

# Pupil premium strategy statement (primary)

1. Summary information					
School	St. Margaret's Primary School				
Academic Year	2018-2019	Total PP budget	£40, 691	Date of most recent PP Review	Oct 2018
Total number of pupils	75	Number of pupils eligible for PP	18	Date for next internal review of this strategy	July 2019
2. Current attainment					
7 children in Year 6 (2017/2018) (5 children were pupil premium 71%)			<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			80%	64%	
% achieving scaled score of 100+ in reading			80%	75%	
% achieving scaled score of 100+ in writing			100%	78%	
% achieving scaled score of 100+ in maths			100%	76%	
1. 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.	5% of pupils eligible for pupil premium are post LAC. 5% of pupils eligible for pupil premium are looked after by paternal grandparents.				
B.	56% 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 (2018/2019) did not start in EYFS at our school setting.				
C.	39% of pupils eligible for pupil premium across the whole school are also receiving SEN support. 50% of pupils eligible for pupil premium in Year 6 cohort (2018/2019) also receiving SEN support.				
2. External barriers ( <i>issues which also require action outside school, such as low attendance rates</i> )					
D.	Poor attendance for specific disadvantaged pupils (21% below the 95% attendance threshold based on 2017/2018 data). Lower engagement of parents based on poor attendance of parents at parent consultations throughout the academic year 2017/2018 (79% overall).				
3. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A.	<ul style="list-style-type: none"> <li>Additional social 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.</li> <li>Range of experiences offered, including 1 to 1 music tuition for post LAC/looked after children.</li> </ul>			<ul style="list-style-type: none"> <li>Twice a week, 30 minutes per session.</li> <li>Individual support.</li> <li>Individual music lessons.</li> </ul>	
B.	-			-	
C.	100% of pupils eligible for pupil premium with SEN to achieve expected standard or above in maths,			<ul style="list-style-type: none"> <li>Specialist teaching team involvement with all children with SEN,</li> </ul>	

	writing and reading at the end of KS2 in accordance with national average.	<p>request for EHCP for one particular child in Year 6 (18/19) who receives 1:1 support during morning lessons.</p> <ul style="list-style-type: none"> <li>• Pupil passports updated 3 times per year (Oct, Mar, Jul) by class teachers and SENDCO.</li> <li>• Additional strategies put in place in classrooms such as visual timetables, regular staff routine, additional time, overlays for reading.</li> <li>• Wave 2 and 3 interventions for pupils eligible for pupil premium and receiving SEN support.</li> </ul>
<b>D.</b>	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"> <li>• Monitoring of attendance for disadvantaged pupils termly.</li> <li>• Reporting to Governors during Governor housekeeping.</li> <li>• Rewarding/celebrating attendance in school.</li> <li>• Attendance for whole school on school monthly newsletter.</li> <li>• Individual attendance noted on termly reports to parents.</li> </ul>
	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"> <li>• Termly reports highlighting progress made towards key objectives for all groups based on NFER test outcomes.</li> <li>• School Pupil Tracker used to monitor attainment across the school.</li> <li>• Two parent consultations offered during Autumn and Spring Terms for all parents.</li> </ul>

#### 4. Planned expenditure

<b>Academic year</b>	<b>2018-2019</b>
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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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To increase the number of pupils achieving the greater depth standard in reading and writing at the end of KS1 and KS2.	<ul style="list-style-type: none"> <li>• To support pupils in developing fluent reading capabilities.</li> <li>• To teach writing composition strategies through modelling and supported practice (IPEEL).</li> <li>• To ensure children have a reason to write and someone to write to through use of memorable experiences.</li> <li>• To develop pupils' language capability to support their reading and writing.</li> </ul>	<p>This approach is based on the most recent published research into effective classroom practise from the EEF (Education Endowment Foundation) Guidance Reports on "Improving Literacy" for KS1 and KS2.</p> <p>Vocabulary trial from 2017/2018 data.</p>	<p>Staff meetings will focus on ensuring all classes have memorable experiences. Additional CPD opportunities for new staff on the use of IPEEL. Coaching opportunities will be put in place to monitor the use of vocabulary teaching and assessment across the school. Monitoring of the progress of individual pupils termly throughout the year during pupil progress meetings.</p>	Head Teacher	<p>Jan 2019 April 2019 July 2019</p>
To improve outcomes in Maths, specific focus on geometry.	<ul style="list-style-type: none"> <li>• Weekly geometry lessons (30mins) for all children for the entire year.</li> <li>• Distributed practise and assessment.</li> </ul>	<p>Data from the Year 6 SATs results 2017/2018 showed that the school achieved 93% compared to 71%</p>	<p>Weekly and distributed diagnostic assessment results will be recorded on a central drive on the</p>	JJ	July 2019

