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

**REVIEW OF PUPIL PREMIUM STRATEGY 2019-2020**

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| 1. **Review of expenditure**
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| **Previous Academic Year** |  |
| 1. **Quality of teaching for all**
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| **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.  | **Due to COVID19 and school closures on 23rd March 2020 evidence is only based up until that date.****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. At the start of lessons mini assessments take place particularly in Maths. Again, this gives a starting point for the teacher and avoids unnecessary repetition.Pupils no longer all start on the same learning task this may vary according to the learning in the previous lesson.**Marking** is used to move learning on and identify misconceptions.**Evidence from** books shows that pupils move more quickly onto new learning**. Where Marking** is good it clearly moves learning on and identify misconceptionsand gives clear guidance to the pupil for improvement and practice.**From Pupil Discussions** it is evident that pupils are more confident and knowledgeable and are able to discuss what they have learnt and what they need to work on to improve.**All External examinations were cancelled and schools were asked to use teacher assessments to predict attainment** **READING**94% Expected + and 36% GDSUp by 7% Expec and GDS by 9%**WRITING**87% Expected+ and 26% GDSUp by 4% Expected + and down 4% GDS**MATHS**84% Expected + and 39% GDSDown by 3% Expec and GDS down by 8%**SPAG**87% Expected+ and 52% GDSDown by 6% at Exp and 11% GDS**COMBINED**84% Expected+ and 19% GDSUp by 7% at Expected+ and similar. | Sharing and reviewing good practice in teaching and learning has also supported good progress and attainment. Rigorous monitoring of learning outcomes has led to improved standards. Actions are followed up quickly and support given to staff so that practice is adapted.Monitoring indicates that learning pace has improved and pupils move more quickly onto new learning.**Marking is an area that will need to be reviewed in relation to teacher workload.**ITeacher intervention groups have quickly picked up pupil misconceptions and learning gaps and then good teaching has supported good learning and progress. These will continue across the Pupil Premium Groups. | £2383 |
| 1. **Targeted support**
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| **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. Focus on Writing and high order Reading skills in KS2 To improve writing skills at the end of KS1 and lower KS2To target Year 4 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 up until March 2020 data indicates that PP children had made good progress. Y6 data indicates GDS was 9% higher than the previous year.Up until March 2020 all PP children had made good progress. Some had made excellent progress Up until March 2020 with weekly targeted support Y4 PP children were all working within expected and had made excellent progress. | Experienced and knowledgeable teaching has enabled targeting support to be effective and this will continue.Reading was a big focus this year and teaching skills and knowledge will continue to be embedded.To continue to support Writing particularly after the lockdown period as this is an area that children are weakest in. This was a subject in which the least amount of work was completed for remote learning. This will need to be a whole school focus.  | £19287 |
| 1. **Other approaches**
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| **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.** | 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.One pupil was below 90%. But, only 58% achieved 96% or above.50% achieved above 96%All PP children were given the opportunity instrumental lessons. 3 pupils receive musical tuition in woodwind/brass/strings. Music lessons ceased in March 2020PP pupils participated in a Christmas Music Performance.The usual end of year concert was unable to take place.PP children in Years 1 to 4 attended the Magical Maths club for six weeks in the Autumn Term. All PP children made good progress in Maths. The Science Club was cancelled due to LockdownBoth Y5/6 pupils were funded for a weeks residential. and achieved the John Muir Award Funded an educational visit for all Y3/4 PP childrenIt 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. The PP children who have already started will continue.Provide more musical support in school for pupils taking musical instrument lessons as quite a few gave up the instruments during the year. Introduce greater opportunities to perform in worship.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. | £810£ 3400£820£2820TOTAL 7030 |