

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

Summary information					
<b>Academic Year</b>	2018/2019	<b>Total PP budget</b>	£96,360	<b>Date of most recent PP Review</b>	April 19
<b>Total number of pupils</b>	130 April	<b>Number of pupils eligible for PP</b>	(56.2%) 73 pupils	<b>Date for next internal review of this strategy</b>	July 19

**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

**Attainment**

<b>% of pupils reaching expected standard at the end of EYFS</b>	<b>Pupils Eligible for PP (our school)</b>	<b>Pupils not Eligible for PP (national average 2017-2018)</b>	<b>Difference</b>
% of children reaching at least expected in reading	67%	76%	-9
% of children reaching at least expected in writing	67%	73%	-6
% of children reaching at least expected in maths	67%	78%	-11

<b>% of pupils reaching expected standard at the end of key stage 1</b>	<b>Pupils Eligible for PP (our school)</b>	<b>Pupils not Eligible for PP (national average 2017-18))</b>	<b>Difference</b>
% of children reaching at least expected in reading	75%	75%	0%
% of children reaching at least expected in writing	75%	70%	+5%
% of children reaching at least expected in maths	88%	76%	+12%

<b>% of pupils reaching expected standard at the end of key stage 2</b>	<b>Pupils Eligible for PP (our school)</b>	<b>Pupils not Eligible for PP (national average 2017-18)</b>	<b>Difference</b>
% of children reaching at least expected in reading	38%	75%	-37%
% of children reaching at least expected in writing	50%	78%	-28%
% of children reaching at least expected in maths	50%	76%	-26%
% of children reaching at least expected in GPS	63%	78%	-15%
% of children reaching at least expected in RWM	38%	64%	-26%

<b>Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b>	
<b>A.</b>	End of year GLD assessments show that early Phonics/reading, maths and communication, listening and understanding skills are poorer at the end of reception for PP pupils compared to other pupils in school. 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>B.</b>	Pupils in KS1 achieve in reading, writing and maths at ARE however progress decreases by the time they reach KS2. Greater focus on progress in KS2 needs to
<b>C.</b>	Phonics attainment(40% 2018, awaiting PP data) has not been sustained since Early Years GLD. Progress in this area is a high priority area.
<b>External barriers</b>	
<b>D.</b>	A number of children eligible for pupil premium (10%) are impacted by family issues requiring support from Social Care Teams at TAF or above
<b>E.</b>	Attendance rates for pupil premium children (94.6%) are 0.5% less than pupils not eligible. The target for all children is 96%. More than double of persistent pupils were PP compared to nonPP. This has a greater impact on learning and progress.
<b>Desired outcomes</b>	
<b>A</b>	Improve early phonological and language awareness and in Reception.
<b>B</b>	Improved outcomes fin Year 1 phonics and Year 2 resits for PP pupils.
<b>C</b>	Progress in Reading, writing and maths will be inline or better than national average of other children.
<b>Success criteria</b>	
	~Pupils eligible for PP will make good progress so that they will achieve age related expectations. ~
	~Pupils eligible for PP will pass Phonics screening test In Year 1 and Year 2.
	~Pupils eligible for PP will make as much progress as 'other' pupils identified as at expected, across Key Stage 2 in maths, reading and writing.

D	Increased attendance rates for pupils eligible for pupil premium.	~ Overall PP attendance to improve from 94.6% and to be in line with 'other' pupils. Eradicate persistent absenteeism of PP children.
E	Increased parental involvement.	~Parents to know how to support their child at home, attend the workshops relevant to their child's year band and support their child with their targets. Greater emphasis on KS2 support.

### **Priority 1 - Staffing, Interventions and Curriculum Resources**

Item/Initiative	Cost	Staff lead	Rationale	Aims
<b>6 X TA (15 mins 2 x per week) 3 hours per week</b> Basic skills, reading, maths, spelling	£3,442	NJ,MO ,KBLR, TW,K M,EA	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress	To support children eligible for pupil premium in KS1 and 2 with maths and English interventions to accelerate progress.
<b>2 x TA 2 hours per day 4 x per week (24hours per week) Class 4 and 5 TA support</b>	£26,676	NJ  AT  KM	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 SLT teachers in class 4 and 5 To support children eligible for pupil premium in KS2 with classroom support so that teachers can teach PP pupils and TAs support others
<b>2 x TA (1 hour per week) After school lexia and phonics club</b>	£2,223	NJ	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress	To develop basic skills in reading and writing with phonics (Y1/2) and LKS2
<b>1 x M2 KS1 Class teacher</b>	£24,728	NJ  CR	Reducing class size can result in around three months' additional progress for pupils, on average (EEF)	To ensure KS1 class sizes stay under 25 pupils (Sep 2017 –April 2018)
<b>1 x Learning Mentor to improve attendance (2 hour per day X 5 days per week for 3 terms)</b>	£6,630	MO	Progress can't improve if pupils are not in school. NFER briefing for school leaders identifies addressing attendance as a key step.	To support children and families eligible for pupil premium to improve attendance Increased attendance for PP pupils

