

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

1. Summary information:					
School	St Andrew's CE VA Primary School				
Academic Year	2019-20	Total PP budget (Est.)	£22100	Date of most recent PP Review	Nov 2019
Total number of pupils	88	Number of pupils eligible for PP (Based on January 2018 Census)	14 Total	Date for next internal review of this strategy	Feb 2020

1. Current attainment (end of 2018-19)		
	<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)	25%	66% (-41%)
% making expected progress in reading across the year	76%	90% (-14%)
% making expected progress in writing across the year	69%	87% (-22%)
% making expected progress in maths across the year	69%	92% (-24%)

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 (14). 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 2018-2019 suggest that progress in reading, maths and writing was below expected and less than non-pupil premium across the school. Attainment of Pupil Premium children is below non-pupil premium and we must continue focusing on closing this attainment gap.
C.	The school has seen considerable change in structure, leadership and teachers during the last 3 years 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.
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 3 children (21%) 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.

4. Planned expenditure					
Academic year		2019/20			
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?

Improve Reading and spelling outcomes for PP children.	Introduce and embed new reading scheme for all ages. Whole school initiatives to raise the profile of reading.	Reading and spelling scores for PP children in KS1/KS2 SATS lower than National levels.	Work with teaching teams to ensure that scheme is being followed. PP interventions/conferencing. Reading volunteers to red with PP children.	SH/JC	Termly visits and data reviews
Pastoral support All PP children to have weekly contact.	Develop a pastoral 1-1 support programme.	Currently No ELSA trained staff in school so new pastoral support programme with LSMs will improve the wellbeing of PP children.	Regular monitoring of schedule, notes and meeting with support staff.	SH	Termly
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?
Progress meetings with PP champion 1-1 teaching intervention	PP children to see PP champion to identify/assess areas of social and academic need. 1 hour per week – ch on rotation basis.	This will allow PP champion time to identify and work on individual need of children and set realistic targets.	Make notes and assess usefulness of intervention at end of each half term.	SH	Termly
To increase the % of PP children making at least expected progress in maths / writing and reading.	Support staff Maths interventions in KS1 and KS2 focussing on PP children and their area of need.	Wide range of targeted class-based LSM interventions to ensure all PP children are making at least expected and in line with non-PP across the curriculum. Development target area for each PP child decided by class teacher.	LSMs to make intervention notes, which will be monitored half termly by PP champion.	SH	Termly
Total budgeted cost					£17,100
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

- 2018-19

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)

<p>To increase the quality of the teaching provision across the school through SPP project, Challenge Partner Project, CPD courses and shared practice across schools.</p>	<p>Shared practice across school both inside and outside trust, observations, moderations and staff training.</p>	<p>Increased skill base for teachers. Allowed teachers to share in good practice when providing for both PP and NON-PP children. EG Rec teacher visiting other R/1 class at Chilmark.</p> <p>Observation/Review feedback helped guide future practice.</p>	<p>Talking part in reviews and moderations helped develop teachers skills and CPD. We will continue this approach next year.</p>	
<p>To improve standards of teaching and learning through agreed non-negotiables and development of the 'Learning Pie' resource.</p>	<p>Staff meetings and twilights, observations, learning walks, staff training, moderations, book scrutiny.</p>	<p>Clear non-negotiables gave teachers the framework to control behaviour and teaching / learning standards. PP children benefited from having improved teaching which included consistently marked books and valid assessments.</p>	<p>PP children benefited from having a consistent school approach to teaching and learning. Unfortunately due to changes in leadership and redundancies etc, not all teaching and learning improved.</p>	
<p>ii.</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	

<p>To increase the % of PP children making at least expected progress in reading, writing and maths.</p>	<p>0.2 unqualified teacher providing single year group targeted provision.</p>	<p>Smaller class sizes mean that PP children receive greater input from teachers, therefore optimising progress and attainment.</p> <p>Lesson observations and joint planning with the class teacher gave PP children a good opportunity to see progress was made.</p>	<p>Not enough staffing in school to split year groups.</p>	
<p>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</p>	<p>See Class Intervention Timetables (Including: Fine/gross motor, SALT, visual timetables, social stories, Learn2Move etc)</p>	<p>Targeted 1:1 or small group pastoral support led by TA.</p>	<p>Continue with interventions in Yr19-20. RH looking into further revisions to programme.</p>	
<p>Provide Pastoral support for PP children as required</p>	<p>A minimum of 30 minutes a week</p>	<p>In order to aid transition, one child had 1-1 full time TA support and therapy sessions.</p> <p>Impact monitored by Academy Senior Health Worker, class teacher and SENDCo</p>	<p>Pastoral Support by Senior Health Care Worker was invaluable. Many PP children benefited from this time to discuss emotions and transition.</p>	
<p>Continue range of PP support programme run by and CTs, TAs and external support</p>	<p>PP interventions Streamed Phonics Reading Partners</p>	<p>Targeted 1:1 or small group support led by additional adult support.</p> <p>Monitored by CTs, SENDCo, SLT to ensure accelerated progress.</p> <p>Dorset reading Partner scheme, phonics programmes and our SEND support all helped give PP children opportunities to make accelerated progress.</p>	<p>Continue to offer 2019-20</p>	

<p>Pupil Premium children to have access to mental health and well-being programs such as Yoga and Music provision.</p>	<p>Weekly yoga for PP children in KS2.</p>	<p>To improve mental wellbeing and health of PP children.</p> <p>Qualified Yoga and Peripatetic music specialist appointed.</p> <p>The children enjoyed and found the well-being programmes beneficial.</p>	<p>Continue in 2019/20</p>	
<p>To support PP families to be able to access all curriculum and learning opportunities</p>	<p>PP families able to access support for residential, school trips, uniform, extracurricular activities,</p>	<p>Enable all families to access all learning/curriculum opportunities</p> <p>Offer support via finance at SAT.</p> <p>Many children accessed financial PP support for trips etc.</p>	<p>Continue in 2019-20</p>	