

Pupil Premium Strategy Statement

1. Summary information					
School	St Martin's C of E Primary School				
Academic Year	2018-19	Total PP budget	£44,288	Date of most recent external PP Review	March 2019
Total number of pupils	378	Number of pupils eligible for PP	35	Date for next external review of this strategy	March 2020

2. Current attainment			
End of KS1 July 2018 - 4 Pupils eligible for PP	<i>All Pupils School/National</i>	<i>Pupils eligible for PP School</i>	<i>Pupils not eligiblePP School</i>
% achieving Level ARE or above in reading	87% 75%	100%	87%
% achieving Level ARE or above in writing	83% 70%	100%	83%
% achieving Level ARE or above in maths	87% 76%	100%	87%
End of KS2 July 2018 - 4 Pupils (2 with SEN) eligible for PP			
% achieving Level ARE or above in reading	85% 75%	25%	85%
% achieving Level ARE or above in writing	92% 78%	50%	92%

% achieving Level ARE or above in Grammar, Spelling and Punctuation		88% 78%	50%	94.6%
% achieving Level ARE or above in maths		75% 76%	0%	75%
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)				
A.	Social and emotional barriers preventing pupils from fully engaging in the learning process, school community and attending school.			
B.	Pupils in receipt of PP who also have significant special educational needs - cognition and learning, communication and interaction.			
C.	Limited access to the wider the curriculum e.g. residential and day visits, access to extra-curricular activities.			
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)				
D.	Family engagement in school and pupils learning.			
3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)			Success criteria	
A.	Pupils will increasingly make accelerated progress, closing the attainment gap with peers and similar pupils nationally in reading, writing, maths and SPaG.		<ul style="list-style-type: none"> ● Pupil eligible for PP, who do not have additional SEND needs, will progress at least in line with similar pupils nationally in phonics, reading, writing, SPaG and maths. ● Pupil eligible for PP, who have additional SEND needs, will progress at least in line with similar pupils nationally in phonics, reading, writing, SPaG and maths. 	

<p>B.</p>	<p>All pupils will have the opportunity to attend residential visits, Forest School and all other school trips.</p>	<ul style="list-style-type: none"> ● All year 5 pupils eligible for PP will attend Sayers Croft visit – if they wish to ● All year 6 pupils eligible for PP will attend the French residential visit if they wish to ● All pupils will attend all day trips and school based WOW days ● All pupils in years 3 and 4 will attend swimming lessons ● All children in year 2 will attend Forest School
<p>C.</p>	<p>Pupils will be confident with high levels of resilience. Pupils will report they have someone to talk to if needed and know that they will receive help with their problems worries and concerns.</p>	<ul style="list-style-type: none"> ● Pupils will be able to sustain concentration, stay in class and access WAVE 1 teaching. ● All pupils will be in school uniform ● Parents will report positives outcomes following work with the Home School Link Worker (HSLW) and Learning Space

4. Planned expenditure					
Academic year		2018-19			
How are we using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality first 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?
All pupils eligible for pupil premium will progress at least in line with their peers nationally.	<p>Class based TA in every class and 2 hours a day is allocated to support class teachers to deliver quality first teaching to PP children by:</p> <ul style="list-style-type: none"> • Leading class or focus group • Supporting completion of homework • Prepare resources and providing equipment for lessons 	<p>Pupils make good progress as a result of high quality first teaching and effective marking and feedback.</p> <p>Pupils who would benefit from being part of a focus group, are identified each term by the CT and SENCo.</p> <p>Pupils benefit from working from working in a small group led by their class teacher. The group have a specific focus to build on their learning and move them forward without the distraction of other pupils.</p> <p>Engagement with parents via homework diaries supports children's learning, TA's are able</p>	<p>SLT termly meetings</p> <p>Termly - Pupil progress meetings</p> <p>Half-termly for PP/SEND children</p> <p>Termly - Analysis of data</p> <p>SLT monitoring of focus group observations</p>	<p>HT/DHT</p> <p>DHT/SENCO</p> <p>ALL</p> <p>HT/DHT</p> <p>DHT</p>	<p>Termly- for ALL children through Pupil Progress meetings led by DHT and SENCo</p> <p>Half-termly – for PP/SEND children</p>

