

St Andrew's CEVA Primary School - Pupil Premium Strategy Statement

1. Summary information:					
School	St Andrew's CE VA Primary School				
Academic Year	2018-19	Total PP budget (Sept 2018 to Aug 2019)	£33,378	Date of most recent PP Review	Sep 2018
Total number of pupils	88	Number of pupils eligible for PP (Based on January 2018 Census)	17 Total	Date for next internal review of this strategy	Jan 2019

1. Current attainment (end of 2017-18)		
	<i>Pupils eligible for PP (across our school)</i>	<i>Pupils not eligible for PP (Gap – across our school)</i>
% achieving in reading, writing and maths (all year groups)	38%	53% (-15%)
% making expected progress in reading across the year	100%	94%
% making expected progress in writing across the year	100%	94%
% making expected progress in maths across the year	100%	94%

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	We have small numbers of children eligible for Pupil Premium (18). Trends are difficult to measure because of statistically small groups. Our focus is always on each and every child and meeting their needs.
B.	Results for 2017-2018 suggest that progress in reading, maths and writing was above expected and greater than non-pupil premium across the school (End of Key Stage 2 data showed that results were broadly in line – Reading/Writing Progress just below non PP and Maths Progress just above non PP). However, attainment of Pupil Premium children is still below non-pupil premium and we must continue focusing on closing this attainment gap. (SIP. 3)
C.	The school has seen considerable change in Leadership and this has had an impact on the tracking and consistency of Pupil Premium strategies. It has also impacted more on the pupils as this has been a difficult period for the school. However, since April 2018, a new school leadership team was formed to add consistency.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

D.	None identified	
3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	To formally track progress and review of impact half-termly, making sure all disadvantaged pupils make at least expected progress in R,W,M.	Are all PP children making at least expected progress half-termly and in line or above non-PP pupils?
B.	To continue to provide highly targeted intervention for individual child who are on both the SEND and PP register. This is currently 5 children (29%) of PP.	These children to make expected progress termly.
C.	To increase the % of children (including disadvantaged) achieving ARE in RWM combined to above national average so that all children (including disadvantaged) are better prepared for the next stage of education.	Increased attainment to at least in-line with national average and reduce gap for disadvantaged pupils.
D.	Pupil Premium children to have access to mental health and well-being programs such as Yoga and Music provision.	All pupils to be encouraged to attend extra-curricular activities inc. Yoga and music lessons.
E.	Dedicated weekly Yr group lessons provide more intense teaching support to PP children.	Increased attainment and targeted support allows children to make expected progress.

4. Planned expenditure					
Academic year	2018/19				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. 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?

To increase the quality of the teaching provision across the school through SPP project, Challenge Partner Project, CPD courses and shared practice across schools.	Shared practice across school both inside and outside trust, observations, moderations and staff training.	Increased skill base for teachers	Course knowledge evident from class observation, book scrutiny, tracking data	SH	Review end of year data
To improve standards of teaching and learning through agreed non-negotiables and development of the 'Learning Pie' resource.	Staff meetings and twilights, observations, learning walks, staff training, moderations, book scrutiny.	Consistency of approaches/best practice across the school and the wider trust.	Evident from class observations, book scrutiny, tracking data	SH	Review end of year data
Total budgeted cost					£2000
ii. 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?
To increase the % of PP children making at least expected progress in reading, writing and maths.	0.2 unqualified teacher providing single year group targeted provision.	Smaller class sizes mean that PP children receive greater input from teachers, therefore optimising progress and attainment.	Lesson observations, joint planning with class teacher.	SH	Tracking data outcomes to be reviewed termly but at least half-termly review of impact in children's work by SH/AB/KH
To increase the % of PP children making at least expected progress in reading, writing and maths.	0.2 teacher providing single year group targeted provision.	Smaller class sizes mean that PP children receive greater input from teachers, therefore optimising progress and attainment.	Lesson observations, joint planning with class teacher.	SH	Tracking data outcomes to be reviewed termly but at least half-termly review of impact in children's work by SH/AB/KH
Use a wide range of class based interventions to ensure all PP children are making at least expected and in line with non-PP across the curriculum	See Class Intervention Timetables (Including: Fine/gross motor, SALT, visual timetables, social stories, Learn2Move etc)	Needs identified for individual PP children by class teachers and SENDCo. Class based interventions to ensure regular and high impact.	SENDCo to review at least termly and RH/CR to track impact in terms of outcomes termly	RH	Tracking data outcomes to be reviewed termly but at least half-termly review of impact in children's work by SH/RH/CR

