

Pupil Premium Strategy Statement and Action Plan 2018-19

Summary Information					
School	St Mary and St Thomas CE Primary School				
Academic Year	18/19	Total PP Budget	Approx: £130, 980	Date of most recent PP review	July 2018
Total number of pupils	202 (excl. N)	Number of Pupils eligible (Reception pupils are unknown at this point until pupils start)	Approx: 103	Date for next internal review	Nov 2018

Current Attainment		
	Pupils Eligible for PP (School average)	Pupils not eligible for PP (National average)
% achieving ARE in RWM at the end of KS2	39%	This will be completed when the national averages for groups is released
% achieving ARE in GD at the end of KS2	11%	
% achieving ARE in Reading at the end of KS2	56%	
% achieving GD in Reading at the end of KS2	11%	
% achieving ARE in Writing at the end of KS2	72%	
% achieving GD in Writing at the end of KS2	11%	
% achieving ARE in Maths at the end of KS2	56%	
% achieving GD in Maths at the end of KS2	16%	

Barriers to Future Attainment for pupils eligible for PP	
In-School Barriers:	
A	The overwhelming majority of children are below ARE on entering school, and have poor language skills, which affect all areas of learning
B	A number of pupils eligible for PP also have SEN, which affect progress in core areas
C	A number of pupils eligible for PP throughout the school have significant Speech and Language problems, which impact on their global progress
D	Attendance rates for PP pupils are lower than non PP pupils. 51/121 disadvantaged pupils have attendance below 95% with 18/90 non disadvantaged pupils attendance below 95%

External Barriers	
E	A number of children who are eligible for PP, have complex social and emotional needs, which impact on their learning on a daily basis
F	A significant amount of children have home lives which are extremely unstructured and mean that they are extremely vulnerable, causing a range of potential behavioural difficulties which could impact upon behaviour for learning
Desired Outcomes	Success Criteria
A: Children to make accelerated progress in FS and KS1, sustaining those achieving national standards and increasing the proportions of pupils who reach and exceed ARE by the end of KS2.	Early intervention groups and speech and language groups will be put in place. By July 2019, 35% of pupils eligible for PP will make rapid progress to ensure that there is no gap in reading, writing, maths and phonics.
B: Disadvantaged children who have additional SEN, progress matches or is improving towards that of other pupils with the same starting points.	Academic interventions will be in place throughout the school, to support in diminishing the difference in core areas, so that pupils eligible for PP make the same progress as other groups
C: The progress of the pupils who are identified as having Sp&L as a barrier for learning matches or is improving that of pupils with the same starting points.	Tracking will show that pupils with Sp&L difficulties make rapid progress and are exited from the intervention/support programmes.
D: Attendance rates for PP children are in line with non PP pupils, targeting those who previously had exceptional rates of absence and ensure this is rapidly improving– all above 96%. To ensure a reduction in persistent absenteeism in pupils eligible for PP.	Reduce the number of persistent absentees among disadvantaged pupils to be in line with the national average.
E: Pupils with significant Social and Emotional needs will n a barrier to their learning so that they reach ARE, and that progress matches or is improving towards that of other pupils with the same starting points.	A range of therapeutic interventions will be employed to ensure that pupils eligible for PP reach ARE or better, by removing the barriers caused by these needs.
F: Significant behaviours are reduced and do not impact on learning and that progress matches or is improving towards that of other pupils with the same starting points.	Number of significant behaviour logs are reduced by 10%, for those enrolled on 17/18 register, and PP children with this identified barrier to learning are working towards or reaching ARE. Improved behaviour for learning focussing on the vulnerable pupils.