		to support those children who are not getting support at home.			
Total budgeted cost					£14,253
ii. 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?
Pupils will progress and attain in line with similar pupils nationally in reading, phonics, writing, SPaG and maths.	Small group intervention Writing intervention Reading intervention Maths intervention	A highly skilled intervention teacher who, under the direction of CT/DHT, is able to plan and deliver specific interventions to improve all aspects of pupils reading, writing and maths.	DHT to monitor provision Intervention observations by SENCo, DHT and HT. Feedback from CTs to SLT Feedback from SNAs to CTS Scrutiny of pupils' books Talking to children	SB SENCo HT HLTA Yr 6	Reviewed termly (half-termly if progress isn't at least expected) and intervention rolled out across other year groups depending on review outcomes. Intervention observations by SENCo, DHT and HT.
Pupils will be confident and have high levels of resilience and be ready to learn.	Learning Space HSLW Play Therapy Mentoring LAC pupils	Groups of pupils have been identified as having some significant social and emotional needs. Feedback on these interventions and support have always been positive in terms of building resilience and confidence. The Education Endowment Foundation Trust identifies	Half Termly reviews with staff and feedback from pupils and parents.	SENCO to direct: Learning Space and HSLW Play Therapist SENCo	Half-termly review at pupil progress meetings with CT, SENCo and DHT. SENCo meets and reviews half termly with the leaders of interventions. Outcomes of review includes changes to who receives support.

	CPD mental health for all staff	<p>interventions such as these as having a significant impact on attitudes to learning for disadvantaged pupils.</p> <p>Government research has shown that: 'education and health are closely linked. So promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes.' <i>Public Health England Briefing 2014.</i></p>			<p>Half termly review of attendance of PP pupils.</p> <p>Daily monitoring by school office of PP pupil attendance.</p>
Pupils will progress and attain at least in line with similar pupils nationally in reading, phonics, writing and maths.	Precision teaching	<p>This approach has been recommended by the Educational Psychology team as being highly effective in rapidly moving forward children's learning.</p> <p>All teaching assistants and special needs support assistants have been trained to deliver precision teaching.</p>	<p>Half termly progress measures.</p> <p>Scrutiny of learning.</p> <p>Regular training including sharing strengths and resources.</p>	DHT, SENCO	Termly
Total budgeted cost					Total £28, 704

i. 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?
All pupils will attend residential visits, Forest School and school trips	Subsidise trips	Access for all	Office team check to ensure that all children are attending. HT/SBM speak to parents where children aren't planning to attend – to check that money isn't the cause	HT/ SBM	Annually
Pupils will be confident and have high levels of resilience and be ready to learn Pupils will feel equal members of the school community	Provision of uniform Purchase of washer/drier machine Referrer for local food bank	Children who are not having their physical and emotional wellbeing needs met are not ready to learn. <i>(Maslow's Hierarchy of Need)</i>	Discretely through the HT or SENCo	HT/SENCo	On-going as required
Total budgeted cost					£2,323

Impact of Pupil Premium expenditure 2017 -2018

Headlines – Pupil Premium children 2017-18*(2016-17)*

90% *(88%)* made expected or better progress in reading (Years 1 - 6)
86.6% *(81%)* made expected or better progress in writing (Years 1 - 6)
76.6% *(89%)* made expected or better progress in maths (Years 1 - 6)

53.3% *(60%)* who attained ARE or better in reading (Year 1- 6)
40% *(37%)* who attained ARE or better in writing (Year 1- 6)
40% *(40%)* who attained ARE or better in maths (Year 1- 6)

Year 1 Phonics attainment 96% *(100%)*

Attendance of PP children 2017-18 - 95.1% *(94.58%)*

Total Expenditure £45, 280

Key Objective 1

Pupils will progress and attain in line with similar pupils nationally in reading, phonics, writing, SPaG and maths.