		nationally and 80% compared to 62% nationally for position and direction and properties of shapes (respectively).	system that can be accessed by all staff in school and monitored by the senior teacher and Head Teacher.		
To offer CPD opportunities to all teaching staff.	This outcome will be achieved in a variety of ways including: 1. All teaching staff to have 1 hour a week research time, with a specific focus linked to the SDP. 2. Two members of staff will be involved in the Mobilise projects: cognition and curriculum. 3. NPQSL course undertaken by the senior teacher in school to help improve leadership. 4. Regular CPD opportunities will be attended by teachers, e.g. Young Journalist and National Theatre Company.	Due to the success of the Mobilise project over recent years, namely Teaching Assistants and Cognition, as a school we have decided that we are going to continue for another year. Performance related pay has been shown to have little effect on teachers; however CPD has been shown to have positive effects (EEF).	External PPA cover agencies, such as Junior Jam, in addition to supply teachers will be used throughout the year and the Head Teacher will closely monitor the successfulness of the research time.	Head Teacher	July 2019
To accelerate reading progress across years 2 to 6.	To implement the Accelerated Reader Programme across years 2 to 6. To increase the number of books in our school library in order to engage children in reading. To attend training opportunities to improve understanding of the programme and allow a greater understanding of data analysis.	The EEF found that Year 7 pupils who were offered Accelerated Reader made 3 months of additional progress in reading compared to other similar pupils and pupils eligible for free school meals displayed an additional 5 months progress.	The senior teacher in school will take the lead on the project which is a part of the SDP. The implementation will be monitored according to an independent monitoring and evaluation schedule.	Senior teacher	Jan 2019 July 2019
To improve phonics outcomes in the Year 1 phonics screening assessment.	To take part in the ABRA research trial funded by the EEF. To use focussed intervention during Autumn Term 2 to target children who are making less than expected progress within the normal classroom setting.	The EEF found two-three months of additional progress with a larger impact on pupils eligible for free school meals.	An experienced teacher and TA will attend the two training sessions prior to starting the ABRA trial in school. The Head Teacher will oversee the implementation of the programme.	DL/HS Head Teacher	July 2019
<b>Total budgeted cost</b>					£20,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

To 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. Implement wave 2 and 3 intervention and 1-1 tuition (where possible) to address the gaps in learning. 1:1 support during morning sessions for an SEND pupil in year 6.	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  Intervention data lead	Jan 2019 April 2019 July 2019
<b>Total budgeted cost</b>					£10,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To extend experiences and learning of the wider world.	To provide additional individual / small group music lessons in pupils' chosen instruments (from a selection). 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. To offer milk to disadvantaged pupils free of charge.	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 to assess the successfulness of implementation. Providing audiences and purpose for writing links will improve writing outcomes.	Head Teacher	June 2019
Higher levels of engagement of parents with their child's learning across the school, particularly with reading and writing.	To use parent consultations, coffee mornings, newsletters and homework books. To implement the Accelerated Reader Programme which provides additional data regarding pupils' attainment in reading.	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 background, size of family and level of parental education	Additional parent involvement opportunities will be sought, alongside current methods of implementation that have worked well in the past.	Senior Teacher	June 2019
<b>Total budgeted cost</b>					£10,000

