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| 1. **Summary information** | | | | | |
| **School** | St Paul’s CE Primary | | | | |
| **Academic Year** | 2018/19 | **Total PP budget** | £110,880 | **Date of most recent PP Review** | September 2018 |
| **Total number of pupils** | 266 | **Number of pupils eligible for PP** | 84 | **Date for next internal review of this strategy** | September 2019 |

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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%** | | | **56%** | | **70%** |
| **Progress in reading KS1-2 2.5** | | | **2.58** | | **0.31** |
| **Progress in writing KS1-2 4.5** | | | **4.07** | | **0.24** |
| **Progress in maths KS1-2 2.4** | | | **0.43** | | **0.31** |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | |
| **In-school barriers** | | | | | |
|  | | Lack of ability in mental recall slows progress in mathematics. | | | |
|  | | 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. | | | |
| **External barriers** | | | | | |
| **D.** | | Attendance rate for PP pupils in 2017/18 was 95.6% compared with 96.5% for all pupils and Persistent absence for PP pupils was 12.3% compared with 7.8% for all pupils. | | | |
| 1. **Desired outcomes** | | | | **Success criteria** | |
|  | Improve mental recall skills across the school. | | | Monitoring and Evaluation will show that pupils spend part of every maths lesson working on mental recall .Progress in maths will improve as recall skills improve. Gaps in performance for PP pupils will narrow where that is the issue.  By the end of Key Stages 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. Pupils will be able to understand more of what they are reading as we improve guided reading sessions | |
|  | Increase attendance rates for PP pupils | | | The gap between pupil premium and non-pupil premium pupils’ attendance will narrow and be more in line with other pupils nationally.  Attendance will continue to improve across the school. | |

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| 1. **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 | | | | | | |
| 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 mental recall skills | Reduce class size of Year 2 and 6 pupils for mathematics  Introduction of the Essentials curriculum and the Greater Depth assessment system.  Introduction of new planning system to highlight opportunities for mental recall. | | Smaller classes will enable pupils to develop these skills more quickly. EEF research shows that class size reduction is only effective with 15 or less pupils. There will be two teachers in each maths lesson.  The restructure of the maths curriculum highlights both the need to improve mental recall and focus on opportunities to achieve greater depth. | Additional experienced teacher  Use Inset day for staff training  Work with maths consultants.  Change the weekly timetable to include specific lessons | Deputy Head Teacher | Spring Term 2019 |
| Pupils reading for pleasure. | Staff training in the Literature Works model and continue to 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.  Infusing rich vocabulary throughout the curriculum | | All pupils will be motivated to read for pleasure have opportunities to see the links across the curriculum. More pupils will achieve greater depth in reading.  Research on the need to extend children’s vocabulary. | Buy in to the Literature works project.  Purchase a wide variety of texts.  Training in the research findings and strategies to ensure a rich vocabulary in school. | English Subject Leader  Head Teacher | Spring term2019 |
| **Total budgeted cost** | | | | | | **£32,935** |
| 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 guided reading.  Extend the peer- support reading programme throughout school. | | Very 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 a part time teacher to carry out the intervention programmes and small group teaching.  Introduce a whole school system of guided reading and assessment of individual pupils reading skills and comprehension.  Monitored by English lead.  Further develop the programme of peer support in reading. | Maths subject Leader  English Subject Leader | Spring Term 2019 |
| 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 2019 |
| **Total budgeted cost** | | | | | | **£52,515** |
| 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  Develop pupil’s metacognitive knowledge of how they learn and strategies and tasks that will improve  outcomes.  Provide a wide range of after school activities with elements of  challenge. | | Structured programmes with reward to motivate pupils to engage.  EFF research on Metacognition and self -regulated learning.  Extend the range of activities currently on offer. | Deputy Head Teacher will monitor and evaluate the programme.  Staff training in the approach.  School business manager will prepare the programme and explore a variety of providers. | Deputy Head Teacher  Head Teacher and School Business manager | Summer Term 2018 |
| Ensure pupils do not miss out on quality childcare or activities. | Subsidise after- school child care 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 2019 |