Resources to achieve objective

- Precision teaching
- Focus groups
- Interventions – reading/writing/maths

Cost £33,686

Impact

- Our school based assessment expects pupils to make 6 bands progress in a year.
- The percentage of pupils eligible for pupil premium who made expected or better progress has improved from the previous year in reading and writing.
- The percentage of pupils eligible for pupil premium who attained ARE has improved or been maintained compared to the previous year in writing and maths.
- In KS1 the pupils outperformed PP pupils nationally.
- In KS2 the pupils outperformed PP pupils nationally in writing and SPaG.

Future actions:

- Evidence from the implementation in school and from wider research shows precision teaching to have a significant impact on pupils learning, therefore this will continue to be used across the school with a particular focus on spelling and PP pupils. We have found that the 1:1 provision supports social and emotional development as well as learning.
- Provision of a Class TA allows the class teacher to lead focus groups in their class. Analysis by the Deputy Head has shown this leads to expected or better progress for the majority of children over the course of the year.
- Provision of a Class TA allows for over-learning and consolidation work to be accessed outside of the classroom.
- Continue with 1:1 intervention groups led by a highly skilled intervention teacher across KS2.
- Continue with phonics groups in KS1 and Year 3.
- Continue with pre-teaching groups in maths.
- To train volunteer readers in a Rapid Reading Scheme to ensure sessions are purposeful, structured and have impact.

Key Objective 2

All pupils will have the opportunity to attend residential visits and school trips

Resources to achieve objective

- Subsidies for trips, residential visits and swimming

Cost £604

Impact:

- All pupils who wished to access the residential visits to France and Sayers Croft were able to do so, providing them with an opportunity that would not otherwise have been available. If they didn't attend they took part in activities to improve their understanding of French culture in school.
- All pupils attended day trips/visits and took part in school based activities that were otherwise not accessible to them.
- All pupils in Year 3 & 4 attended swimming lessons.

Future actions:

- Continue to subsidise, residential and day visits.
- Continue to subsidise swimming lessons.

Key Objective 3

Pupils will be confident with high levels of resilience. Pupils will report they have someone to talk to/go to if needed and know that they will receive help with their problems, worries and concerns.

Resources to achieve objective

- Learning Space
- Home school link worker
- Play therapy
- SENCo Mentoring
- Purchase of uniform

Cost £15,301

Impact

- Attendance pupil premium children improved by 0.2% compared to the previous year.
- All children look smart in their school uniform and feel they belonged.
- Review and analysis of Learning Space outcomes show that all pupils and families involved felt the provision was invaluable regardless of self-referral or if referred by school the 96% of respondents said seeing Learning Space made things better at school.
- Student questionnaires suggest that the social skills group led by the home school link worker has helped them have a better break time with their peers.
- Parents report being able to pop-in to see the home school link worker for advice and support has been very helpful.
- Parents have been signposted to the correct charity, service or professional by the home school worker.
- 12 families have received specific parenting advice and have reported this has been significantly helpful.

Future actions

- HSLW will continue to run a social skills/managing strong emotions group for those children who need it.
- SENCo will continue to mentor and provide a 'safe place' for any child who requires greater confidence, self-esteem or just a place to off-load.
- Uniform will continue to be provided for families eligible for PP.
- Other items of clothing will be sourced through local charities for families who are struggling.
- Every classroom has a worry box or a talk tin to allow children to communicate discretely if necessary which will continue to be in place.

Key Objective 4

Attendance will improve – working towards being in line with national average

Resources to achieve objective

As objective 3

Cost - as objective 3

Impact

- We are now exceeding the national average attendance score for Pupil Premium children

Future actions

- To continue to carefully monitor attendance of each individual child.
- Half-termly reviews of attendance scores.
- The home school link worker to continue to work with families who are struggling to get their child to school consistently and promptly.