# St Margaret’s CE VA Primary School Pupil Premium Strategy Statement 2018-2019

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| 1. **Summary information** | | | | | |
| **Academic Year** | 2018/2019 | **Total PP budget** | £35,300 |  |  |
| **Total number of pupils** | 226 | **Number of pupils eligible for**  **PP** | 27 | Funding Per pupil | £1,320 |

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| 1. **Current attainment** | | | |
| See current pupil tracking | | | |
| **3.Barriers to future attainment (for pupils eligible for PP, including high ability pupils)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | Poor/inconsistent attendance so missing learning resulting in gaps in core skills and knowledge particularly in Maths and English. Therefore, deeper learning and the ability to apply skills in problem solving situations is difficult to achieve. | | |
|  | Lateness impairs pupil’s ability to be ready to learn. Resulting in pupils missing some focused and targeted teaching in key basic skills –spelling, handwriting, multiplication tables, vocabulary. | | |
| **C.** | Poor concentration skills and positive learning behaviours | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | Poor/erratic attendance, some pupils below 96%. Some pupils arriving late to school so missing starts to lessons in core subjects English and Maths. | | |
| **E.** | Parents lack of consistent support in home learning especially in English and Maths. This is particularly evident as pupils move into Key Stage 2 | | |
| **F** | As more home learning is online based some pupils do not have access to the computer programmes. | | |
| **G** | Parents unsure about the need to and how to support their child in high level reading skills (not just decoding but understanding and interpreting texts) and in maths (knowing appropriate computation strategies) | | |
| **4.Desired outcomes** *(Desired outcomes and how they will be measured)* | | | **Success criteria** |
|  | | Improved progress and attainment for all Pupil Premium children especially in English and Maths as individual subjects and combined. | PP children of all abilities make good or better progress. Learning gaps are addressed. All teaching is good or better. |
|  | | Enable parents to support their child effectively and provide support in home learning opportunities.  Parents to be confident in supporting their child in the end of Key Stage Assessments. | School provides opportunities to support parents- with knowledge and skills in reading, phonics and maths. Pupils to attend workshops in Maths and Science.  Y6 and Y2 parents informed about SAT’s and fully prepared and understand the expectations and preparations. |
|  | | Reduce lateness for all Pupil Premium children. Follow school policy. Family Support worker support families with lateness issues. | Attendance data improves and fewer late marks recorded each term. |
|  | | Increase attendance rates for all Pupil Premium children. Follow school policy. Extra incentives for these pupils and reward letters sent home. | Attendance improves to 96% |

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| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | **2018 -2019** | | | | |
| 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 | | | | | | |
| 1. **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 progress and attainment for pupil premium children in English and Maths  Reading Writing Maths SPAG | Staff training on effective in class assessment of pupil’s learning and pupil feedback written and aural.  Marking is effective and focused.  Staff training in Maths –number sense.  Provision of SPAG programme for KS1/2  Provision of Mathletics Programme Y5/6  Staff training in comprehension strategies and teaching vocab- Cracking Comprehension  Training in teaching Reading KS2 GDS. | | In lessons staff quickly identify where pupils are in their learning journey and are able to make adjustments to their lessons so pupils learning is embedded. The pace of learning is lessons is more rapid. EEF tool kit indicates that high quality feedback is effective in improving attainment. | Monitoring of lessons  Pupil Progress Meetings  Learning Looks in books  Sharing of marking feedback and its impact on learning | JS  LS  Maths and English Leads | Termly Reviews  Cost £1000  Maths training £900  I See Maths  SPAG Computer programme £190  Mathletics  Programme £1050  £350  Cracking Comprehension resources  £300  WN Cluster training –  Reading £400 |
| **Total budgeted cost** | | | | | | £3,140 |
| 1. **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?** |
| Improve progress and attainment for pupil premium children in English and Maths.  Focus on Writing and high order Reading skills in KS2. | 1:1 termly programme for targeted children with an experienced teacher  Target pupil need according to recent assessments | | Highly focused learning specific to learners needs from lesson teaching further embeds knowledge and skills.  EEF evidence indicates this is a very effective approach. | Monitor teaching  Monitor pupils recording outcomes  Pupil discussions | JS  Subject Leaders | Termly |
| Improve progress and attainment for pupil premium children in English and Maths  Focus on Writing and high order Reading skills in KS2.  Improved concentration/emotional skills | Weekly small group sessions in English/Maths with experienced teacher  Target pupil need according to recent assessments  Lego Work with LSP | | Provide extra support to embed and stretch learning. Small group interventions with an experienced teacher has been shown to be effective as evidenced in Visible Learning by John Hattie and EEF Toolkit  Previously used in school with small groups resulting in very positive outcomes- more confident | Improve progress and attainment for pupil premium children in English and Maths  Combined | JS | Termly  Cost  £22,000 |
| To improve writing skills at the end of KS1 and start of lower KS2.  To target writing PPY3 | Weekly small group sessions with experienced teacher  Target pupil need according to recent assessments | | .Provide extra support to embed punctuation, sentence structure and grammar. | Monitor writing in pupil books  Assessments the end of each term  Track Pupil Premium pupils | Leadership  Team | Termly |
| **Total budgeted cost** | | | | | | £22,000 |
| 1. **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?** |
| Increased attendance rates to 96%  Improve lateness. | Admin staff follow up absence and report to Deputy.  Support provided from Family Support Worker.  Late Gate by Family Worker.  Focused parent workshop schedule provided by FS worker  Referrals made by Deputy to Attendance and Prosecution Officer  Add pupil attendance to PP Progress Summary Sheet  Develop Positive rewards for  Pupils where improvements made. | | Pupils need to be in school every day and on time if they are to embed learning and make progress. This is evident from NFER school leaders document | Work with admin staff and Deputy who will be aware of PP absences.  Monitor the absences and lateness each week. | NL  SJ Deputy | End of each half term  FS Worker Cost £2000 |
| To develop the love, desire and motivation for learning which extends beyond the classroom and into each pupil’s life journey.  To give opportunities for pupils to access extra music provision.  To improve pupil’s musical skills  To widen and enrich pupil’s learning experiences. | Full payment of music lessons for the year. | | Enriching and broadening the curriculum opportunities for pupils.  Providing pupils with a variety of different experiences to stimulate learning and provide aspiration. | Music Leader to monitor auditions and attendance of lessons.  Monitoring performance by End of Year Concert.  Reports from Music teacher.  Monitor music exams taken | WL | Termly  Cost £90  Per year  £700 |
| To improve progress and attainment in Maths, Science and Sports | To offer afterschool clubs in these subjects. To support parents in being able to access this provision.  Professional companies providing this specialised support. | | This support further embeds their learning and makes it fun and engaging . | Subject Leaders monitor impact and learning.  Pupil Discussions about their learning and the difference it made. | JS  CH  RB  SJ | Termly  COST  £120 per pupil  £60 for Maths and Science  £60 club  Overall total  £2520 |
| 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 | | This provides pupils with additional new and exciting learning and social  experiences which they may not have the opportunity to take part in due to cost. | Monitor attitudes and confidence to learning.  Pupil Discussions  Feedback from the centres and pupils | DH  JS | July 2018  Cost  Year 5/6 £200 per pupil  Y1/2 £120 per pupil  Total cost 13 pupilsY5/6 =£2600  Total cost of 7 pupils Y1/2/3 =£840  Residential visits £3440  Educational Visits £1500  OVERALL TOTAL £4940 |
| **Total budgeted cost** | | | | | | **£10,160** |