

Pupil premium strategy statement (primary)

1. Summary information					
School	St. Margaret's Primary School				
Academic Year	2017-2018	Total PP budget	£29,997	Date of most recent PP Review	Oct 2017
Total number of pupils	77	Number of pupils eligible for PP	14	Date for next internal review of this strategy	July 2018
2. Current attainment					
10 children in Year 6 (2016/2017) (3 children were pupil premium 30%)			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving scaled score of 100+ in reading, writing and maths			100%	70%	
% achieving scaled score of 100+ in reading			100%	77%	
% achieving scaled score of 100+ in writing			100%	81%	
% achieving scaled score of 100+ in maths			100%	80%	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A.	7% of pupils eligible for pupil premium are post LAC. 7% of pupils eligible for pupil premium are looked after by paternal grandparents.				
B.	50% of pupils eligible for pupil premium across the whole school did not start in EYFS at our school setting. 100% of pupils eligible for pupil premium in Year 6 cohort did not start in EYFS at our school setting.				
C.	43% of pupils eligible for pupil premium across the whole school also receiving SEN support. 40% of pupils eligible for pupil premium in Year 6 cohort also receiving SEN support.				
4. External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D.	Poor attendance for specific pupils (21% below 95% attendance threshold). Lower engagement of parents, poor attendance of parents at parent consultations throughout the year (79% overall).				
5. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A.	Additional support offered to post LAC pupils in the form of 1:1 time with an adult throughout the week to talk through problems and improve school life in general to enable a happier school experience. Range of experiences offered, including 1 to 1 music tuition for post LAC/looked after children.			<ul style="list-style-type: none"> • Twice a week, 30 minutes per session. • Individual support. • Individual music lessons. 	
B.	-			-	

C.	100% of pupils eligible for pupil premium with SEN to achieve expected standard or above in Maths at the end of KS2 in accordance with the national average. 80% of pupils eligible for pupil premium with SEN to achieve expected standard in reading and writing at the end of KS2 in accordance with national average.	<ul style="list-style-type: none"> Specialist teaching team involvement with all children with SEN, request for EHCP for one particular child in Year 5 who receives 1:1 support during morning lessons. Pupil passports updated 3 times per year (Oct, Mar, Jul) by class teachers and SENDCO. Additional strategies put in place in classrooms such as visual timetables, regular staff routine, additional time, overlays for reading. Wave 2 and 3 interventions for pupils eligible for pupil premium and receiving SEN support.
D.	Attendance for specific pupils to improve over the course of the next academic year. Target of all disadvantaged pupils above 95%.	<ul style="list-style-type: none"> Monitoring of attendance for disadvantaged pupils termly. Reporting to Governors during Governor housekeeping. Rewarding/celebrating attendance in school. Attendance for whole school on school monthly newsletter. Individual attendance noted on termly reports to parents.
	Higher levels of engagement of parents with their child's learning across the school, particularly with reading and writing - all parents to attend parent consultations twice a year (100%).	<ul style="list-style-type: none"> Termly reports highlighting progress made towards key objectives for all groups based on Cornerstones test outcomes. School Pupil Tracker used to monitor attainment across the school. Two parent consultations during Autumn and Spring Terms for all parents.

6. Planned expenditure

Academic year	2017-2018
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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 of 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?
Higher rates of progress in reading and writing for all pupils eligible for pupil premium across KS1 & KS2.	Implementing the recommendations in the EEF (Education Endowment Foundation) Guidance Reports on "Improving Literacy" for KS1 and KS2 in the following ways <u>Recommendations:</u> <ul style="list-style-type: none"> To support pupils in developing fluent reading capabilities. To teach writing composition strategies through modelling and supported practice. To ensure children have a reason to write and someone to write to through use of memorable experiences. 	This approach is based on the most recent published research into effective classroom practise from the EEF.	The Head Teacher, who is also the head of KYRA research school, is the lead, but the senior teacher will shadow him during monitoring of the progress of individual pupils termly throughout the year, with the intention of taking more of a lead next year.	Head Teacher (Senior Teacher to shadow)	Oct 2017 April 2018 July 2018

