

Pupil premium strategy statement (primary)

1. Summary information					
School	St Martin's CE Primary				
Academic Year	2019-20	Total PP budget	£ 59,400	Date of most recent PP Review	March 2019
Total number of pupils	245	Number of pupils eligible for PP	45	Date for next internal review of this strategy	June 2020

Data from 2018-19	Rec (10)	Year 1 (7)	Year 2 (5)	Year 3 (10)	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	10%	86%	20%	40%	%
% making progress in reading	20%	100%	20%	50%	%
% making progress in writing	0%	86%	20%	60%	%
% making progress in maths	0%	100%	20%	50%	%

2. Barriers to future attainment (for pupils eligible for PP, including high ability) **Early Years**

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A. Behaviour for Learning : focus and concentration

B. Speech and Language skills

External barriers *(issues which also require action outside school, such as low attendance rates)*

Attendance
SEND
Speech and Language

Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Actions</i>	<i>Success Criteria</i>
A.	Behaviour for learning Data shows that children do not have the skills to sustain concentration to complete a task and therefore children need to develop these skills. In year data and end of year attainment will show impact of measures put in place.	High expectations are set by all adults to improve on task behaviour Ensure children have access to pre/post teaching to consolidate learning PALS – programme with Learning Mentor Positive rewards (stickers etc.) Using ‘stand out learner’ language – emphasising by positive reinforcement Model outstanding behaviour Heighten use of school values – PSHE/worship etc. Attention Hillingdon	These children will be in class more Learning walks will show children’s skills have developed Data will show progress in line with their peers 75% of pupils to achieve a GLD (6/8 pupils)
Outcomes to be reviewed Sept 2020			

<p>B.</p>	<p>Speech and Language Baseline data shows that some of our children come in with very limited Speech and Language skills. Data will improve and children will have completed the speechlinks programme successfully</p>	<p>Assess all pupil premium children on entry through Speechlinks/Language Links Ensure that targets that are generated through Language link are given to class teachers to implement. Monitoring by the SENCo ensures rapid intervention when necessary Phonics will be taught daily</p>	<p>Improvements in oracy seen in learning walks and identified through teacher assessment. Improvements in social interactions Reading and writing will improve and attainment in-line with peers Children will be working to at least Phase three on entry into year 1.</p>
<p>Outcomes to be reviewed Sept 2020</p>			
<p>External Barriers</p>	<p>Data shows that attendance habits need to improve and this will have a direct impact on the progress and attainment of the children This will be measured through Sims reports</p>	<p>Engage with parents when attendance drops below 95% Ensure that the children are engaged in an exciting and engaging curriculum so they want to come to school each day. Promote small achievements Improve independent self-selection choices Celebrate pupils when they independently self-select Display in our window positive attendance Seek support from Family Support Worker when appropriate Raise profile of attendance with 'rewards' in celebration assemblies</p>	<p>Improved progress and attainment 75% of pupils to achieve a GLD (6/8 pupils) Children will be seen to have improved their personal, social and emotional development to be in line with their peers particularly their self-confidence and also communication.</p>
<p>Outcomes to be reviewed Sept 2020</p>			

3. Barriers to future attainment (for pupils eligible for PP, including high ability) **KS1**

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Reading- (Particularly at home) access to internet therefore access to Reading Buddy
B.	Maths: Access to 'Times Table Rockstars' Numberbots and 'internet support/ TA to support / misconceptions
C.	Behaviour for Learning

