**ST MARGARET’S CE VA PRIMARY SCHOOL**

**REVIEW OF PUPIL PREMIUM STRATEGY 2017-2018**

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | |  | | |
| 1. **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** |
| **Improve progress and attainment for pupil premium children in**  **English and Maths** | Feedback and assessment for learning    Good teaching    Good Intervention teacher targeting learning gaps. | **Pupil feedback** has improved significantly across the school as evidenced in children’s books. Indicates. From book looks and staff meeting discussions it is evident that Marking is more effective as a tool for moving learning on.  **Evidence from lesson observations** indicates that teachers across school are effective at assessing learning and reacting to outcomes in lessons more quickly so that pupil’s learning is moved on appropriately. Staff are more confident at making these judgements and also at assessing where a child’s learning is at. So that pupils do not complete work below their ability.  **From Pupil Discussions** it is evident that pupils are more confident and knowledgeable about knowing where they are at in their learning and. know and understand how to improve their work.  **In Y1 PP** pupils passed the Phonics Test. Pupils made excellent progress compared to their peers in Reading, Writing and Maths and are working within expected standards.  **In Y2 3/4 PP** pupils met expected standards in Reading and Maths. They made below expected progress in writing.  **In Y3 PP** made excellent progress across RWM and are working within expected standards.  **In Y4 PP** made expected or above across RWM apart from an SEN PP. All PP are working within expected or above standards apart from an SENPP.  **In Y5 PP** all made good or better progress across RWM . All PP are working within expected or above standards in Reading and Maths. 8/9 PP are working at or above expected standards in Writing.  **In Y6 all PP** met the expected standard in Reading, Writing and GPS. 3/4 met the expected standard in Maths. | Training in assessment and feedback has supported good teaching and outcomes.  Sharing and reviewing good practice in teaching and learning has also supported good progress and attainment.  An effective tracking system of pupil learning and their starting points and targets has resulted in staff being more informed about pupil progress and attainment. Continue to develop assessment by reviewing marking next year.  School Peer Review supported school in reviewing teaching and learning and targeting specific subject areas to be improved.  Teacher intervention groups have supported good learning and progress and have enabled learning gaps to be identified and then closed.  These will continue across the Pupil Premium Groups. | £1880 |
| 1. **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** |
| **Improve progress and attainment for pupil premium children in English and Maths** | 1:1 termly programme for targeted children with an experienced teacher | Two part -time experienced teachers have worked with all the PP children providing targeted support alongside the class teacher.  Outcomes from assessments have been carefully tracked and then learning conversations with the class teacher and PP Lead have then informed the next period of targeted support based on pupil need across Reading Writing and Maths.  As a result of this excellent teaching PP children have made very good progress across school as the data above indicates.  The only exception has been in Y2 writing and this will be a target for 2018/19. | Experienced and knowledgeable teaching has enabled targeting support to be effective and this will continue. | £21000 |
| 1. **Other approaches** | | | | |
| **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** |
| **To improve standards in Phonics**  **Year 1 pupils to meet the expected standard national phonics test.**  **Increased attendance rates to 96%**  **To improve lateness.**  **To give opportunities for pupils to access extra music provision.**  **To improve musical skills**  **To widen and enrich learning**  **To improve progress and attainment in Maths, Science and Sports**  **To improve progress and attainment.**  **pupil learning experiences.**  **To improve confidence and self -esteem.**  **To develop leadership and team building skills.** | Provide daily focused support from experienced teaching assistant.  Support given to parents from newly appointed Family Support Worker.  Late Gate by Family Worker.  Referrals made to Attendance and Prosecution Officer  To give opportunities to pupils to play an instrument and receive tuition.  Pay the full amount for school clubs | Combined support has been delivered by the teaching assistant and the PP experienced one to one teacher.  This very targeted and regular teaching has resulting in PP reaching the expected standard in Phonics and making excellent progress.  In Y1 90% of pupils achieved the expected standard in phonics which was 7% above national and an improvement of 10% from last year.  Attendance has been tracked by Deputy Head and discussions have taken place with the school’s Attendance and Prosecution Officer.  Letters have been sent to parents informing them about their child’s attendance.  Identified PA in PP group and actions taken. Still needs to be worked on.  Follow up referrals have been made to the Attendance and Prosecution Officer.  As a result of identifying lateness and taking action this has improved across the PP.  There are 3/24 who are below 90%.  All PP music lessons are fully funded.  7/24 pupils receive musical tuition in woodwind/brass/strings.  All PP pupils participated in an end of year music concert for all pupils receiving musical tuition.  8/24 pupils attended these clubs.  This could be improved | Regular targeted support has resulted in good phonics attainment.  Continually assessing and reviewing their phonics learning has supported good outcomes.  This kind of support will continue next year.  Continue with the referrals and tracking. Continue with the monitoring of the number of days holiday taken by families resulting in unauthorised absences  Next year introduce more rewards for PP for good attendance – special letters home.  Develop role of Family Support Worker more in focusing on attendance of PP and then provide appropriate support for families. Develop reward system for PP and attendance improvements.  Attendance is a focus for next year.  Continue with this support which enables pupils to develop their skills and knowledge in music.  Continue to provide support for the clubs but encourage more PP to take them up. | £1260  £2000  £540  £1920 |
| **To improve progress and attainment.**  **To enrich and embed pupil learning experiences.**  **To improve confidence and self -esteem.**  **To develop leadership and team building skills.** | To provide opportunities for pupils to attend residential visits to Edgemond and Frank Chapman Centres.  Full payment of Educational Visits | All PP children in Y6 attended the residential visit and in Y5 2/9.  All PP children were offered funded places resulting in all PP children in Y6 attending the residential visit and in Y5 2/9.  No PP attended the Edgemond Trip.  All PP children attended any of the class trips. | Continue to offer the funded places for educational visits. | £4080 |