

St. Andrew's Primary School Pupil Premium Strategy Statement 2018-2019

1.Summary Information

Academic Year	2018-19	Total PP Budget	£11 700	Date of the most recent internal PP review	July 2018
Total Number of Pupils	58	Number of Pupils eligible for PP	3	Date of next internal Review	December 2018

Context summary 2018-19

- We have 3 children who are in receipt of Pupil premium in school at the moment
- 33% of these also have additional needs

2. End of Key Stage 2 outcomes 2018

These figures are based on 3 pupils. 1 pupil also had additional needs	% of PP children	% of non PP children
% of children achieving EXS or above in RWM combined	66%	70%
% of children achieving EXS or above in reading	66%	90%
% of children achieving EXS or above in writing	100%	90%
% of children achieving EXS or above in maths	66%	80%

3.Review of Expenditure 2017-18

Desired outcome	Actions	Lessons learned
To diminish the difference in all core subjects	<ul style="list-style-type: none"> • Teaching assistant support to provide; • targeted intervention, pre and post task support, additional reading • emotional wellbeing support as necessary • CPD for teachers and support staff to improve quality first teaching, lesson study release time 	<p>Half termly analysis of progress of PP children increased teacher awareness, which will continue</p> <p>Immediate, bespoke pupil intervention through the form of verbal feedback from the teacher within a lesson has a much greater impact on pupil progress than a designated, generic intervention programme.</p> <p>Action to continue next year with emphasis on more PP achieving GD</p>

		<p>Half termly analysis of progress of PP children increased teacher awareness, which will continue</p> <p>Development of pedagogies across school increases overall quality of teaching, which will continue. Further lesson studies into the teaching of RWM to be developed</p>
To ensure that the pupils have access to a rounded education and a wide range of experiences	<ul style="list-style-type: none"> Support to enable children to attend enrichment opportunities; residential ,trips, 	Enabling all pupils to access the wider curriculum was a success and will continue next academic year.
4. Barriers to future attainment (for pupils eligible for PP) 2018-19		
In-School Barriers		
A	Low aspiration within PP children, low expectation of their own ability	
B	Fixed mind-set lined to resilience & self esteem	
C	Additional SEN (for 1 pupil)	
External Barriers		
D	Lack of family engagement in learning Other environmental factors	
5. Desired Outcomes		Success Criteria
1.	<ul style="list-style-type: none"> Ensure pupils make expected progress in reading Regular analysis of interventions and additional support through pre-learning/additional teaching will allow pupils to make more progress. Children will have focused support& intervention to help them understand expectation & aspire to achieve 	<p>PP children make expected progress or better in reading</p> <p>Develop staff & pupil understanding of mind-set through training</p>

	<ul style="list-style-type: none"> • Pupil progress to be assessed half termly by SLT & class teachers via school assessment procedures & fed back to children via parental meetings 	
2.	<ul style="list-style-type: none"> • Ensure pupils make expected progress in writing • Regular analysis of interventions and additional support through pre-learning/additional teaching will allow pupils to make more progress. • Children will have focused support & intervention to help them understand expectation & aspire to achieve • Pupil progress to be assessed half termly by SLT & class teachers via school assessment procedures & fed back to children via parental meetings 	<p>PP children make expected progress or better in writing</p> <p>Develop vocabulary through work on word study</p>
3.	<ul style="list-style-type: none"> • Celebrate good attendance via rewards, certificates in assembly • Weekly reporting of attendance figures 	Attendance of PP children is in line with school average
4.	<ul style="list-style-type: none"> • Ensure pupils make expected progress in maths • Regular analysis of interventions and additional support through pre-learning/additional teaching will allow pupils to make more progress. • Children will have focused support& intervention to help them understand expectation & aspire to achieve • Pupil progress to be assessed half termly by SLT & class teachers via school assessment procedures & fed back to children via parental meetings 	<p>PP children make expected progress or better in maths</p> <p>Develop mind-set and family engagement through open mornings for parents</p>

6. Planned Expenditure 2018-19

The following demonstrates how we are using Pupil premium to improve classroom pedagogy, provide targeted support and whole school strategies

I. Quality of teaching for all

Desired outcome	Chosen approach	Evidence for the rationale	How will this be monitored	Staff lead	When will this be reviewed
Quality teaching for all	CPD programme/lesson study to address areas for development identified through incremental coaching Small teaching groups for literacy & maths	To provide a consistently high standard through encouraging resilience, setting expectations, monitoring performance & sharing best practise. Research shows that for pupils from disadvantaged backgrounds the difference between a good and bad teacher is a whole years' progress.	Impact will be measured through book scrutinies, observations, half termly data analysis	SLT	Every half term
Diminish the difference for pp pupils	Regular data analysis to monitor PP pupils	Data analysis will ensure that teachers know which pupils are eligible for Pupil Premium so they can take responsibility for accelerating progress	Half termly analysis & pupil progress meetings	All	Every half term
Diminish the difference for pp pupils	CPD programme/Trust wide support/training Training for TAs Teaching assistant support to provide some targeted intervention, pre and post task support, additional reading and emotional wellbeing support as necessary	Rehearsing and practising skills or relearning sessions in a small group/ 1:1 will allow children to develop confidence and so improve outcomes	Half termly analysis & pupil progress meetings	SENDCo	Every half term

Ensure PP children take part in a wide range of extra-curricular activities	Financial support	Support to enable children to attend enrichment opportunities; residential ,trips	Attendance on trips etc.	SLT	As required
2. Targeted support					
Difference between PP and NPP (Non pupil premium) to be diminished in in all year groups in maths	Those children who are not on track to achieve expected progress will receive interventions	We want to ensure that the gap closes between PP and NPP and therefore feel that a fully qualified teacher is best placed to intervene to ensure any children who appear to making slow progress will have the opportunity to work in small concentrated groups. Extensive research (EFF Toolkit, Sutton Trust) states that small group work with qualified staff is shown to be highly effective Teachers to provide some targeted intervention	Pupil Progress meetings held termly and will focus on the intervention children. Quality of Learning including -Coaching, drop ins, pupil discussion, work scrutinies reflection and feedback	SLT	June 2019
Difference between	Reading intervention for PP children- reading champions	PP children achieving GD is lower than NPP children nationally. Providing PP with	Termly data analysis of PP children attending	SLT & SENDCo	June 2019

<p>PP and NPP (Non pupil premium) to be diminished in in all year groups in reading</p>		<p>additional time and support for daily reading, combined with encouraging growth mind-set characteristics, will eliminate the shortfall from home when compared to NPP children</p>	<p>intervention, identifying progress. Performance management discussions Observations of guided Reading and additional interventions.</p>		
<p>3.Other approaches</p>					
<p>All children to take part in school and Residential trips, alongside wider curriculum opportunities.</p>	<p>All children will experience and be able to attend school and residential trips and access wider curriculum opportunities with their peers.</p>	<p>Residential and school trips and wider curriculum opportunities ensure we are developing the whole child and providing them with opportunities they may not have at home. Financial circumstances should not be a barrier to these experiences. The Learning surrounding these opportunities is valuable and is an important part in the curriculum.</p>	<p>All children will take part on school visits and not feel excluded</p>	<p>SLT</p>	<p>July 2019</p>

Improved attendance of PP children to increase to above 97%	Office staff & HOS to monitor pupils and follow up quickly on absences. First day response provision. Celebration of attendance in weekly assembly.	Addressing attendance as a key step in raising attainment	Close tracking of PP children attendance, work with parents and children to address and increase attendance	HoS	December 2018
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Total Budget Cost £11 700