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	<p>A number of children with complex needs are living in challenging circumstances and this has a direct impact on their learning; for example not all children read at home</p> <p>In some areas of the community there is a culture of low aspirations and this is linked to unemployment or low-paid jobs. This has an impact on regular school attendance.</p> <p>Not all children have access to the internet and devices to support or accelerate learning at home</p> <p>Many of our parents want to support the children but find that they don't always have the skills to do so.</p> <p>Attendance</p>
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Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Actions</i>	<i>Success criteria</i>
A.	<p>Improve reading</p> <p>Whilst data shows that the children performed in line with their peers, the attainment % is still low and this has a direct impact on the children's writing.</p> <p>Developing a love of reading will also facilitate a build-up of vocabulary and understanding different writing purposes in a range of contexts.</p>	<p>High Quality Teaching through the Creative Teaching Programme: R W Inc to be introduced after completion of staff training</p> <p>Accurate assessment of pupils' level (PM Benchmarking)</p> <p>Promote the use of Reading Buddies</p> <p>Regular reading opportunities, raising profile of reading in classrooms</p> <p>Develop the school Library to encourage a 'Love of Reading'</p> <p>Purchase books</p> <p>Increase individual reading resources</p>	<p>Moderation shows that accurate assessments of the children's reading are being made</p> <p>Children are seen to participate in sustained reading activities</p> <p>Reading corners and displays encourage the children to develop independent reading habits</p> <p>At least 62% of children to achieve ARE in line with National expectations for PP children.</p> <p>At least 62% of children to make progress in-line with their peers</p>

			Learning walks show clear impact of Creative Teacher Programme on engagement, questioning, progress and challenge for all
Outcomes to be reviewed Sept 2020			
B.	<p>Improved progress within maths</p> <p>Data shows that the children's progress is not sustained across the key stage and reasons for this should be explored.</p> <p>This will be measured through tracking and progress reports.</p>	<p>High Quality Teaching through the Creative Teaching Programme</p> <p>Promote the use of Times table Rock Stars/number bots</p> <p>Use the programme analysis to target children' times tables in order to personalise their learning.</p> <p>Use of White Rose resources to improve depth of understanding and reasoning</p>	<p>At least 62% of children to achieve ARE in line with National expectations for PP children in maths</p> <p>At least 62% of children to make progress in-line with their peers in maths</p> <p>Engagement of outside learning resources is raised</p> <p>Learning walks and books show clear impact of Creative Teacher Programme on engagement, questioning and progress</p>
Outcomes to be reviewed Sept 2020			
C.	<p>Improved behaviour for learning</p> <p>Data shows that children do not have the skills remain focussed and on task for a sustained period of time</p> <p>In year data and end of year attainment will show impact of measures put in place.</p>	<p>High expectations are set by all adults to improve on task behaviour</p> <p>To use 'Class Dojos' to promote excellent behaviour for learning throughout the curriculum</p> <p>Promotion of 'stand-out' learner to encourage independence</p>	<p>Learning walks will show that there is improved, on-task behaviour throughout lessons</p> <p>SLT will monitor Class Dojo and the children receive rewards in weekly celebration assembly</p> <p>Stand out learners rewarded in weekly celebration assembly</p>

		<p>Tasks are well matched to the abilities of all learners ensuring that there is always an element of challenge.</p> <p>Planning considers duration of input activities and personalised learning opportunities</p> <p>Effective use of adult support to target specific children</p>	<p>Planning and 'book looks' show that tasks are matched to the learner and there is an element of challenge</p>
<p>Outcomes to be reviewed Sept 2020</p>			
<p>External Barriers</p>	<p>Improve attendance to ensure no impact on progress</p> <p>Improve pupil aspirations</p> <p>Support families to help their children's learning at home</p>	<p>Parent Workshops</p> <p>Lunchtime access to computers</p> <p>Engage with parents when attendance drops below 95%</p> <p>Ensure that the children are engaged in an exciting and engaging curriculum so they want to come to school each day.</p> <p>Promote small achievements</p> <p>Display in our window positive attendance</p> <p>Seek support from Family Support Worker when appropriate</p> <p>Raise profile of attendance with 'rewards' in celebration assemblies</p>	<p>Attendance of pupils is at least 95%</p> <p>At least 62% of children to make progress in-line with their peers</p> <p>Increased skills of families to support reading at home.</p>
<p>Outcomes to be reviewed Sept 2020</p>			

4. Barriers to future attainment (for pupils eligible for PP, including high ability) **KS2**

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A. Behaviour for Learning : focus and ability to work for sustained periods

B. Reading: access to high quality texts

C. Maths : access to Times Table Rockstars; White Rose Maths

D. Writing: improve the accuracy of writing and the vocabulary

External barriers *(issues which also require action outside school, such as low attendance rates)*

Attendance

A number of children with complex needs are living in challenging circumstances and this has direct impact on their learning; for example not all children read at home

In some areas of the community there is a culture of low aspirations and this is linked to unemployment or low-paid jobs.

