

Pupil premium strategy statement (primary)

1. Summary information					
School	St Martin's CE Primary				
Academic Year	2018-19	Total PP budget	£42240	Date of most recent PP Review	November 2018
Total number of pupils	208	Number of pupils eligible for PP	32 -15%	Date for next internal review of this strategy	March 2019

	Rec (10)	Year 1 (7)	Year 2 (5)	Year 3 (10)	Pupils not eligible for PP (national average)
% 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) (Rec)			
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>			
A.	Confidence/ self-belief		
B.	Behaviour		
C.	Progress/attainment		
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>			
D.	Attendance SEND Low self-esteem		
3. Desired outcomes			
	<i>Desired outcomes and how they will be measured</i>	<i>Actions</i>	<i>Success Criteria</i>
A.	Improve attendance by monitoring using Sims reports	Engage with parents when attendance drops below 95%	Children to achieve 95% attendance PP attendance was 93.14% and Non-PP was 93.97%.

		<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>	
B.	Improve behaviour	<p>PALS – programme with Learning Mentor</p> <p>Positive rewards (bumble bee, stickers etc)</p> <p>Using 'stand out learner' language – emphasising by positive reinforcement</p> <p>Model outstanding behaviour</p> <p>Heighten use of school values – PSHE/worship etc</p>	Improved focus upon learning – improved attainment
C.	Improve attainment and progress	<p>Monitor progress on Target Tracker</p> <p>Implement interventions early</p> <p>Catch-up sessions for missed learning – flexibility in timetabling</p> <p>Pupil Progress meetings</p> <p>Specific focused teaching</p>	<p>75% of pupils to achieve a GLD (6/8 pupils)</p> <p>Make expected progress in line with their peers.</p> <p>Whilst the percentage achieving GLD was not achieved, 82% making expected progress in R, W and 90% in M.</p>
D.	Improve independent self-selection choices	<p>Plan activities to engage pupils</p> <p>Promote small achievements</p> <p>Celebrate pupils when they independently self-select</p>	<p>Improved progress and attainment</p> <p>75% of pupils to achieve a GLD (6/8 pupils)</p> <p>Whilst the percentage achieving GLD was not achieved, the majority of pupils made good progress from their low starting points</p>

4. Barriers to future attainment (for pupils eligible for PP, including high ability) (Year 1)			
In-school barriers (issues to be addressed in school, such as poor oral language skills)			
A.	Reading- (Particularly at home)		
B.	Access to 'Mathletics' and 'Reading Eggs'/ internet support/ TA to support / misconceptions		
C.	Focus/listening skills		
External barriers (issues which also require action outside school, such as low attendance rates)			
D.	Attendance		
5. Desired outcomes			
	Desired outcomes and how they will be measured	Actions	Success criteria
A.	Improve reading	Accurate assessment of pupils' level (PM Benchmarking) Regular reading opportunities Promote reading within classroom Purchase books Increase individual reading resources	66% of children to achieve ARE 66% of children to make progress in-line with their peers This continues to be a target for these pupils and pupils showed accelerated progress in Spring and Summer term.
B.	Improved progress within maths and reading	Progress report from programme analysis Re-promote the use of Mathletics and Reading Eggs Raise profile of reading in classrooms	66% of children to achieve ARE 66% of children to make progress in-line with their peers This continues to be a target for these pupils and pupils showed accelerated progress in Spring and Summer term.
C.	Improved focus/attention	Children to resume bucket time 'Class Dojos' for good listening skills shown	Improved attainment and progress

