

Pupil premium strategy statement



1. Summary information					
School	St. Andrew's C.E. Primary School				
Academic Year	2018/19	Total PP budget	£70,000	Date of most recent PP Review	Sept 2018
Total number of pupils	267	Number of pupils eligible for PP	46 17.23%	Date for next internal review of this strategy	Dec 2018

2. Current attainment			
	Attainment for 2017-18 Attainment for 2017-18	Pupils eligible for PP (your school) Year 6 (4 children) Year 2 (10 children)	All Pupils (school/national average)
% achieving age related expectation in reading, writing and maths		KS1: 60% KS2: 50%	KS1: 77.1% 64% (2017) KS2: 77.8% 64%
% making expected attainment in reading		KS1: 70% KS2: 25%	KS1: 82.9% 75% (2017) KS2: 80% 75%
% making expected attainment in writing		KS1: 60% KS2: 50%	KS1: 77.1% 68% (2017) KS2: 77.8% 78%
% making expected attainment in maths		KS1: 70% KS2: 75%	KS1: 85.7% 75% (2017) KS2: 88.9% 76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Year 4 attainment and progress in reading, writing and maths. Accelerated progress needed.
B.	A high proportion of pupils eligible for PP have Additional Needs (50%). Social and emotional issues are having an impact on children's progress.
C.	Children eligible for PP funding are attaining lower in writing than in reading, maths and grammar and punctuation. This prevents sustained high achievement in KS2.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	An increased number of parents/carers who are illiterate.

4. Desired outcomes					
	Desired outcomes and how they will be measured			Success criteria	
A.	Improve oral language skills for pupils eligible for Pupil Premium to impact on writing attainment.			Pupils eligible for PP in EYFS make rapid progress by the end of the year so that at least 95% meet age-related expectation in the three areas of CL-U, CL-S, L-W (Development Matters).	
B.	Increased support to enable children eligible for PP funding with Additional Needs to make at least expected progress.			Children with Additional Needs who are eligible for PP funding make at least expected progress in reading, writing and maths.	
C.	Engage hard to reach parents/carers and give them the knowledge and skills to support their child's learning.			Parents/carers are mutually supported to develop their own knowledge and skills in supporting their child in reading, writing and maths. All children whose parents are illiterate receive support to develop skills and knowledge. Increased number of signatures in planners for reading. At least three Reading Café sessions to be offered to parents over the year to raise the profile of reading and develop home/school relationships.	
D.	Higher rates of attainment and progress for all Pupil Premium pupils, particularly in writing.			The difference is diminished or closed between pupils eligible for PP and other pupils in school. All pupils who are eligible for PP funding make at least expected progress in 2018/19 and 90% are working at or above age-related expectation.	
5. 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?
D. Higher rates of attainment and progress for all pupils eligible for PP funding, particularly in writing.	Training for staff to take place to raise attainment. Resources to be purchased to ensure clear progression across the years in spelling and punctuation.	Attainment and progress in writing is below that of reading, grammar, spelling and punctuation and writing, particularly for pupils eligible for PP funding in Year 4.	Review products. Purchase resources and train staff in using resources effectively to gain maximum impact.	English Leader	September/October 2018
	Teaching Assistants employed to raise attainment and progress for all pupils eligible for PP	Extra support, tailored to individuals and small groups, with highly trained staff have previously been very effective. Pre-teach and post-teach, as well as sharply focused	Teaching assistants work with all pupils eligible for PP funding using personalised intervention.	John Whalley	December 2018

	funding, particularly in writing. £25,000	intervention groups, have been effective at improving confidence and progress.	Intervention groups to be reviewed each term to close the gap between pupils eligible for PP funding and those all pupils not eligible for PP funding. Teaching assistants provided with preparation time to prepare resources for interventions planned by the teacher.		
C. Engage hard to reach parents/carers and give them the knowledge and skills to support their child's learning.	Parent support sessions for parents/carers.	There are an increasing number of parents who require further development of their own skills and knowledge to be able to support their child's learning. Offering parent support sessions in the form of developing adult learning will instil confidence and provide a learning network of support for parents.	Additional Needs Leader to engage with parents to encourage them to attend adult learning sessions held in a comfortable environment.	Sue Haskins	December 2018
	Additional Needs Leader to be Lead Professional for TAC meetings. £9000	Families who are on a TAC require a Lead Professional to liaise with external agencies and parents/carers. Using the Additional Needs Leader to fulfil this role would continue to strengthen relationships with, and develop skills of, parents/carers.	Additional Needs Leader is the Lead Professional for all TAC meetings.	Sue Haskins	December 2018
A. Support the delivery of the curriculum for Pupil Premium children.	Purchase resources in order to provide a broad, balanced and creative curriculum. £5000	Giving children access to an exciting curriculum via the use of supporting resources.	Select resources appropriate to the current curriculum and resources that will enhance the learning for the children.	Curriculum Leaders	December 2018
Total budgeted cost					£39,000
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/Cost	When will you review implementation?

