

Pupil premium strategy statement: St Andrew's C of E Primary School

1. Summary information					
School	St Andrew's C of E Primary School				
Academic Year	2019/20	Total PP budget	£33,000	Date of most recent PP Review	Nov 2019
Total number of pupils	189	Number of pupils eligible for PP	25	Date for next internal review of this strategy	July 2020

2. Current attainment		
	<i>Pupils eligible for Pupil premium (4 in year 6 in 2019)</i>	<i>All (NA)</i>
% Expected standard and above in R,W and M.	50%	64%
% making expected progress in Reading	50%	73%
% making expected progress in Writing	75%	78%
% making expected progress in Maths	100%	79%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Poor reading skills/Speech and Vocabulary on entry to school
B.	Social and emotional needs
C.	Limited vocabulary and life experiences.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A	Some low-income families find it hard to afford extra enrichment activities and access to resources.
B	Parental engagement with school
C	Some home learning environments lack support for pupils ' communication and English skills'

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accelerated progress of all pupil premium pupils	Ensure the amount of PP children reaching the expected standard in Reading, Writing and Maths is in line with their peers. Assessment tracking system monitoring to corroborate predictions and outcomes. Pupil premium progress and pupil progress reviews to take place termly for staff accountability.
B.	Increased parental engagement through use of incentives particularly in reading.	Ensure children read regularly at home with parents (3x a week as regards to school policy). Reading incentive to be continued, which measures how often, children read at home. The aim is that this will then have an impact on reading results and writing. Try to increase parental engagement by having opportunities in school/workshops for parents to come in and listen to their children read.
C.	Increase the number of PP pupils reaching greater depth across the curriculum	Quality interventions leading to accelerated learning and achievement. Budget allocation for new resources to support interventions. Intervention timetable to be set up by Autumn 1 to ensure optimum support and challenge.
D.	Continue to support children's progress/home learning in core subjects using Spelling Shed TT Rockstars & Mathletics	Children will be set homework regularly, which will include using Spelling Shed & Mathletics. The Maths programme has had a huge impact on children's attitudes to Maths. Staff will be able to track the children's usage and progress and set additional tasks that are linked to what has been taught during the week. Homework clubs facilitated for Yr3/4 & Yr. 5 & 6
E.	Provide an enriching curriculum	PP children tend to lack life experiences, which in turn have an impact on creativity etc in terms of writing. Children will receive support in being able to afford trips; school will invite external companies into school in order to provide children with experiences. Through the use of a play co-ordinator, PP children with social/ emotional needs will be supported in being part of a group and taking part in play activities. A new forest school is looking at being installed and is in the planning process to support PP children and their learning.

5. 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?
<p>Increase the number of PP pupils reaching expected and greater depth across the curriculum</p> <p>Accelerated progress of all pupil premium pupils</p>	<p>To hold lunchtime and after school clubs for Homework</p> <p>To deliver 1:1/ small group tuition/ interventions to boost lower ability PP children.</p> <p>TAs and class teachers carry out effective interventions daily during assembly times.</p> <p>Trained TAs to carry out key interventions in Numeracy-Power of 2 & Number Sense</p>	<p>Data shows that disadvantaged pupils fell behind national standards (attainment) in Reading and writing in terms of reaching expected and greater depth. Although small cohort.</p> <p>In 2018/19, interventions were put into place children are progressing well and this is measured through PP meeting. We will continue to look at interventions taking place in order to make an impact on Reading, Writing and Maths.</p>	<p>We will carry out 1:1 staff meetings, 1:1 TA meetings, quality control of interventions, progress meetings, intervention maps and governor monitoring. We are using TA expertise to deliver high quality interventions to children.</p> <p>Groups will be tracked termly and assessment information will be analysed.</p> <p>Focus pupils identified through pupil progress meetings will have outcomes tracked to determine effectiveness of the support.</p>	<p>DH, MC, CD JC & HW</p>	<p>Feb 2020</p>
Total budgeted cost					£12,000

ii. Targeted support

October 2018

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 implement action?
Accelerate the progress of all pupil premium pupils	Teaching assistants to support PP pupils within classes across school including interventions.	Data for 2017/18 in the school showed positive progress measures where additional support and interventions were implemented. Pupil premium children achieving expected standard and greater depth standard was below national average.	Groups will be tracked termly and assessment information will be analysed. Focus pupils identified through pupil progress meetings will have outcomes tracked to determine effectiveness of the support.	Class Teachers	November 19 March 20 July 20
To develop key skills of speech and language in EYFS and KS1	To develop key member of through CPD to have daily interventions with PP children developing S & L	Baseline assessment has identified significant need for S & L development on entry	Use of Welkom pack to support baseline and value added over interventions and support	SEND/DM/LM	July 20
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 implement action?
Increased parental engagement through use of incentives particularly in reading.	Give children incentive to want to read at home to parents. Hold workshops where children read with their parents in school.	Parents are key in supporting effective learning as shown by a number of research projects (Sutton Trust). Pupil progress meetings show that those pupils who make accelerated progress have a supportive home environment where they regularly read to their parent and complete homework.	The reading incentive to be focused on Year 2 where engagement is lowest. Mrs Shirra to organise parent workshops where they can come in to read with their children at the end of the day.	AF RS	December 19 March 20 July 20
Continue to accelerate children's progress in Maths using Mathletics and TT Rockstars. To promote spelling through home school access of Spelling Shed	Children have opportunity to learn and consolidate Maths skills at home. Children have opportunity to learn and consolidate spelling skills at home	Mathletics has already dramatically changed the attitudes towards Maths within school. Provides another tool of assessment for teachers to use. Teachers are able to monitor/ set tasks for children to complete.	Mathletics has already been thoroughly embedded throughout school. We will continue to have weekly competitions where the children can win certificates and a termly medal winner. Mathletics will continue to be incorporated into daily maths teaching.	MC / DH	On-going

Provide an enriching curriculum	Children will have an opportunity to be involved in a wide variety of experiences through the use of trips, workshops etc.	Children lack experiences and are unable to draw on them during Topic and English work. This can sometimes hinder the children's creativity during writing in particular. Forest school will also be developed this year to support those with additional emotional needs and to provide children with the opportunity to learn in different ways.	School will plan and book events for the children to observe/take part in for example theatre companies, dance companies, local museums etc.	Teaching staff	On-going
Support children with social and emotional needs	Children will have the opportunity to work with an Elsa worker or Theraplay sessions if required to support with social and emotional needs.	Children with social and emotional needs have the opportunity to speak to Stevi (Theraplay) or an ELSA Counsellor to support with their home or school life. The children are given 1:1 time to talk about any worries and issues.	School have developed a ELSA support worker with a weekly session to support children School also buy in a weekly session of Theraplay	DH/SP Teaching staff	On-going
Total Budget					£22,000