		Planning considers duration of input activities and personalised learning opportunities Effective use of adult support to target specific children	
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6. Barriers to future attainment (for pupils eligible for PP, including high ability) (Year 2)			
In-school barriers (issues to be addressed in school, such as poor oral language skills)			
A.	Mental maths skills (2, 5, 10s) (X-table challenge)		
B.	Social skills		
C.	Handwriting		
External barriers (issues which also require action outside school, such as low attendance rates)			
D.	Reading at home		
7. Desired outcomes			
	Desired outcomes and how they will be measured	Actions	Success criteria
A.	Progress made across core subjects	Planning considers individual needs Exciting curriculum opportunities Curriculum enrichment considerations Effective use of adult support Pupil Progress Meetings – data analysis	Progress in-line with peers Whilst pupils had opportunities to experience an enriched curriculum this has not yet shown an impact on progress. More support from leaders is needed to ensure staff understand their data and can effectively plan provisions to support learners to diminish differences.
B.	Social skills	To be able to integrate successfully with all children Successful learning approaches in lessons Involvement with the Learning Mentor where needed Learning mentor feedback	Good relationships within cohort Improved focus upon learning Progress in-line with peers The social relationships within this year group work well and this is not a barrier to learning.

C.	Handwriting	Small group sessions Fine motor activities- playdoh/ manipulates Letter join sheets sent home to parents Rewards for handwriting	Correctly formed letters Recognisable words Fine motor skills developed <i>Improvement seen in the presentation in books but not yet consistent for all pupils and needs to be embedded at the start of the year as non-negotiable expectations.</i>
D.	Reading at home	Conversations with parents Letters going home Class reading chart to identify readers at home and reward for reading a amount of books Children to then show more progress within their reading	Fluency of reading Decoding of words Recognising of sounds (diagraphs) <i>Although the fluency has improved, this continues to be a focus. Parent workshops to support reading at home and share strategies used at school.</i>

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

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

A.	Hanwriting - Fine motor skills
B.	Social skills- (some already in a friendship group with learning mentor)
C.	Spellings- common exception words

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

D.	No attendance issues 3 of the 10 are low only- parents converstations have happened and it is conitued to being monitioered.
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9. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Actions</i>	<i>Success criteria</i>
A.	Handwritting	Small group sessions Fine motor activities- playdoh/ manipulates Letter join sheets sent home to parents Rewards for handwriting	Correctly formed letters Recognisable words Fine motor skills developed <i>Improved letter formation but not all joining letters correctly. This will continue to be a focus throughout the school where needed.</i>
B.	Social skills	To be able to integrate successfully with all children	Good relationships within cohort Improved focus upon learning Progress in-line with peers

		<p>Successful learning approaches in lessons</p> <p>SMSC- reliance group work</p> <p>Involvement with the Learning Mentor where needed</p> <p>Learning mentor feedback</p>	<p>PP pupils making expected progress is below their peers however there are steps in place to make further use of the learning mentor and the new PSHE curriculum to help support resilience and self development.</p>
C.	Spellings	<p>Spellings are being sent home</p> <p>Common excpetion explection words around the classroom</p> <p>During handwriting these words are practised.</p>	<p>Support reading fluency</p> <p>Support writing.</p> <p>PP pupils continue to develop their spelling strategies but remain behind their peers. This will continue to be a whole school focus including strategies to embed spelling patterns. Writing and reading will be a focus to raise standards through high expectations for all and improved tracking of progress of this group.</p>

10. Planned expenditure					
Academic year	2018-19				
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?
All children make at least expected progress in Reading, Writing and Maths.	Support for children where ‘gaps’ appear in progress. Use of ‘support’ teachers to work alongside class teachers, to consolidate and advance learning. Use of pre-teach methods to support learning where necessary. Greater teacher involvement in Pupil Progress meetings to raise accountability.	Precision teaching, impact sessions to instil the skills required to make progress. Where repeated practice is given in a small group scenario, the pace can be determined by the learner and ‘risk’ is managed better. Raising awareness of progress for specific pupil group. Focus upon gaps and how to diminish the differences.	Monitoring Data overview Pupil Progress Meetings Planning scrutiny Observations Review of progress with specific teachers utilised for support/boosting sessions.	Head of School	March 2019
Total budgeted cost					
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?
Targeted support meets the specific needs of learners.	Data analysis will present specific pupils for support. Extra teachers will undertake ‘gap’ teaching to support further learning and progression.	Effective teaching that will impact quickly upon learning and is well-paced will support learners on a regular basis. Objectives will be set weekly to focus upon specific targets. These targets are, by way of undertaking, measured for impact weekly	Regular considerations of progress within a week or data collation over time. Monitoring books/ planning.	Teachers/ HoS	End of Spring 2