A. Improve oral language skills for pupils eligible for Pupil Premium to impact on writing attainment.	Teaching Assistant employed to develop speech and oral communication in EYFS to impact on writing. £1000	Of the 2017/18 cohort of children eligible for PP funding: 100% were below the age expectation in writing; 66% were below the age expectation in understanding; and 33% were below the age expectation in speaking. The WellCom programme has been independently evaluated and shown to be effective in other schools. Staff who attended WellCom training felt that it would impact on oral skills for PP children in EYFS.	WellCom project taught by TA in Nursery for minimum of one hour each week. WellCom training to be implemented.	EYFS Leader	December 2018
D. Higher rates of attainment and progress for all Pupil Premium pupils, particularly in writing.	Teaching Assistant employed to work in Year 4 every morning to accelerate progress in reading, writing and maths. £9000	Extra support, tailored to individuals and small groups, with highly trained staff have previously been very effective. Pre-teach and post-teach, as well as sharply focused intervention groups, have been effective at improving confidence and progress. A teaching assistant solely based in Year 4 should enable strong relationships to be formed between staff and pupils. Teachers and teaching assistants will liaise efficiently and effectively.	Teaching assistants provided with preparation time to prepare resources for interventions planned by the teacher. Impact of teaching assistant to be overseen by Maths and English Leaders. Teaching Assistant to discuss data analysis with Maths and English Leaders. Engage with parents and pupils prior to intervention beginning to address any concerns or questions about the sessions. Pupils to assess their own learning in consideration for requiring additional support.	Maths and English Leaders	October 2018

A. Improve oral language skills for pupils eligible for Pupil Premium to impact on writing attainment.	Learning Mentor to develop communication language skills to develop vocabulary. £7000	Due to the increasing number of children eligible for PP funding requiring social and emotional support due to family circumstances, a Learning Mentor will provide opportunities for pupils to be supported and verbalise their emotions. The Learning Mentor will use SEAL resources to enhance learning pupils face difficulties in understanding and managing their feelings, working co-operatively in groups, motivating themselves and demonstrating resilience in the face of setbacks. The programme focuses on five social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills.	Learning Mentor to be employed for 2hours each day. Learning Mentor to use SEAL materials.	Sue Haskins Sue Haskins	December 2018 November 2018
	Breakfast Club to develop provision to improve on oral language skills. £6000	Breakfast Club numbers have increased by 9.5% from 2016/17 to 2017/18. Providing a high -quality environment, where opportunities are provided to develop oral language skills, there will be a direct impact on vocabulary. Breakfast clubs are more cost effective than the government's flagship £1billion universal infant free school meals policy in improving outcome for pupils in disadvantaged areas, according to researchers - EEF	Additional member of Breakfast Club staff to be employed each day.	John Whalley	December 2018
A. Increased targeted intervention for pupils in Year 2 to support improved progress towards age related expectation.	Additional teaching assistant to support Year 2 for 2 days per week. £8000	This additional support will enable teachers to quickly give support to pupils that are not meeting success criteria in lessons. Pre/post teach as well as other published intervention programmes will be used so that these pupils are less likely to fall behind in their learning. It will improve confidence and enable them to fully participate in future lessons.	SLT will monitor the impact of this support through lesson observations and learning walks. Book scrutiny will also show the progress of all pupils and evidence of the interventions received when they have not met the success criteria.	SLT	Review to take place each term following assessments. Pupil Progress meeting reviews will identify pupils that are not making at least expected progress.
Total budgeted cost					£31,000