

St. Andrew's Primary School Pupil Premium Strategy 2019 - 2020

Summary information					
Academic Year	2019/2020	Total PP budget	£88,400	Date of most recent PP Review	July 19
Total number of pupils	135	Number of pupils eligible for PP	69	Date for next internal review of this strategy	October 2019

Rationale

At our school we believe that teaching and learning opportunities meet the needs of all pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. All our work through the Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and non – Pupil Premium both within school and nationally. It is our desire that no pupil is left behind and we use our pupil premium funding effectively to achieve this.

Attainment

% of pupils reaching expected standard at the end of EYFS	Pupils Eligible for PP (our school)	Pupils not Eligible for PP (national average 2018-2019)	Difference
% of children reaching at least expected in reading	73%	77%	-4%
% of children reaching at least expected in writing	73%	74%	-1%
% of children reaching at least expected in maths	82%	80%	+2%

% of pupils reaching expected standard at the end of key stage 1	Pupils Eligible for PP (our school)	Pupils not Eligible for PP (national average 2018-19)	Difference
% of children reaching at least expected in reading	69%	75%	-6%
% of children reaching at least expected in writing	69%	69%	0%
% of children reaching at least expected in maths	69%	76%	-7%

% of pupils reaching expected standard at the end of key stage 2	Pupils Eligible for PP (our school)	Pupils not Eligible for PP (national average 2018-19)	Difference
% of children reaching at least expected in reading	69%	73%	-4%
% of children reaching at least expected in writing	77%	79%	-2%
% of children reaching at least expected in maths	92%	79%	+13%
% of children reaching at least expected in GPS	92%	78%	+14%
% of children reaching at least expected in RWM	62%	65%	-3%

Barriers to future attainment (for pupils eligible for PP)

In-school barriers

A.	End of year GLD assessments show that 55% of pupil premium children reach GLD. No PP child is exceeding in writing at the end of GLD. There has been a 2 year increasing trend in improvement of all areas of EYFS due to increase in staff numbers and the gap is narrowing but there is still a gap in reading and writing. This means pupil premium pupils need more support during EYFS in order to narrow the gap so children are Y1 ready when they start KS1.
B.	Phonics attainment of pupil premium children in Year 1 2019 stands at 71% whereas national for all is 82% making a gap of 11%. Next year aim for no gap between pupil premium and others.
C.	Pupil premium children in KS1 are below that of others in reading attainment and maths attainment. Close the gap in these areas.
D.	Pupil premium children in KS2 are below that of others in reading and writing. Close the gap in these areas.
E.	Children have lack life experiences and have limited cultural capital.

External barriers

F.	A number of children eligible for pupil premium (13%) are impacted by family issues requiring some level of support from school to external agencies ranging from cause for concern to child protection.
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G.	Attendance rates for pupil premium children (93.7%) are 1.9% less than pupils not eligible. The target for all children is 96%. More than double of persistent pupils were PP compared to non PP. This has a greater impact on learning and progress.	
Desired outcomes		Success criteria
A	Improve early phonological and language awareness and in Reception.	Pupils eligible for PP will make good progress so that they will achieve age related expectations.
B	Improved outcomes for Year 1 phonics and Year 2 resits for PP pupils.	Pupils eligible for PP will pass Phonics screening test In Year 1 and Year 2.
	Improved outcomes for reading attainment.	A greater number of children will meet ARE by the end of the year.
	Improved outcomes for writing attainment.	A greater number of children will meet ARE by the end of the year.
C	Progress and attainment in reading, writing and maths will be inline or better than national average of other children.	Pupils eligible for PP will make as much progress as 'other' pupils identified as at expected. A greater number of children will achieve RWM combined.
D	Increased attendance rates for pupils eligible for pupil premium.	Overall PP attendance to improve from 93.7% and to be in line with 'other' pupils. Eradicate persistent absenteeism of PP children.
E	Increase cultural capital.	Increase attainment in reading and be able to work at a deeper level in the foundation subjects. Increase experience – pupil voice e.g. number of children visited museum increases.

Priority 1 - Staffing, Training and Curriculum Resources

Item/Initiative	Cost	Staff lead	Rationale	Aims
TA every morning in Y6 to improve KS2 attainment.	£7997	NJ	EEF research shows that TAs help ease teacher workload and stress, reduce classroom disruption and allow teachers more time to teach pupil with the greatest need. -Year 5 data showed a need to improve attainment and close the gap.	To support teacher in Class 5 to support children eligible for pupil premium in Year 6 with classroom support so that teachers can teach PP pupils and TAs support others. Pupil Premium in Class is 53%
TA in every morning in Class 4 to improve KS2 attainment.	£9996	NJ	EEF research shows that TAs help ease teacher workload and stress, reduce classroom disruption and allow teachers more time to teach pupil with the greatest need. - Further close the gap so that is less by the time they reach Y6.	To support teacher in Class 4 to support children eligible for pupil premium in Years 4 and 5 with classroom support so that teachers can teach PP pupils and TAs support others. Pupil Premium in Class is Y4 64% (some in class 3) Y5 48%
TA in full time in Year 1 to improve phonics attainment, continuous provision, and writing.	£16,989	NJ	EEF research shows that TAs help ease teacher workload and stress, reduce classroom disruption and allow teachers more time to teach pupil with the greatest need. - To support whole school systematic teaching of phonics to have small groups and intervention at the point of need throughout the day.	To support teacher in class 1 to support children eligible for pupil premium in Years 1 with classroom support so that teachers can teach PP pupils and TA support others. Pupil Premium in Class 1 is 57% Work collaboratively with Y2 during phonics to help close the gap of those that did not pass last Y1 phonics last year.
Apprentice EYFS – to support phonics development through RWI groupings	£6800		Research states that by the age of three, more disadvantaged children are, on average, already 18 months behind their more affluent peers in their early language development. - To support whole school systematic teaching of phonics to have small groups and intervention at the point of need throughout the day.	To support other EYFS in increasing early language development and phonics.