Provide Pastoral support for PP children as required	A minimum of 30 minutes a week	Targeted 1:1 or small group pastoral support led by TA.	Impact monitored by Academy Senior Health Worker, class teacher and SENDCo	EC/SH	Ongoing - Impact on child's well-being, achievement and attendance
Continue range of PP support programme run by and CTs, TAs and external support	PP interventions Streamed Phonics Reading Partners	Targeted 1:1 or small group support led by additional adult support.	Monitored by CTs, SENDCo, SLT to ensure accelerated progress.	CR/RH/SH	Tracking data outcomes to be reviewed termly but at least half-termly review of impact in children's work by SH/RH/CR
Total budgeted cost					£30,702
iii. 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?
Pupil Premium children to have access to mental health and well-being programs such as Yoga and Music provision.	Weekly yoga for PP children in KS2.	To improve mental wellbeing and health of PP children.	Qualified Yoga and Peripatetic music specialist appointed.	SH	End of each term
To support PP families to be able to access all curriculum and learning opportunities	PP families able to access support for residential, school trips, uniform, extracurricular activities,	Enable all families to access all learning/curriculum opportunities	Offer support via finance at SAT.	SH	Office to keep list of funding
Total budgeted cost					Up to £2000

2. Review of expenditure

Previous Academic Year	<ul style="list-style-type: none"> • 2017-18
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i. Quality of teaching for all

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 (£21,673)
<p>Pupil Premium children who are not at reading ARE to make increased progress towards being ARE by the end of the academic year.</p>	<p>Set up a new Library to improve access to literature and a modern, open space to experience reading.</p> <p>Start Reading club to target pupils.</p> <p>Continue with the reading partners.</p> <p>Guided reading in place within the classroom to support literacy.</p> <p>Purchase specific reading tests for all years.</p> <p>SENCO to work an extra day a week to monitor PP performance and strategies.</p>	<p>Completed. Ch now have better access to a range or reading resources. Additional reading intervention spaces. Increase progress and narrowed gap.</p> <p>Ran successfully through Autumn and Spring terms with accelerated progress for targeted pupils.</p> <p>Dorset reading partners – weekly one to one support for targeted children. Increased pupil engagement and progress</p> <p>Guided reading taking place within each class.</p> <p>PIRA tests for all Yr groups used termly.</p> <p>In place until Easter 2018</p>	<p>Successful. Continue arrangements for 2018/2019</p> <p>Due to reduce SENCo time – unable to continue this year.</p> <p>Continue for 2018-19</p> <p>Increased whole class guided reading approach in KS2.</p> <p>Allowed for a consistent approach to reading data. Improved performance in reading tests.</p> <p>New SENCO lead and trust SEND collaboration in place from Easter 2018.</p>	

To close the gap between Pupil Premium performance and Non-Pupil Premium performance in all areas.	Purchase specific tests for all years in all areas. Purchase a new Assessment tool – INSIGHT. Staff training on INSIGHT.	Gap has closed. Progress for PP was above non-PP last year. - Reading – Non PP ARE+ 74%, PP ARE+ 65(Gap of 9%), Writing – Non PP ARE+ 64%, PP ARE+ 47% (Gap of 17%), Maths – Non PP ARE+ 59%, PP ARE+ 79% (Gap of 20%) Insight fully embedded by end of 2017/2018 term.	Must continue to provide high quality intervention for our disadvantaged children to ensure that the gap continues to close.	
Pupil Premium children to benefit from emotional support where needed by ELSA trained support staff.	8.30-8.50 Launchpad support for those struggling with transition from home to school.	ELSA Launchpad and ELSA interventions were provision was provided by trained staff.	This was a success, especially for the needs of 3 ch with extreme emotional needs.	

ii. Targeted support

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 (£16,166)
Pupil Premium children who are not at reading ARE to make increased progress towards being ARE by the end of the academic year.	Phonics Intervention groups for KS1. Literacy support for Year 6 from external English teacher from local secondary school in preparation for SATS.	Streamed phonics in KS1 using TA support to target children. Accelerated progress and improved Y1 phonics outcomes Support form staff at Secondary School. Appointment of Assistant Head with immediate focus on Yr6 outcomes.	Continue for 2018-19 Continue close links with Trust Secondary School and use internal school capacity to promote Yr6 outcomes for 2018/19.	

<p>To close the gap between Pupil Premium performance and Non-Pupil Premium performance in all areas.</p>	<p>Tests in all areas to monitor progress.</p>	<p>Termly PIRA/PUMA tests for all year groups.</p>	<p>Tests help justify teacher assessments and enable teachers to target intervention groups.</p>	
<p>Pupil Premium children to benefit from emotional support where needed by ELSA trained support staff.</p>	<p>Targeted pupils access this on transition and are guided to this if they are particularly vulnerable or from a target group.</p>	<p>ELSA Launchpad and ELSA interventions were provision was provided by trained staff.</p> <p>In order to aid transition, one child had 1-1 full time TA support and therapy sessions.</p>	<p>This was a success, especially for the needs of 3 ch with extreme emotional needs.</p>	
<p>Pupil Premium children to have access to the same experiences as other children.</p>	<p>Provide funds to enable Pupil Premium pupils to have access to all of the same extra-curricular experiences as other pupils.</p> <p>Provide equipment for those without kit etc.</p>	<p>Pupil premium payments allowed children to access school music provision and extra curricular clubs. It also supported families with trips and residential breaks.</p> <p>Uniforms and equipment were provided to those who requested it.</p>	<p>Continue to offer 2018-19</p> <p>Continue to offer 2018-19</p>	