| **Total budgeted cost** | | | | | | **£25,430** |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2017/18** | | |
| 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** |
| Improve Mental Recall  solsssssolving skills | Reduce Y5&6 class size & teacher training | At the end of KS2 10% more pupils attained or exceeded the expected standard with a 1.7 increase in progress. | The impact was greater in Year 6 than in Year 5 but the Year 5 pupils are better placed to begin their Year 6 year. We will focus on Years 2 and 6 next year. | £25,800 |
| Pupils Reading for pleasure | Extend the variety of available texts. Increase challenge by moving more quickly through reading scheme. Provide books for pupils | In July 2018 there were more pupils in each year group except Year 6 attaining greater depth in reading than in July 2017 | We will continue this approach as our monitoring shows that it has improved attitudes to reading and reading fluency but we will also improve our teaching of guided reading to improve comprehension skills. |
| 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** |
| Improve skills in mathematics. | Small group or one to one interventions. | By the end of KS1 71% of pupils had reached or exceeded expectation which is 5% below national average. By the end of KS2 79% of pupils reached or exceeded expectation which is 3% above the National Average. Gaps in performance between PP pupils and non-PP pupils closed in all year groups except Years 5 and 6. | The impact of these interventions was evident in the progress made by individual pupils and the impact on PP pupils across school. This is an effective way to support pupils with gaps in their mathematical knowledge and pupils have often finished interventions at the end of one term when they have closed the gaps with their peers. | £73,899 |
| Improve Reading skills. | Focused work with Year 2 & 6 pupils.  Extend the peer support reading programme throughout school. | At the end of KS1 71% of pupils attained expectations in reading which is in line with the national average and they achieved 7% better than non-PP pupils. At the end of KS2 71% of pupils met or exceeded expectation which is 3% below the national average. The gap between non- PP and PP pupils was significant. | Peer support and interventions at KS1 worked well and had impact on the children’s reading. The results at KS2 are disappointing because Teacher assessment indicated that 79% of pupils were working at expectation, which is above the national average. The gap between PP and non-PP pupils has always been significant as 35% of the PP pupils also had Special Educational needs. We need to make the interventions in reading more focused on comprehension and vocabulary. |
| Improve Attendance | Employment of family Support Worker and Attendance Officer time. | The attendance of Pupil premium pupils was 0.6% better in 2018 than in 2017 but the gap between them and all pupils, remains at 0.9%.  Persistent absence was at 7.8% with 12.3% PP pupils persistently absent. | The work of the Attendance Officer and Family Support Worker has been significant in raising attendance levels this year. We have has more persistent absentees this year and a greater proportion of them are PP pupils. We will continue to carry on this work with an increase in fining those who take holidays in term time and working with individual families in ways that meet their individual needs. |
| 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** |
| Improve self- confidence and resilience. | Embed The Secrets of Success Programme and extending of after school activities. | Lesson observations and work scrutiny show that across school pupils are more willing to take risks and the approach to learning has improved.  25 extra -curricular clubs took place in the school year with 388 places on offer. There was no cost to the pupils for any of the clubs. | The Secrets of Success programme works well and will be continued but there will be no cost this year as we have all of the resources. Pupils are dealing with tests in a more appropriate way and showing more perseverance in completing tasks. This is a whole school approach and we need some more individual or small group activities to target some pupils.  We will continue to extend our offer of extra- curricular activities. | £23,000 |
| Ensure that pupils do not miss out on quality childcare. | Subsidy of after school club places and trips and visits. | 10 PP pupils had free places at Breakfast Club or after school club  27 pupils attended a Residential Visit to Northumberland in June. All the places were subsidised and one paid for in total. | Pupils attending Breakfast club are able to make a good start to the day and we will continue to offer these places. The free places at after school club has had significant impact on the well -being of the pupi.ls  The pupils who attended the residential visit were able to take part in challenging and character building activities that cannot be offered in school. We will continue to subsidise the places in the next school year. |