<b>1 x Learning mentor to support in class (2hrs per day x 5 days per week ) Heart Math, social intervention</b>	£9,945	MO	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).	To support pupils with behaviour and social difficulties eligible for PP in Year 5 and 6 to ensure their behaviour does not negatively impact on theirs or other pupils' learning.
<b>3 X SLT (HT, DHT, TLR) after school tuition 1 x weekly for 1 term</b>	£900	NJ LH NF	There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy and maths. (EEF)	Senior members of staff to tutor Year 6 pupils with PP in maths and literacy during Spring term for extra boosters after school.
<b>Lexia –A web-based Independent Learning System for reading.</b>	£4043	KH AS	Lexia offers individualized phonics and reading practice, working at each child's own pace and develops phonicability.	To support pupils learning in reading focussing on early phonics understanding and development alongside comprehension skills. To accelerate reading development and raise attainment and achievement
<b>Online Phonics – Oxford Owl and Read Write inc resources, Ten Town, Twinkl Classroom secrets</b>	£910	KH AS	Teachers need a range of resources that will support differentiation and to make learning engaging.	To support PP pupils from Early Years to Year 6 in Early phonics, reading and maths
<b>2x Day Read Inc Training – Year 1 teacher, Early Years TA, Early Years Apprentice, Year 1 TA (+supply)</b>	£1,460 +£240 teacher supply	NJ	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
<b>Beanstalk Reading volunteers to read 2 x weekly with 6 PP pupils.</b>	????	KH	% of Key Stage 1 children who were classed as being 'Below' age-related expectations when they began working with a Beanstalk reading helper moved to 'Working Towards' (47%) or 'At' or 'Above' (35%)	To accelerate progress of targeted PP individual pupils who are below ARE in Year 2 and 3.

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	12	67	75	67	R	12	66	66	50	R	12	87	80	87
Y1	7	42	42	85	Y1	7	86	86	71	Y1	8	63	63	75
Y2	13	69	66	77	Y2	14	86	86	100	Y2	14	93	93	93
Y3	11	90	90	90	Y3	11	100	100	100	Y3	12	75	83	83
Y4	8	100	100	100	Y4	8	75	100	100	Y4	10	70	80	80
Y5	8	63	63	88	Y5	7	57	29	86	Y5	7	43	29	100
Y6	14	93	85	100	Y6	14	100	100	100	Y6	14	100	100	100

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 – Personal Social and Emotional including Health and Care**

Item/Initiative	Cost	Staff lead	Rationale	Aims	Review Autumn	Review Spring	Review Summer
<b>1 x Learning mentor 5 x hours per week Pastoral, social, emotional support</b>	£4,972	MO	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.	To enhance and develop pupils PSHE and wellbeing of pupils with PP. To ensure pupils with PP have the wellbeing capacity to learn	Learning walks at unstructured playtimes show that pupils play and engaged well with each other and are happy at playtimes. The number of behavior incidents at playtimes is at a minimum. 15 pupils received RED letters. 33 pupils did not attend behavior treat at end of term.	6 pupils received RED letters – a decrease of 12 pupils. 18 pupils did not attend behavior treat a decrease of 15 pupils	<b>3 pupils received red letters, a decrease of 3 from the previous term. 11 pupils did not attend the behaviour &amp; attendance treat.</b>

### Priority 3 – Education Visits

Item/initiative	cost	Staff lead	Rationale	Aims	Review Autumn	Review Spring	Review Summer
<b>Educational visits supplements</b>	£2000	NJ	School trips encourage students to engage with people, places and buildings in new ways, thus extending vocabulary and language skills.	To enhance personal experiences in the wider community and broaden pupil's experiences that they may not have at home. To enhance language skills to improve creative writing.	All pupils are able to have rich learning experiences outside of school, this contributes to writing experiences and develops wider vocabulary. PP contributions made for Eden Camp trip KS2.	See progress review after Priority 1	See progress review after Priority 1

### Priority 4– Parental Engagement

Item/initiative	cost	Staff lead	Rationale	Aims	Review Autumn	Review Spring	Review Summer
<b>1 x Learning mentor 5 x hours per week parent liason, TAF, Core group, conference</b>	£4,972	MO	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.	To improve and develop communication between home and school to positively impact on pupils attainment and achievement in school	See individual assessments for specific pupil data	See individual assessments for specific pupil data	See individual assessments for specific pupil data
<b>Parent workshops in maths mastery and Basic Literacy skills/Phonics Supply cover for</b>	£500	KH AS	In recent years research has made it clear that parent engagement does make a significant contribution to children's achievement. (GEMS	To improve parental capacity to support pupils with learning at home Improved attainment in all areas	As above	As above	As above

## Priority 5 – Staff Training and Development

Item/initiative	cost	Staff lead	Rationale	aims	Review Autumn	Review Spring	Review Summer
<b>Middle Leadership Qualification for Literacy Lead and Early Years leadership training</b>	£1000	KH GC	Ofsted say, "The goals we all share for England's education system – that all children, but especially the most disadvantaged, have the chance to achieve their potential at good or better schools – cannot be achieved without good middle leadership."	To ensure middle leaders of core subjects and key phases are fully equipped and trained to lead their area.	KH has begun middle Leadership course and GC has begun EYFS lead course.	GC attends Science network meetings and has introduced science club. KH continues Middle leadership course and GC continues Early Years leadership course.	KH completed middle leader course. GC continues leadership course.
<b>Maths lead involved with Archemedes maths hub, cost to cover supply for release to visit other schools and time to develop systems and policies</b>	£500	AS	Maths hubs seek to harness all the maths leadership and expertise within an area, to develop and spread excellent practice, for the benefit of all pupils and students.	To increase % of PP children achieving greater depth in maths at end of KS2 To improve quality of teaching and increase pupil motivation To increase attainment in maths across the school - particular for teachers in key cohorts Y2, Y5 and Y6.	As has begun Archemedes Maths Hub work	Maths lead has lead coaching triangles for staff and visited other primary schools He has delivered Greater Depth Year 6 maths intervention	Maths lead worked closely with EYFS and Y1. Handover to new lead.

**Total = 95,141 + rock stars and Beanstalks readers**

Review of expenditure				
Previous Academic Year 2017-2018				
<b>i. Quality of teaching for all</b>				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<b>ii. Targeted support</b>				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost