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| 1. **Summary information** | | | | | |
| **School** | St Paul’s CE Primary | | | | |
| **Academic Year** | 2019/20 | **Total PP budget** | £126,680 | **Date of most recent PP Review** | September 2019 |
| **Total number of pupils** | 266 | **Number of pupils eligible for PP** | 88 | **Date for next internal review of this strategy** | September 2020 |

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| 1. **Current attainment** | | | | | |
|  | | | *Pupils eligible for PP* | | *Pupils not eligible for PP (national average)* |
| **% at expected standard in reading, writing & maths 71%** | | | **50%** | |  |
| **Progress in reading KS1-2 3.14** | | |  | |  |
| **Progress in writing KS1-2 1.42** | | |  | |  |
| **Progress in maths KS1-2 0.42** | | |  | |  |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | |
| **In-school barriers** | | | | | |
|  | | Speech and Language Delay impacting on access reading and writing and access to the curriculum. | | | |
|  | | Lack of self- confidence and resilience prevents pupils persevering with difficult tasks. | | | |
| **C.** | | Reading is not always valued and supported and pupils do not always read for pleasure. | | | |
| **D.** | | Significant learning needs (EAL and SEND) | | | |
| **External barriers** | | | | | |
| **E.** | | Attendance rate for PP pupils in 2018/19 was 96.3% compared with 96.8% for all pupils and Persistent absence for PP pupils was 7.4% compared with 5.9% for all pupils. | | | |
| 1. **Desired outcomes** | | | | **Success criteria** | |
|  | Improved Speech and Language skills and attainment in Reading and Writing and maths. | | | PP pupils will have improved reading and writing and maths skills .Gaps in performance for PP pupils will diminish.  By the end of Key Stages PP pupils meeting or exceeding expected standards will be in line with or above National Averages. | |
|  | Develop self –confidence and resilience in pupils. | | | Pupils will make more progress in subjects where they lack confidence and will have personal skills to help them to cope with difficult tasks. | |
|  | Improve reading skills and the love of reading for pleasure. | | | Pupils will engage well with texts and more PP pupils will meet or exceed expected standards in reading at the end of Key Stages and make progress at least in line with others nationally who are at the same starting point. | |
|  | Ensure pupils with SEND make accelerated progress including more pupils with Greater Depth | | | SEND and EAL PP pupils will make better than expected progress. | |
|  | Increase attendance rates for PP pupils and improve parental engagement | | | Attendance and parental engagement with PP pupils will increase. | |

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| 1. **Planned expenditure** | | | | | | | | | | | |
| * **Academic year** | | | **2019/20** | | | | | | | | |
| 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 | | | | | | | | | | | |
| 1. **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?** |
| Improved speech and language skills  Improve well- being of pupils. | | Work with Speech and Language Therapists  Improved well-being ensures that strategies are more effective.  Take part in cultural partnership activities to extend opportunities for improved attainment and well-being. | | | When experts work with the teaching staff identification of needs is quicker and interventions can be put into place.  Subsidise Breakfast club, fruit and milk in school. | Family Support Worker to identify need and solutions.  Play therapist working in school one day a week  Counselling available in school.. | | SLT | | | Termly throughout the year |
| Improved attainment in Reading and Writing | | Provision of part time teacher to support English.  Training of staff in guided reading good practice.  Engagement with the Literature Works Project to improve quality of English teaching  Workshops to inform parents. | | | End of key stage results show a steady rise in attainment in reading and writing, and improving Greater depth. | Teachers trained By Literature Works.  EAL teacher in school two day a week.  Key Stage one leader and Early Years leader will lead workshops for parents. | | SLT and English Leader | | | Termly throughout the year |
| Improve attainment in maths. | | Provide small class teaching at years 2&6.  Train all staff in the teaching of Mathematics | | | Current results show that small class teaching has improved attainment. As staff have become more skilled in teaching maths results have improved. | Deputy Head Teacher teaches maths to Year 2&6 daily.  All staff will have 3 days training this academic year. | | SLT and Maths Leader | | | Termly throughout the year. |