Total budgeted cost					
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 deliver a rich curriculum and provide opportunities for learners, for new experiences.	Review curriculum approaches each term. Reflect upon learning and successes in what has been taught. Include opportunities to undertake educational visits and/or include visitors to school to enrich the learning experience. Ensure that all children are included in opportunities and offer support for parents where necessary. Consider the community around the school and how we can access opportunities within it to enrich the curriculum experiences.	To develop children's contextual understanding within topic foci. To present experiences that will enhance the interest and enjoyment of learning.	Long term planning and curriculum reviews. Pupil voice.	Teachers/ HoS	
Total budgeted cost					£42240

11. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
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
All pupil premium children to reach age related expectations in phonics, reading, writing and maths in Y1.	Improving the overall quality of teaching and assessment and therefore improving pupils' rate of progress 1:1 support for individual teachers and action plans where necessary	100% of pupil premium pupils achieved age related expectations in Writing and Maths and 75% achieved of pupils achieved age related expectations in Reading. Pupils entitled to the Pupil Premium Grant overall made better progress than their peers. 83% of pupils who took the screening test and were entitled to the grant passed the Phonics Screening Test.	Further training need to ensure that teachers are able to better use assessment techniques to identify gaps in understanding. This would allow for them to meet needs of individual pupils better, and therefore increase rates of progress for some hard to reach pupils. More effective planning for the use of adults in class to support pupils will make a more positive impact on outcomes.	£4,200
80% of pupil premium children to achieve a GLD by the end of reception.		67% of pupil premium pupils in reception achieved ELG in Reading, Writing and Maths as well as GLD. Pupils entitled to the grant made at least expected progress across the year but the progress figures were not as strong as their peers.		

All pupil premium children to make at least the expected rate of progress.		<p>In Reception, pupil premium children made better than expected progress in all two areas of Reading and Writing and expected progress in Maths. On the basis of making 6 steps of progress across the year, pupils made the following progress:</p> <p>6.4 steps in Reading; 7.2 in Writing and 5.8 in Number.</p> <p>In Y1 pupil premium children made better progress than their peers.</p>		
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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
All pupil premium children to reach age related in phonics, reading, writing and maths in Y1.	Additional adult to focus on supporting specific children to fill gaps in their learning	See under section (i) above	The curriculum planning in Y1 needs further developing to ensure that pupils make faster progress. The more effective use of adults to be targeted within lessons to support pupils with their learning.	
80% of pupil premium children to achieve a GLD by the end of reception.	Training for support staff to implement specific interventions	See under section (i) above		
All pupil premium children to make at least the expected rate of progress.		See under section (i) above		

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
Less fortunate families have the opportunity to access before and after school care to enable them to go to work and/or as respite.	Breakfast club cost £1 per day to make it affordable for all. Where this is still too much, school has funded places. Offers to support parents with Akriva costs to enable them to work extended hours.	All pupils starting the day calmly and having had breakfast. Families who struggle with punctuality being on time. Parents feeling confident that they can access a degree of wrap around care regardless of their financial circumstances.	We will continue supplementing the cost of breakfast club through we need to find a better solution for providing breakfast as it has become too popular for the staff we currently employ. We need to be encouraging all late families to access breakfast club. No one wished to access funding to support after school care costs.	N/A
All pupils have the opportunity to take part in school trips and enriched school activities (such as The Rainbow Fairy)	Providing all resources for after school clubs such as cooking. Paying the costs of activities provided in school time for all pupils. Supplementing	Pupils were able to attend clubs of their choosing and teachers were not out of pocket from resourcing clubs – therefore more willing to run them. All pupils attended school trips and accessed special sessions / visitors we commissioned in school.	We will continue to use this approach as it ensures equality amongst the pupils and allows for the development of friendship groups outside year groups. (both for children and parents in some cases)	

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