

Pupil premium strategy statement (primary)

1. Summary information					
School	St. Andrew's CE Primary School, Dorset				
Academic Year	2017-18	Total PP budget	£27,620	Date of most recent PP Review	November 2018
Total number of pupils	140	Number of pupils eligible for PP	32 (22.8%)	Date for next internal review of this strategy	November 2019

2. Current attainment		
	<i>Pupils eligible for PP 3/17 pupils 17.6%</i>	<i>Pupils eligible for PP National average</i>
% achieving 100+ in KS2 SATS or above in reading, writing (TA) & maths (or equivalent)	2/3 pupils 67%	
% making at least appropriate amount of progress in reading(progress scores)	2/3 pupils 67% (4.55)	
% making at least appropriate amount of progress in writing (progress scores)	2/3 pupils 67% (0.71)	
% making at least appropriate amount of progress in maths (progress scores)	2/3 pupils 67% (-3.5)	
Attainment in KS1 tests		

% achieving at least expected attainment in reading	1/1 pupil 100%	
% achieving at least expected attainment in writing	0/1 pupil	
% achieving at least expected attainment in maths	1/1 pupil 100%	
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A	There are significant issues with language development for some pupils. 9/32 28% of PP children are on the SEND register, with 2 pupils who have Education Health Care Plans.	
B	Three PP children have attendance below 85% and are being supported by the Education Welfare team to Improve their attendance. They have significant gaps in their learning. One of these children is on the Child in Need Register with Social Care.	
C	The main barrier to learning for 53% of PP children is their emotional and mental health.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
C.	Low attendance for three pupils is being monitored and followed up by Social Care and Education Welfare.	

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria																					
A	<p>Improve oral language skills for PP children in specific year groups, with a target for reading and phonics.</p> <p>(Ensure that Read, Write, Inc. is delivered consistently and effectively to all children in EYFS and KS1 so that they are able to develop their skills of reading, speaking and listening. The R,W,Inc progress records will be used to track the progress).</p>	Improved language and oracy skills for the identified pupils will be evident in the teacher assessment.																					
B	<p>Sufficient progress will be made by all pupils in all year groups. We will be mindful of the children who have joined the school during the current academic year who will have arrived from different settings.</p> <table border="0"> <tr> <td>EYFS</td> <td>1 PP child</td> <td>7%</td> </tr> <tr> <td>Y1</td> <td>2 PP children</td> <td>12%</td> </tr> <tr> <td>Y2</td> <td>1 PP child</td> <td>5%</td> </tr> <tr> <td>Y3</td> <td>4 PP children</td> <td>17%</td> </tr> <tr> <td>Y4</td> <td>5 PP children</td> <td>25%</td> </tr> <tr> <td>Y5</td> <td>6 PP children</td> <td>26%</td> </tr> <tr> <td>Y6</td> <td>9 PP children</td> <td>34%</td> </tr> </table>	EYFS	1 PP child	7%	Y1	2 PP children	12%	Y2	1 PP child	5%	Y3	4 PP children	17%	Y4	5 PP children	25%	Y5	6 PP children	26%	Y6	9 PP children	34%	100% of PP children will have made sufficient progress in reading, writing and maths.
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C	<p>PP children who are on the school SEND Record of Need will also make sufficient progress from their starting points.</p> <p>(Intervention and SEND provision will be monitored on a half termly basis to ensure that progress is tracked and recorded).</p>	100% of PP SEND children will have made sufficient progress in reading, writing and maths, from their starting points.																					

D	The attendance of two PP children will increase to at least 95%.	The attendance records will show an improved attendance for two PP children by the end of the academic year.
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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					
i. Quality First Teaching for all pupils					
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?
A Improve oral language skills for PP children in specific year groups, with a target for reading and phonics.	1. Fresh Start Programme for reading and writing in upper KS2 2. Trained TAs to deliver the RWI and FS programmes - one hour daily. 3. Read Write Inc Programme delivered to EYFS and KS1 PP children. 4. Workbooks purchased for the programme. 5. Talk for Writing approaches across the school.	The Read,Write, Inc programme has been used in the school for two years and the increase in the number of children achieving the expected standard in the Phonics Screening has increased to 94% in 2018. Pupils need to talk about their writing before	Provide regular staff training and support. Summative and formal assessment used to track individual pupil progress. HT pupil progress tracking Sheets.	Head Teacher R,W,Inc Lead English Lead	Half termly Pupil Progress Reviews