| Pupils reading for pleasure. | | Extend the variety of texts available in school, buy staff training from Literature Works and move pupils more quickly through the reading scheme to increase the element of challenge.  Provide books for pupils who do not have books at home.  100 book challenge | | | Recent end of key stage results show that reading skills are improving and more pupils are working at greater depth..All pupils will be motivated to read for pleasure have opportunities to see the links across the curriculum. | Buy in to the Literature works project.  Purchase a wide variety of texts. | | English Subject Leader | | | Spring term2020 |
| Itemised Spending:  Costs of cover for Arts Project: £990  Educational Psychologist: £7050  Play Therapy: £4000  Counselling: £1755  Two days of English and EAL teacher: £12,202  Deputy Head Teacher: £30,000  Literature Works: £750  Cost of books: £500 | | | | | | | | | | | |
| **Total budgeted cost** | | | | | | | | | | **£57 247** | |
| 1. **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 Maths skills  Improve Reading skills | Intervention groups for each year group.  Focused work with small groups in Years 2 and 6  Extend the peer support reading programme throughout school. | | | Small group teaching has proved successful in the past in accelerating progress for pupils.    EEF research shows that peer support is effective with disadvantaged pupils. | | | Employ teachers to carry out the intervention programmes and small group teaching.  Employ a teacher to work with small groups.  Devise a programme of peer support in reading. | | Maths Leader  English Subject Leader | Termly Throughout the year | |
| Increased attendance rates | Employ a part time family support worker to monitor attendance and respond quickly to absence.  Purchase two half days of time from attendance officer shared with another school. | | | Learning opportunities are lost when pupils are not in school. | | | Family support worker, Attendance Officer and Head Teacher will work closely to ensure close monitoring of pupil’s attendance.  There will be an increased number of referrals for fixed penalty notices for holidays and leave of absence. | | Head Teacher  Family Support Worker  Attendance Officer | Summer Term 2020 | |
| Improve progress rate of pupils with SEND and EAL. | Employ a part time teacher for EAL support.  Increase the size of the SEND support team to meet individual needs  Upgrade the Lexia programme to provide quality individual learning in phonics and reading and to increase the number of pupils able to access the programme, | | | Support for pupils with EAL becomes more specialised the older the pupils become.  Results of using the Lexia programme show good progress in reading.  Individual or small group support enables some pupils with SEND to make accelerated progress. | | | Employ part time EAL teacher.  Pay for upgraded licence to Lexia programme.  Employ another Support assistant in Early Years to support pupils with Speech and Language delay. | | Head Teacher  SENCO  Early Years Lead. | Termly throughout the year. | |
| Itemised Spending.  Three sessions from UP3 Teacher:£15,700  Family Support Worker 0.6:£17,388  Attendance Officer £6,373  Lexia Licence: £3,000  One Learning Support Assistant:£15,000 | | | | | | | | | | | |
| **Total budgeted cost** | | | | | | | | | | **£57,461** | |
| 1. **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?** | |
| Improve self- confidence and resilience | Embed the Secrets of Success programme to all pupils  Provide a wide range of after school activities with elements of challenge. | | | Structured programmes with rewards motivate pupils to engage.  Extend the range of activities currently on offer. | | | Deputy Head Teacher will monitor and evaluate the programme.  School business manager will prepare the programme and explore a variety of providers. | | Deputy Head Teacher  Head Teacher and School Business manager | Summer Term 2020 | |
| Ensure pupils do not miss out on quality childcare or activities. | Subsidise breakfast club places and trips and visits. | | | Ensure that pupils are supervised appropriately so that their parents can work and that they are able to take part in activities. | | | Family Support officer will work closely with parents to identify need. | | Family support Officer and Head Teacher | Summer 2020 | |
| Itemised Spending.  Subsidy for Breakfast club, Trips and Visits:£10,000  Programme of after school activities: £2,000 | | | | | | | | | | | |
| **Total budgeted cost** | | | | | | | | | | **£12,000** | |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2018/19** | | |
| 1. **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**  **25,800** |