Not all children have access to the internet and devices to support or accelerate learning at home

Many of our parents want to support the children but find that they don't always have the skills to do so.

Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Actions</i>	<i>Success criteria</i>
A.	<p>Behaviour for Learning</p> <p>Monitoring activities have demonstrated that children do not have the skills remain focussed and on task for a sustained period of time</p> <p>In year data and end of year attainment will show impact of measures put in place.</p>	<p>High expectations are set by all adults to improve on task behaviour</p> <p>Opportunities for children to be role models for their peers</p> <p>To use 'Class Dojos' to promote excellent behaviour for learning throughout the curriculum</p> <p>Promotion of 'stand-out' learner to encourage independence with children being given the opportunity to share this orally in assemblies</p>	<p>Learning walks will show that there is improved, on-task behaviour throughout lessons</p> <p>SLT will monitor Class Dojo and the children receive rewards in weekly celebration assembly</p> <p>Stand out learners rewarded in weekly celebration assembly and the children will speak confidently about their achievements.</p>

		<p>Tasks are well matched to the abilities of all learners ensuring that there is always an element of challenge.</p> <p>By Year 3, children are able to respond to teacher assessment and improve their work.</p>	<p>Planning and 'book looks' show that tasks are matched to the learner and there is an element of challenge and the children are responding to the OPEN feedback and acting on this to improve their work.</p>
<p>Outcomes to be reviewed Sept 2020</p>			
<p>B.</p>	<p>To deepen the children's understanding of what they have read through the development of inference and deduction</p> <p>Data and monitoring has shown that children need to improve their fluency and ability to read a wider range of texts as well as deepen their understanding of the texts they have read. Outcomes will be measured through data, pupil conferences and learning walks</p>	<p>High Quality Teaching through the Creative Teaching Programme</p> <p>Accurate assessment of pupils' level (PM Benchmarking) to ensure Reading Buddies is pitched accurately to accelerate progress.</p> <p>Regular reading opportunities</p> <p>Promote reading within classroom and staff and children are encouraged to discuss their books</p> <p>Class book and cross curricular links</p> <p>Purchase books with suitable level of challenge</p> <p>Increase individual reading resources</p> <p>Effective reading strategies used as developed within the Creative Teacher Programme</p>	<p>Moderation shows that accurate assessments of the children's reading are being made and this is regularly updated on Reading Buddies</p> <p>Children are seen to participate in sustained reading activities</p> <p>Reading corners and displays encourage the children to develop independent reading habits</p> <p>At least 60% of children to achieve ARE in line with National expectations for PP children.</p> <p>At least 60% of children to make progress in-line with their peers</p> <p>Learning walks and moderation show increased engagement with inference and deduction tasks and an appropriate level of challenge for all.</p>

<p>Outcomes to be reviewed Sept 2020</p>			
<p>C</p>	<p>Improve recall and mental strategies in number work</p> <p>Data shows that children need to develop their fluency with number facts and then understand how to use them effectively. Outcomes will be measured through the analysis of data</p>	<p>High Quality Teaching through the Creative Teaching Programme</p> <p>Children to be fluent in the application of number bonds through start of the day activities and classroom teaching and plenaries</p> <p>Children to be able to rapidly recall facts through mental warm-up activities at the beginning of lessons and apply their Times Tables to solve problems which are designed to use them</p> <p>Children can understand and apply the inverse operations to calculate and check their work</p> <p>Children have a sound understanding of what fractions are and the associated maths</p>	<p>Scrutiny of planning, book-looks and learning walks show that the children are applying these skills.</p> <p>Increased engagement and confidence</p> <p>Increased engagement in Number Bots and Times Table Rockstars</p> <p>Children are well-prepared for the times table assessment.</p>
<p>D</p>	<p>Improve Writing</p> <p>Data shows that children (particularly those coming into year 3) are behind their peers in writing. Desired outcomes will be measured using the in-house data tracker and moderation activities</p>	<p>High quality teaching of writing in place applying the strategies shared on the creative teaching programme</p> <p>High Expectations set by all adults promoting accuracy of writing and presentation</p> <p>Engaging writing activities taking into account the interests of the children.</p> <p>Children respond to high quality feedback they are given to make accelerated progress.</p>	<p>'Book looks' show increased opportunities for sustained writing</p> <p>Children demonstrate an enthusiasm for writing during learning walks</p> <p>Data shows that children are at least in line with their peers.</p>