Apprentice in Year 1 to improve phonics attainment, continuous provision, and writing.	£6800	NJ	EEF research shows that TAs help ease teacher workload and stress, reduce classroom disruption and allow teachers more time to teach pupil with the greatest need. -To support whole school systematic teaching of phonics to have small groups and intervention at the point of need throughout the day. - Enhance continuous provision of reading.	To support teacher in class 4 to support children eligible for pupil premium in Years 4 and 5 with classroom support so that teachers can teach PP pupils and TAs support others. Pupil Premium in Class 1 is 57%
Resource reading with Durham Learning Resource boxes.	£2400	NJ	Research states that the size of pupil's vocabulary in their early years of schooling is a significant predictor of academic attainment in later schooling and their success in life. - Support whole class novels, enrich curriculum and story time.	To give children high quality texts to read; increase their vocabulary; to inspire and nurture a love of reading.

Online Phonics – Oxford Owl, Times Table Rock Stars, Ten Town, Twinkl Classroom secrets	£1500	KH AS	Teachers need a range of resources that will support differentiation and to make learning engaging. To enable teachers to spend more time on quality first teaching.	To support PP pupils from Early Years to Year 6 in Early phonics, reading and maths.
2 Day Read Inc Training – 2 x EYFS TA's plus 1 apprentice in Y1.	£708	LH	Read Write Inc is the programme chosen to be used by the whole school to teach phonics. Teachers and TA's need to be trained formally if required to teach it, especially staff new to the school or year group.	To ensure consistent approach to teaching phonics across the school and to provide PP pupils with early phonics strategies from nursery onwards.
Beanstalk Reading volunteers to read 2 x weekly with 6 PP pupils.	£880	KH	“Strong reading comprehension skills make reading fun, engaging and memorable, and are the source of children's wider learning.” Power of Reading	To accelerate progress of targeted PP individual pupils who are below ARE below ARE where comprehension is a barrier.

Termly review of progress: evidence of impact

Autumn					Spring					Summer				
	No. PP pupils	R%	W%	M%		No. PP pupils	R%	W%	M%		No. PP pupils	R%	W%	M%
R														
Y1														
Y2														
Y3														
Y4														
Y5														
Y6														

Progress indicator for expected or better: Autumn term = 1 + levels, Spring = 2+ levels, Summer = 3+ levels

Green = expected or better progress (above 80%)

Priority 2 – Attendance, Personal Social and Emotional including Health and Care

Item/Initiative	Cost	Staff lead	Rationale	Aims	Review Autumn	Review Spring	Review Summer
1 x Learning mentor full time	£25,934	MO	<p>EEF Toolkit suggests social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p> <p>Vulnerable pupils need support at playtimes and lunchtimes with social and emotional issues at unstructured times that can be brought into the classroom afterwards. The LM supports PP pupils to avoid this and learning can be maximised.</p> <p>Progress can't improve if pupils are not in school. NfER briefing for school leaders identifies addressing attendance as a key step.</p> <p>All of our pupils who are involved with social care agencies are Pupil Premium. Support is needed to bridge the gap between the school, the parents and the agencies.</p>	<p>To enhance and develop pupils PSHE and wellbeing of pupils with PP. To ensure pupils with PP have the wellbeing capacity to learn.</p> <p>To support pupils with behaviour and social difficulties eligible for PP to ensure their behaviour does not negatively impact on theirs or other pupils' learning.</p> <p>To support children and families eligible for pupil premium to improve attendance Increased attendance for PP pupils</p> <p>To improve and develop communication between home and school to positively impact on pupil's attainment and achievement in school.</p>			

Priority 3 – Cultural Capital

Item/initiative	cost	Staff lead	Rationale	Aims	Review Autumn	Review Spring	Review Summer
Educational visits supplements	£5000	NJ LH	School trips encourage students to engage with people, places and buildings in new ways, thus extending vocabulary and language skills and closes the cultural capital gap.	To enhance personal experiences in the wider community and broaden pupil's experiences that they may not have at home. To enhance language skills, improve vocabulary, improve reading attainment and to improve creative writing.			
Increase life skills by a residential.	£2000	NJ	The cultural mobility model posits that students with higher levels of cultural capital are more likely to develop higher educational aspirations regardless of their social status.	To enhance personal experiences in the wider community and broaden pupil's experiences that they may not have at home.			
Increase experiences of activities beyond the school day. E.g STEM club, art club, photography,	6 clubs per week £2880	NJ	Increase experiences to close the cultural capital gap.	To enhance personal experiences and broaden pupil's experiences that they may not have at home.			

Total = £89,884 (School contribution £1484)