| Improved mental recall skills | Reduce class size of Year 5 and 6 pupils for mathematics Staff training in developing Reasoning and problem solving skills and mental recall.  Training in developing Greater Depth. | The general trend is that end of Key Stage results are improving. At Key Stage 1 there is a need to support PP pupils in achieving Greater Depth and to continue to close the gap despite the varied cohort results.  At the end of Key Stage1 70% of pupils attained expected levels in maths and 23% were working at greater depth.  75% of PP pupils attained expected whereas 68% non- pupil premium attained expected. The pupil premium pupils did not attain greater depth whereas 23% of all pupils did.  At the end of Key Stage 2 74% of all pupils attained expected with 29% at Greater Depth.  60% of Pupil Premium pupils attained expected which is a 14% gap however 33% of PP pupils attained greater depth. | We will continue with this approach as it is clear that pupils are not as secure in maths as they are in reading. More analysis of the profile and needs of the PP pupils is needed.  All teachers will receive three days maths training this year to improve quality of teaching for all pupils. |
| Pupils reading for pleasure. | Extend the variety of texts available in school, buy staff training from Literature Works and move pupils more quickly through the reading scheme to increase the element of challenge.  Provide books for pupils who do not have books at home. | Pupils in school are developing reading and writing skills.  End of Key Stage 1 results that 76% of all pupils met expected levels in reading as did 75% of PP pupils and both groups had 15% of pupils achieving greater depth.  At the end of Key stage 2 83% of pupils met expected levels with 37% at Greater Depth. These figures are 10% above national average. 73% of PP pupils met expected levels which in line with national average but below their peers but 33% attained Greater Depth. | The strategies employed have impact on all pupils and so help PP pupils, we will continue to use this approach. We will extend this work with our 100 book challenge and improved teaching in guided reading. |
| 1. **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**  **£73,899** |
| Improve Maths skills | Intervention groups for each year group.  . | A group of PP pupils in Year 4 who also have SEND received small group support in maths. They are not yet working at expected levels but they have made more progress than in previous years. | We will continue with this group of pupils and a group of the current Year 4 cohort to continue to consolidate basic maths skills. |
| Improve Reading skills | Focused work with small groups in Years 2 and 6  Extend the peer support reading programme throughout school. | End of Key Stage results indicate improvement in reading but it is hard to measure the impact of just this strand.  The children look forward to reading to their peers so it does add to motivation and enjoyment in reading. | We will review the programme and look to extending it to other year groups. |
| Increased attendance rates | Employ a part time family support worker to monitor attendance and respond quickly to absence .Purchase two half days of time from attendance officer shared with another school. | Attendance at the end of the year was 86.8% for all pupils and 96.3% for PP pupils.  Persistent absence for all pupils was 5,9% for all pupils and7.4 % for PP pupils. There is still a gap but it has narrowed from 4.4% in 2018 to 1.4% in 2019. The overall figures for attendance and persistent absence have both improved. | The work of the family Support worker and attendance officer is a long term project and involves building trust with families. The ongoing improvement in attendance and persistent absence are evidence of the impact of this approach and we continue to grow and develop this work. |
| 1. **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**  **£23.000** |
| Improve self- confidence and resilience | Embed the Secrets of Success programme to all pupils. Provide a wide range of after school activities with elements of challenge. | Monitoring and evaluation of teaching and learning shows that children are developing self –confidence and resilience but this is also a long term project and each year pupils join the school who have needs in this area.  A number of after school activities have been held to raise confidence and resilience and the pupils attending are showing signs of better attitudes to learning. | We will continue our work on the Secrets of Success Programme.  The after school activity programme will take place this year. We are constantly reviewing the activities and adding more. |
| Ensure pupils do not miss out on quality childcare or activities. | Subsidise breakfast club and trips and visits. | All families who needed places at Breakfast club were able to have them without cost if necessary and all pupils were able to attend trips and visits including residential trips. | We will continue to subsidise these places. |