5. Review of expenditure				
Previous Academic Year		2017/2018		
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
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.	<p><b>KS2:</b> 100% of the year 6 cohort from 2017/2018 achieved the expected standard in writing, 22% above the national average. 80% of the year 6 cohort from 2017/2018 achieved the expected standard in reading, 5% above the national average.</p> <p><b>KS1:</b> 78% of the year 2 cohort from 2017/2018 achieved the expected standard in writing, 8% above the national average. 78% of the year 2 cohort from 2017/2018 achieved the expected standard in reading, 3% above the national average.</p> <p>Through using the IPEEL writing scheme (EEF recommended), class teachers have been able to scaffold writing through modelling and the teaching of composition strategies across the school. All classes have had memorable experiences, related to all areas of the curriculum, with a particular focus on writing. As a school, we have been heavily involved in running a vocabulary trial alongside other schools in the county. The results have shown the effects of repeated exposure to new vocabulary and thus the importance of vocabulary teaching.</p>	We are happy with impact of this approach and will continue with the EEF recommendations. Next year, we will focus our attention on increasing the number of pupils achieving greater depth in reading and writing by maximising the funding we receive and taking part in research trials such as ABRA for phonics.	£2,021.50
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 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.	<p><b>KS2:</b> 100% of the disadvantaged SEN pupils in the year 6 cohort from 2017/2018 achieved the expected standard in writing, reading and maths.</p> <p>Disadvantaged SEN pupils had access to additional support in the form of 1:1 intervention in reading and maths in school. Additional support provided in lessons for writing.</p>	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. Next year, we will look to allocate some of the funding in KS1 in order to support children earlier on in their school career.	£7,532.77
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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 piano, violin or cello. Only 21% accepted the free tuition. From the year 6 cohort who accepted the tuition, 100% achieved the expected standard in reading, writing and maths. 100% of pupil premium children had their school trips (memorable experiences) subsidised and their weekly swimming lessons. 100% of the year 6 cohort met the national requirements for swimming by the end of the year.	We will continue to offer individual and small group music tuition and we intend to add further instruments, e.g. ukulele and guitar 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.	£1,239.06

<p>Higher levels of engagement of parents with their child's learning across the school, particularly with reading and writing.</p>	<p>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 implement next year.</p>	<p>During the year, we ran a number of different sessions in school which parents were invited to attend. These included pumpkin afternoon, MacMillan coffee afternoon, Harvest festival and the Nativity. Homework is sent home weekly and parents have been encouraged to respond in this book/their child's reading record with any comments for the class teacher. We are now sending out the school newsletter half termly with the intention of increasing this to monthly next academic year. We also intend to go paperless to reduce printing costs. During celebration assemblies which we hold weekly on a Friday, we encourage children to share their extra-curricular achievements, e.g. swimming and music certificates. Parent consultations are still held twice a year and data shared with parents three times a year in accordance with the national curriculum objectives.</p>	<p>After trialling the Accelerated Reader Programme in the summer term, we intend to roll out the programme in the next academic year to all pupils in years 2 to 6, with a particular focus on whether accelerated progress has been made by the disadvantaged pupils.</p>	<p>£579.25</p>
<p>Continue to improve attendance.</p>	<p>To continue to provide breakfast club from 7:45am and after school clubs from 3:15-4:15pm every day.</p>	<p>Breakfast clubs and after school clubs are run daily and the uptake this year has improved since previous years. Specific figures are hard to obtain, due to varying numbers of pupils attending the clubs each day.</p>	<p>We intend to continue offering breakfast and after school clubs, including a broad range of after school sports clubs.</p>	<p>£373.99</p>

## 6. Additional detail

Please note that the focus of the pupil premium spending this academic year has been largely focussed on the whole school, as research suggests (Becky Allen, Oct 2018) that the additional pupil premium funding that schools receive should not only target the pupils eligible for free school meals, but should take into account other social influences, e.g. time and experience that parents are able to offer their child. See article: <https://rebeccaallen.co.uk/2018/09/10/the-pupil-premium-is-not-working/>