Planned Expenditure

Academic year 2018-2019					
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	Monitoring/ Review
A. Children to make sustained/ accelerated progress in FS and KS1, sustaining those achieving national standards and increasing the proportions of pupils who reach and exceed ARE by the end of KS2.	Additional teachers will be employed in key year groups to enable smaller group teaching and a targeted approach.	Some students need a targeted approach to enable rapid and accelerated progress to reach ARE. EEF toolkit suggests that smaller class sizes are particularly effective when groups are less than 15, which is what we will have, and even more so for lower achievers from low socio-economic backgrounds.	Staff will have planning time together to ensure continuity and consistency. Regular CPD for both teachers to focus on teaching skills and development as suggested by EEF (through the TSA CPD). Regular pupil progress meetings to monitor progress and identify needs of pupils for targeting.	HT/AHTs Y1/2/6 staff	Data analysis Pupil progress meeting minutes Work scrutiny
B. Disadvantaged children who have additional SEN, progress matches or is improving towards that of other pupils with the same starting points.	Small group interventions	A number of the PP children have multiple barriers to learning, including a range of SEN. Small group interventions will allow for a targeted approach to diminishing the difference between SEN children and others. Specific subject areas will be targeted as needs are identified.	AHTs with specific responsibilities over SEN and PP to ensure consistency and continuity. Termly pupil progress meetings with all staff to identify areas of need and specific strategies to be implemented. Termly data analysis of SEN pupils' assessment and updating of provision maps.	HT/AHTs Class teachers TAs	Data analysis Pupil progress meeting minutes Work scrutiny
Total Budgeted Cost:					£57,814.00
ii Targeted Support:					
A. Children to make accelerated progress in FS and KS1, sustaining	Small group, Targeted intervention.	Children enter school with extremely low Literacy levels, which are a barrier to all learning. Phonic and Reading Recovery interventions will be used to	Timetables will be organised to ensure staff have sufficient preparation and delivery time. Ongoing assessments to be	HT/AHTs RR teacher	Data analysis Pupil progress meeting minutes Work scrutiny

<p>those achieving national standards and increasing the proportions of pupils who reach and exceed ARE by the end of KS2.</p>	<p>Target of specific groups data</p>	<p>make rapid and accelerated progress of pupils not reaching ARE in English in KS1. Small group intervention and phonics are shown on the EEF Toolkit to have a good impact on pupils' progress, particularly in groups of 5 or less pupils.</p>	<p>carried out into effectiveness. Report to HT/AHTs.</p>	<p>TAs English Leader</p>	<p>Intervention Records</p>
<p>B. Disadvantaged children who have additional SEN, matches or is improving towards that of other pupils with the same starting points.</p>	<p>Targeted intervention – use of Digital Technologies</p>	<p>Use of digital technologies has proven motivating and successful in trialed groups throughout the school. Smart technologies have been purchased, which respond to the levels that the pupils are working at, and meet their individual need. EEF Toolkit shows that use of Digital Technologies is highly effective, especially those which provide effective feedback (EEF – Effective Feedback +8months).</p>	<p>Timetables for the use of ICT hardware to be implemented to ensure all pupils have regular access. Use of purchased programmes such as Lexia, Dynamo Maths and Nessy will be tracked and monitored by class teachers and also by SENDCOs, to ensure effectiveness. Progress will be linked to Pupil progress meetings. Use of programmes to be extended to home learning i.e. Lexia use at home, Dynamo, TT Rockstars sheets used for homework to consolidate learning etc.</p>	<p>TAs SENDCOs HT/AHTs Class teachers</p>	<p>Data analysis Pupil progress meeting minutes Work scrutiny Intervention Records</p>
<p>C. The progress of the pupils who are identified as having Sp&L as a barrier for learning matches or is improving that of pupils with the</p>	<p>Early targeted intervention – use of SALLEY, Talk Boost Purchase of Speech and Language</p>	<p>Pupils enter school with speaking and listening skills well below those typical of pupils that age. In order to ensure rapid progress, this area is a priority and targeted Early Intervention is essential. Specific interventions for small groups, as well as the support and expertise from S&L therapist are used to ensure as many children</p>	<p>Timetables interventions planned, with support staff delivering them having sufficient time to plan and deliver high quality sessions. Screening of all children who are identified as having S&L need, with referral to S&L therapist, who will work with</p>	<p>SENDCOs HT S&L therapist All staff</p>	<p>Sp& L programmes and impact reports</p>