		attempting to write their ideas on paper.			
B Sufficient progress must be made by all pupils, including PP children, in reading, writing and maths.	<ol style="list-style-type: none"> 1. Half termly pupil progress meetings between the HT and the class teacher to track individual pupil progress. 2. Identify appropriate interventions and monitor the impact of the interventions on a half termly basis. 	<p>Not all children made sufficient progress in reading, writing and maths at the end of 2018.</p> <p>There was no systematic method for tracking pupil progress and setting realistic targets in place.</p>	<p>The staff will be using a summary sheet of key performance indicators for assessing their children's progress each half term.</p> <p>The HT will monitor the children's progress through class drop-ins, talking with children, book scrutiny and pupil progress meetings with class teachers.</p> <p>The English and maths leads will be dropping in to lessons and completing book scrutinies to analyse progress.</p>	Head Teacher English Lead Maths Lead	Half termly pupil progress meetings
Improve attendance for two PP children	Regular discussions with the parents and carers of the children so that they are fully aware of the impact of the low attendance on the outcomes for their children.	The children have low attendance (below 89%) and this is creating significant gaps in their learning and progress.	<p>The Head Teacher will meet regularly with the Attendance Officer to discuss strategies and actions to be taken.</p> <p>Formal processes will be implemented if the attendance does not improve.</p>	Head Teacher Attendance Officer	<p>Monthly reviews with Attendance Officer.</p> <p>Weekly monitoring of individual pupil attendance.</p>
Total budgeted cost					£18,000
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?

<p>C Address the emotional and mental health of the PP children who are displaying mental health difficulties.</p>	<ol style="list-style-type: none"> 1. Use the Trauma Informed Schools approach to supporting children with emotional needs. 2. Use a ELSA-type support for the less severe emotional issues. 	<p>It is widely acknowledged that children with mental health issues are not able to fully access their learning as their emotional state impacts on their ability to focus and concentrate in class.</p>	<p>The Trauma Informed Schools program must be embraced by the whole school community so that everyone is using a consistent and informed approach with all pupils.</p> <p>The Head Teacher will complete the training and disseminate to all staff.</p> <p>All staff will be supported and trained to follow the common approach.</p>	<p>Head Teacher</p>	<p>The 'Motional' electronic program will be used to record the progress made by individual children and updated on a monthly basis.</p>
Total budgeted cost					£5,000
iii. 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?
<p>Ensure lack of finances are not a barrier to actively participating in all the school has to offer.</p>	<p>No child will be excluded from any educational experience because of family financial hardship.</p>	<p>PP children will be excluded from visits if their families are unable to afford the cost of the trips.</p> <p>The school have a duty to ensure that these children have equal access to all opportunities.</p>	<p>The Head Teacher will ensure that all children are included in all educational experiences so that they have equal access.</p>	<p>Head Teacher</p>	<p>All organised educational experiences both within and outside of the school day.</p>
Total budgeted cost					£4,000

Expenditure and Impact for 2017/2018			
Strategy	Impact	Lessons learned (and whether you will continue with this approach)	Cost
Delivery of R,W Inc programme	94% of pupils achieved the expected standard in the Phonics Screening – a significant increase on 2017 outcomes.	The programme is now fully embedded and effectively delivered as the staff have now all completed the intensive training.	£13,500 Including training and resources
Provide TA support for Fresh Start (this is a phonics programme aimed at upper KS2).	The reading and writing outcomes for Y6 children at the end of KS2 were significantly better than in 2017. See Section 2 for data	The improvement in the outcomes for children in 2018 has demonstrated that the intervention is effective and therefore will be continued.	£4,500 Including training and resources
Small group and 1:1 sessions with TAs.		The small group sessions were not as impactful as they could have been as the children were removed from their 'Quality First' English and maths teaching sessions with their class teachers. The future intervention activities will be scheduled for afternoon sessions in order that the children will remain with their class teachers for their main input for English and maths.	£8,000

<p>Provide ELSA support to those children in need. Some PP children needed support socially and emotionally.</p>	<p>Increased confidence and wellbeing demonstrated in pupils receiving support.</p> <p>Children engaging with their learning.</p>	<p>ELSA continues to be an important part of what the school has to offer. This needs to continue.</p>	<p>£4,000</p>
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