Senior Leadership £13,883 PIRA/PUMA Abacus £495 Hamilton Trust £75 Twinkl £468	£59,381.70	In all classes 85%+ of children attain ARE and 90+ achieve good progress (1 step minimum / term) Underperforming children make accelerated progress each term in all classes	Disadvantaged pupils KS1 attainment (ARE) Reading 29% (NA, all, 75%) Writing 14% (NA, all, 78%) Maths 14% (NA, all, 76%) Disadvantaged pupils KS2 attainment (ARE) Reading 56% (NA, all, 74%) Writing 56% (NA, all, 65%) Maths 44% (NA, all, 73%) PP GAP Reading 27% (NA 0%) Writing 9% (NA 0%) Maths 25% (NA 0%)
The gap narrows between pupils who are eligible and 'others' in Reading, Writing & Maths. The majority of lessons, as appropriate, will show real, concrete experiences and resources being used	Educational Resources including books for the library £1,950 Whiterose Maths £450 + £474 Cornerstones Curriculum £1,500 Classroom Computers £1,500 Replace ICT suite computers £1,500 Additional mobile devices £2,400 Buy ipads & server £1,500 Year 4 Camping £300 Year 6 Residential £750 Year group trips £300	£12,624	In all classes 85% of children attain ARE and 90%= achieve good progress. Underperforming pupils make accelerated progress each term in all classes (more than 1 steps progress)	Disadvantaged pupils KS1 attainment (ARE) Reading 29% (NA, all, 75%) Writing 14% (NA, all, 78%) Maths 14% (NA, all, 76%) Disadvantaged pupils KS2 attainment (ARE) Reading 56% (NA, all, 74%) Writing 56% (NA, all, 65%)

				Maths 44% (NA, all, 73%) PP GAP Reading 27% (NA 0%) Writing 9% (NA 0%) Maths 25% (NA 0%)
Improve oral language skills for pupils eligible in EYFS	EAL support £607.20 Speech & Language Therapy £2,218.80	£2,826	Pupils eligible for PP in EYFS make rapid progress by end of the year so that all pupils eligible for PP achieve their targets.	
Term on term reduction in incidents/ time spent out of class.	ELSA £24,530 Sensory Circuits £1,945.50 Play Therapy £900 Team Teach £750 Behaviour Support £2,799.90 Lunchtime Club £855 Holiday Club £1,200 Educational Psychology £1323	£34,303.40	Pupils eligible for PP achieve their targets in writing at the end of KS2	

Targeted Support

Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
Improve oral language skills for pupils eligible in EYFS	SLT trained LSA based in Reception providing targeted intervention 1:1 and small group		Pupils eligible for PP in EYFS make rapid progress by end of the year so that all pupils eligible for PP achieve their targets.	
Improved outcomes for PP in reading, writing & maths at the end of KS2	Small group focused teaching based on SATs analysis SUM dog £1,042.80 1 st Class@number £5,242.80 Dyslexia Screener £70.20 ABC to Read £432 Learning Village £314.10 SENCo time £6,610 SENCo support £22, 438 Clicker 7 £180 Nessy £1,575	£37,964.30	In all classes 85% of children attain ARE and 90%= achieve good progress. Underperforming pupils make accelerated progress each term in all classes (more than 1 steps progress)	
Behavioural issues of identified pupils addressed	ELSA Play Therapy Behaviour Support Team as appropriate		Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards)	

Other Approaches

Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
Increased attendance rates for pupils eligible for PP.	Attendance challenge (Term 4) EWO 'clinics' Attendance panels SENCo support worker attending CINS/CP meetings etc Daily phone call from school office		Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 83.2% to 96% in line with 'other' pupils.	
Problem behaviours in Year 6 addressed	Reduced group sizes £14,482 Focus on positive behaviours: Thorpe Park/Prom/BBQ linked to Diamonds Year 6 residential trip £2,500	£16,982	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards)	