same starting points.	Therapist 1x day a week	reach ARE as possible. EEF Toolkit states Early Intervention has a moderate impact, particularly in disadvantaged children, where staff are adequately trained (minimum +5 months).	the children as well as the class teachers, to develop strategies to implement in class, meaning the impact is more long term. SENDCOs and HT will monitor the implementation and impact of the strategies, through monitoring and termly Pupil Progress meetings.		
E. Pupils with significant Social and Emotional needs will not have a barrier to their learning so that they reach ARE, and that progress matches or is improving towards that of other pupils with the same starting points.	Therapeutic interventions 1:1 Tutoring	A vast majority of our disadvantaged pupils also have multiple barriers to learning which include Social and Emotional needs. Pupils with identified S&E barriers to learning will receive therapeutic interventions from a trained TA, including EFT, Lego therapy and mindfulness. EEF Toolkit recognises that SEL interventions have an identifiable and significant impact on learning attitudes, particularly in disadvantaged children. Some children have been identified as needing a targeted academic approach alongside the TIs, to support the implementation of the strategies, and in these cases 1:1 tuition will be provided by a class teacher. EEF Toolkit shows that based on extensive evidence, 1:1 tutoring can accelerate learning by +5months or more, and is particularly effective when linked to daily learning from the pupil's lessons.	TIP (Therapeutic intervention plans) plans will be put in place for all pupils receiving TI. These will be regularly evaluated and will be monitored by the Director of Wellbeing. S&E needs will be discussed at pupil progress meetings, and targets set will staff involved. 1:1 tuition will be planned for by the class teacher, to ensure that there is continuity and consistency between the tuition and daily learning. Effectiveness will be closely monitored in half termly blocks by HT/AHTs.	TIP TA Wellbeing Director Class teachers HT/AHTs	Data analysis Pupil progress meeting minutes Work scrutiny TIP Impact report TIP records
Total Budgeted Cost:					£49,760.00

iii Other Approaches:					
<p>D. Attendance rates for PP children are in line with non PP pupils, targeting those who previously had exceptional rates of absence and ensure this is rapidly improving– all above 96%. To ensure a reduction in persistent absenteeism in pupils eligible for PP. (currently PP= 95.5% and Non PP = 97.5%)</p>	<p>Attendance officer/ family support worker employed by school full time.</p>	<p>Due to the need to monitor the attendance of all pupils closely, a family support worker is employed to manage attendance and work with families to improve this. Having a specific person designated for this role, ensures continuity and consistency for all stakeholders.</p>	<p>Parenting contracts will be put in place for the parents/carers of any pupils falling below 93%. Regular reports will be run of attendance analysis to ensure there are no trends that need to be addressed. Reports to be shared with SLT. Family support worker will implement work with specific families if there is a need identified to ensure that any low attenders increase their attendance to above 96%.</p>	<p>Family support worker. HT/AHTs</p>	<p>Attendance records</p>
<p>F: Significant behaviours are reduced and do not impact on learning/ improved behaviour for learning leads to progress matches or is improving towards that of other pupils with the same starting points.</p>	<p>Therapeutic interventions 1:1 tuition</p>	<p>Due to potential behaviour difficulties caused by unstructured home life, some of our pupils need specific interventions to target behaviour and behaviour for learning/ readiness to learn, to remove this as a barrier to learning and to allow them to access learning as part of the mainstream class. (EEF Toolkit – Moderate impact +3 months). Some children have been identified as needing a targeted academic approach alongside the TIs, to support them in making accelerated progress in learning, which has perhaps been impacted by the</p>	<p>TIP (Therapeutic intervention plans) plans will be put in place for all pupils receiving TI. These will be regularly evaluated and will be monitored by the Director of Wellbeing. Behaviour needs will be discussed at pupil progress meetings, and targets set will staff involved. 1:1 tuition will be planned for by the class teacher, to ensure that there is continuity and consistency between the tuition and daily learning.</p>	<p>TIP TA Wellbeing Director Class teachers HT/AHTs</p>	

		behaviour, and in these cases 1:1 tuition will be provided by a class teacher. EEF Toolkit shows that based on extensive evidence, 1:1 tutoring can accelerate learning by +5months or more, and is particularly effective when linked to daily learning from the pupil's lessons.	Effectiveness will be closely monitored in half termly blocks by HT/AHTs.		
Total Budgeted Cost:					£23,406.00

