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

**REVIEW OF PUPIL PREMIUM STRATEGY 2018-2019**

|  |
| --- |
| 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 MathsReading Writing Maths SPAG | Feedback and assessment for learning during lessons. Good teaching  Good Intervention teacher targeting learning gaps.  | **Evidence from lesson observations** indicates that teachers across school are more 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. **Evidence from** books shows that pupils move more quickly onto new learning**.****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 good progress compared to their peers in Reading, Writing and Maths and are working within expected standards.**In Y2 PP** both pupils met expected standards in Reading. They both made good progress across all subjects. One pupil made above expected progress in SPAG.**In Y3 PP**  made good progress across RWM and are working within or above expected standards. Most progress was made in Reading and less progress was made in Writing. All pupils made good or better progress across RWM. Less progress was made in SPAG**In Y4 PP** made expected progress in Maths and Writing and better progress in Reading. Working within expected across all subjects**In Y5 PP** all made good progress in Maths. One pupil who is SEN made limited progress in Reading and Writing. 2/3 pupils are working within expected standards across RWM.**In Y6 all PP** met the expected standard in Reading and SPAG. Only one pupil did not meet expected in Maths and Writing. 4/9 pupils achieved GDS in SPAG. 3/9 got GDS in Maths and Writing. | New in school assessment system has supported learning and helped teacher’s to be more accurate in their judgements.Sharing and reviewing good practice in teaching and learning has also supported good progress and attainment.Effective regular monitoring of learning outcomes has led to improved outcomes. Monitoring indicates that learning pace has improved and pupils move more quickly onto new learning.Informal assessment during lessons has supported more effective learning and has enabled pupils to embed learning and apply new skills and knowledge.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. | £3140 |
| 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 MathsTo improve writing skills at the end of KS1 and lower KS2To target Year 3 writers | 1:1 termly programme for targeted children with an experienced teacherWeekly small group sessions with experienced teacherTarget pupil need according to recent assessments | 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 good progress across school as the data above indicates.At the end of KS1 PP reached expected standards in writing.80% of Y2 cohort achieved expected standards In writing, which was 11% above national and a 7% improvement from the previous year. Also 17% achieved GDS in Writing, which was above national and a 10% increase from the previous year.Y3 PP children are all working within expected. Previously some of them were working below expected. After focused teaching 20% of Y3 pupils working within GDS which is an improvement from the previous year of 7%. | Experienced and knowledgeable teaching has enabled targeting support to be effective and this will continue.To continue to support Writing particularly GDS writers. | £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** |
| **Increased attendance rates to 96%****To improve lateness.****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****To improve progress and attainment in Maths, Science and Sports****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.** | Unfortunately, the Family Support Worker was unable to provide support during this year.Referrals made to Attendance and Prosecution OfficerTo give opportunities to pupils to play an instrument and receive tuition.Pay the full amount for school clubs 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. | 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.No pupils were below 90%. But, only 50% achieved 96% or above.All PP children were given the opportunity instrumental lessons. 5 pupils receive musical tuition in woodwind/brass/strings. However only 2 pupils continued.All PP pupils participated in an end of year music concert for all pupils receiving musical tuition.This year all pupils attended at least one of the clubs and some attended more.All Y6 PP children attended the residential visit.Two pupils attended the KS1 Residential visit.All educational visits were funded for PP children across schoolIt was evident from the pupils that all of them improved their knowledge of the curriculum and it widened their experiences. The visits also supported pupils social and emotional development in a very positive way. | Continue with the referrals and tracking. Continue with the monitoring of the number of days holiday taken by families resulting in unauthorised absencesAttendance is a focus for next year. More pupils achieve 96% +Continue with this support which enables pupils to develop their skills and knowledge in music.Provide more musical support in school for pupils taking musical instrument lessons as quite a few gave up the instruments during the year.Continue to provide support for the clubs but encourage more PP to take them up.It is important to support the extra curriculum visits as they enable pupils to develop academically and socially. | £1260£2000£700£ 2520£3440£1500 |
|  |  |  |  |  |