# 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**
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| 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**
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| * **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**
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| **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 MathsReading 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 KS1/2Provision of Mathletics Programme Y5/6Staff training in comprehension strategies and teaching vocab- Cracking ComprehensionTraining 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 lessonsPupil Progress MeetingsLearning Looks in booksSharing of marking feedback and its impact on learning | JSLSMaths and English Leads | Termly ReviewsCost £1000Maths training £900I See Maths SPAG Computer programme £190MathleticsProgramme £1050 £350Cracking Comprehension resources£300WN Cluster training –Reading £400  |
| **Total budgeted cost** | £3,140 |
| 1. **Targeted support**
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| **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 teacherTarget 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 teachingMonitor pupils recording outcomesPupil discussions | JSSubject Leaders | Termly |
| Improve progress and attainment for pupil premium children in English and MathsFocus on Writing and high order Reading skills in KS2.Improved concentration/emotional skills | Weekly small group sessions in English/Maths with experienced teacherTarget pupil need according to recent assessmentsLego 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 ToolkitPreviously used in school with small groups resulting in very positive outcomes- more confident | Improve progress and attainment for pupil premium children in English and MathsCombined  | JS | TermlyCost£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 teacherTarget pupil need according to recent assessments | .Provide extra support to embed punctuation, sentence structure and grammar. | Monitor writing in pupil booksAssessments the end of each termTrack Pupil Premium pupils | Leadership Team | Termly |
| **Total budgeted cost** | £22,000 |
| 1. **Other approaches**
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| **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 workerReferrals made by Deputy to Attendance and Prosecution Officer Add pupil attendance to PP Progress Summary SheetDevelop Positive rewards forPupils 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. | NLSJ 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 skillsTo 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 | TermlyCost £90Per 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. | JSCHRB SJ | Termly  COST£120 per pupil£60 for Maths and Science £60 clubOverall 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 DiscussionsFeedback from the centres and pupils | DHJS | July 2018CostYear 5/6 £200 per pupilY1/2 £120 per pupilTotal cost 13 pupilsY5/6 =£2600Total cost of 7 pupils Y1/2/3 =£840Residential visits £3440Educational Visits £1500OVERALL TOTAL £4940 |
| **Total budgeted cost** | **£10,160** |