	<ul style="list-style-type: none"> To develop pupils' language capability to support their reading and writing. 				
Total budgeted cost					£10,000
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?
Improve reading, writing and maths outcomes for disadvantaged SEN pupils at the end of KS2.	Identify children who need targeted support / who are not on track to meet their targets and identify the support they need through diagnostic assessments, Cornerstones test outcomes and pupil progress meetings and put appropriate wave 2 and 3 intervention in place. 1-1 tuition in place (where possible) to address the gaps in learning.	Previous success with 1-1 (and wave 2 and 3) intervention at our school. Use of EEF evidence based research for diagnostic assessments.	Organise timetable and intervention timetable to ensure staff delivering provision have sufficient preparation and delivery time and follow EEF guidance. EEF guidance discussed during INSET days. Careful targeted support addressing the gaps and next steps needed.	Head Teacher	Sept 2017 Dec 2017 April 2018 July 2018
Total budgeted cost					£15,000
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?
To extend experiences and learning of the wider world.	To provide additional individual / small group music lessons in pupils' chosen instruments (from a selection) or after school sports clubs. To subsidise class visits and provide experiences and learning of wider world. All disadvantaged pupils to have access to swimming lessons for two terms per year, once per week.	Research has shown that by boosting confidence in another less academic area of the curriculum, this has a beneficial effect on confidence in more academic areas of learning such as English and maths. EEF research shows that providing real life experiences and giving children a purpose and audience for their writing improves pupil outcomes. All pupils must be able to swim at least 25 metres before leaving primary school in accordance with new guidelines.	Regular pupil interviews with children having music tuition. Providing audiences and purpose for writing links will improve writing outcomes.	Head Teacher	June 2018
Higher levels of engagement of parents with their child's learning across the school, particularly with reading and writing.	Use of parent consultations, coffee mornings, newsletters and homework books. Further research and trial of Accelerated Reader Programme this academic year in the summer term with the intention to	Involving parents within their child's learning is a key component to academic success as the DFE has stated that parental involvement in a child's schooling between the ages of 7 and 16 is a more powerful force than family	Additional parent involvement opportunities will be sought, alongside current methods of implementation that have worked well in the past.	Head Teacher	June 2018

	implement next year.	background, size of family and level of parental education The initial trial into Accelerated Reader conducted by the EEF aimed to improve outcomes for struggling readers at the transition from primary to secondary school. The study found that Year 7 pupils who were offered AR made 3 months additional progress in reading compared to other similar pupils. Disadvantaged pupils (35% of the initial sample) were shown to make 5 months of additional progress.			
Continue to improve attendance.	To continue to provide breakfast club from 7:45am and after school clubs from 3:15-4:15pm every day.	Research has shown that a good breakfast impacts positively on pupils learning. Breakfast club also ensures children are in school on time. Also provide Free Milk to Pupil Premium Children at break time.	Caring and experienced breakfast club leaders.	Head Teacher	July 2018
Total budgeted cost					£5,000

7. Review of expenditure				
Previous Academic Year		2016/2017		
i. 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
To improve reading and writing outcomes for all pupils eligible for pupil premium across KS2 by using learning support assistants within the classroom	Implementing the recommendations in the EEF (Education Endowment Foundation) Guidance Reports on "Improving Literacy" for KS1 and KS2 in according to the EEF recommendations. At least one TA in every class every morning.	<u>KS2:</u> 100% of the year 6 cohort from 2016/2017 achieved the expected standard in writing, reading and maths. 3 teachers, including the Head Teacher have attended training on IPEEL this year, a writing scheme (EEF recommended) which enables class teachers to be able to scaffold writing through modelling and the teaching of composition strategies across the school. The knowledge gained from the courses was then shared with all staff on a recent INSET day. All classes have had memorable experiences, related to all areas of the curriculum, with a particular focus on writing.	We are happy with impact of this approach and will continue with the EEF recommendations, including the IPEEL writing scheme. Through having a TA in every classroom, it has enabled all teachers to target support within the lesson to benefit as many of the children in the class as possible.	£4,468.05
Use of admin/clerical staff	Admin duties regarding PP pupils	Admin duties, such as booking the school buses to enable memorable experiences to take place have been a necessity.	We will continue to allocate a small amount of pupil premium funding to this outcome in future years.	£17.95
ii. 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 reading, writing and maths outcomes for disadvantaged pupils by offering intervention opportunities.	Identify children who need targeted support / who are not on track to meet their targets and identify the support they need through diagnostic assessments, Cornerstones test outcomes and pupil progress meetings and put appropriate wave 2 and 3 intervention in place. 1-1 tuition in place (where possible) to address the gaps in learning.	KS2: 100% of the disadvantaged SEN pupils in the year 6 cohort from 2016/2017 achieved the expected standard in writing, reading and maths.	Due to its success over the past few years, we will certainly be continuing to allocate funding for the 1:1 and wave 2 & 3 intervention.	£1,402.57
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iii. 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
To extend experiences and learning of the wider world.	To provide additional individual / small group music lessons in pupils' chosen instruments (from a selection) or after school sports clubs. To subsidise class visits and provide experiences and learning of wider world. All disadvantaged pupils to have access to swimming lessons for two terms per year, once per week.	All pupil premium children were offered individual/small group music lessons in the violin or cello. Only 21% uptake. 100% of pupil premium children had their school trips (memorable experiences) subsidised and their weekly swimming lessons.	We will continue to offer individual and small group music tuition and we intend to add further instruments, e.g. piano to the choices to help improve the uptake from disadvantaged pupils. Swimming and school trips and visits will continue to be subsidised for pupil premium pupils.	£2,394.59 (visits) £177.35 (music)
All PP pupils to be offered free milk	PP pupils to have access to milk each day	Through adopting this initiative, we have developed a healthy and balanced lifestyle in school.	We will continue this approach due to the benefits of being healthy.	£192.50

8. Additional detail