<p>Outcomes to be reviewed Sept 2020</p>			
<p>External Barriers</p>	<p>Improve attendance to ensure no impact on progress Improve pupil aspirations Support families to help their children's learning at home</p>	<p>Parent Workshops Lunchtime access to computers Engage with parents when attendance drops below 95% Ensure that the children are engaged in an exciting and engaging curriculum so they want to come to school each day. Promote small achievements Display in our window positive attendance Seek support from Family Support Worker when appropriate Raise profile of attendance with 'rewards' in celebration assemblies</p>	<p>Attendance of pupils is at least 95% At least 60% of children to make progress in-line with their peers Increased skills of families to support reading at home.</p>
<p>Outcomes to be reviewed Sept 2020</p>			

5. Planned expenditure September 2019/20		
Training to ensure high quality teaching is in place for all children	Creative Teacher Programme	£5,750
Learning Mentor	Employment of additional staff member to support identified children to improve behaviour for learning	£21,000
Chromebooks	To ensure pupil premium children have access to online learning platforms in school	£4,200
Training to ensure high quality teaching strategies to support behaviour for learning and provision for PP pupils	External consultants to support	£5,000
Improve attendance	Training for the Exciting activities that the children want to come to school for Phone calls home Parental support/ family Support worker Learning mentor Software to support attendance monitoring Attendance rewards	£500 £100 £4000 See above £150 £300
Support in class for all year groups from trained Teaching Assistants, developing focussed reading, writing and maths interventions		£20000
Planned expenditure September 2019/20 EYFS specific		
A Behaviour for Learning	Attention Hillingdon Staff training and resources Work with external consultant	£ 500 £500

B Speech and Language skills	Speech link assessments Staff training on speech link EYFS afternoon staff for intervention Small group therapy work with the children Puppets for role play Books Phonics teaching Phonics resources	£295 £300 £1200 £1200 £200 £250
Planned expenditure September 2019 20 KS1 specific		
A Improve reading	Buy in books that engage boys Reading corner furniture and resources Bench marking – staff training and implementation Reading Buddies Library resources Individual readers intervention with LSA	£300 £500 £300 £4,000 £500 £1,200
B Improve maths	Times tables rockstars White Rose resources Staff Training Plus 1 Maths intervention Testbase	£150 £99 £500 £1,200 £240
C Behaviour for Learning	Learning Mentors PALs Games to support social skills	As above £350 £200
Planned expenditure September 2019 KS2 specific		
A Behaviour for Learning	Staff training Learning mentor	Included above

<p>B To deepen the children's understanding of what they have read through the development of inference and deduction</p>	<p>Staff training Books Reading buddies PM Bench Marking</p>	<p>£500 £200 above £300</p>
<p>C Improve recall and mental strategies in number work</p>	<p>Times tables rock stars White Rose resources Five minute boxes Numicon Staff training</p>	<p>£150 £150 £400 £360 £500</p>
<p>D Writing</p>	<p>Staff training External support for Literacy Lead</p>	<p>£500 £250</p>

6. Review of expenditure September 2019/2020

To be reviewed in September 2020

Desired outcome	Chosen actions/ approaches	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

12. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above. Our full strategy document can be found online at: www.aschool.sch.uk