

Pupil premium strategy statement (primary)

An illustrative example of a completed primary template is available at:
<http://tscouncil.org.uk/resources/guide-to-effective-pupil-premium-reviews/>

1. Summary information					
School	St Meriadoc Junior Academy				
Academic Year	2018/2019	Total PP budget	£98,546,88	Date of most recent PP Review	July 2018
Total number of pupils	209	Number of pupils eligible for PP	48 = 23%	Date for next internal review of this strategy	Half termly

2. Attainment and progress of KS2 2018		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>
% achieving in reading, writing and maths	48%	77%
Average progress score in reading	2.22	-1.3
Average progress score in writing	-1.46	0.77
Average progress score in maths	-1.11	-2.56

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Special Educational needs/disability- an increased percentage of children requiring SALT support entering the school.
B.	Social, Emotional and Behavioural difficulties for individual PP children across the school
C.	Children eligible for PP enter the school at a lower level than non PP children in all subjects. Intervention is required to close the gap and increase progress for these children.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Unsettled family arrangements and parental support at home, low parental expectations.
E.	Attendance rates

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children with SEN who are eligible for PP make at least good progress. Children make good progress with their SALT targets.	Pupils eligible for PP make good progress by the end of the school year, narrowing the attainment gap between them and their peers. Children are supported by a member of staff in school to develop their speech and language skills. Children are discharged from SALT by the end of KS2.

B.	Children with Social, Emotional and Behavioural difficulties are well supported in school and more able to access learning as their emotional needs are being met. Children have increased confidence in their own ability to achieve in the classroom.	Pupils feel safe and happy. Pupils supported by mentor. Pupils have increased self-esteem and confidence in their own ability. As a result of this pupils make at least good progress.
C.	More Pupil Premium children are working at Greater Depth in writing and maths.	Pupil achievement at Greater Depth is in line or better than National average at the end of KS2.
D.	Pupil Premium Progress is at least in line with non-Pupil Premium children.	Data analysis shows pupil progress for PP children is at least in line with National expectation.
E.	Families with children eligible for PP feel well supported and are able to support their children with their learning.	Parents feel well supported by the Family Support Worker. Communication between home and school is good. Children are well supported in their learning both at home and school.
F.	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 89% to 96% in line with National Average. Number of lates for PP children reduced.

5. Planned expenditure

Academic year

2018/2019

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?
Progress for PP children is in line with that of pupil not eligible for PP.	<p>Targeted support and intervention. 1:1 Reading.</p> <p>Pupil mentoring</p> <p>Baseline assessments in year 3 to assess area of need. Appropriate interventions planned.</p> <p>Classroom teacher to deliver Precision Teaching to PP children at least 3 times a week in maths and English.</p>	<p>Proven previous success. Support given to pupils to close the gap between groups of pupils.</p> <p>Pupil conferencing at the end of last academic year shows that Pupils self-esteem and confidence had improved as a result of the mentoring.</p> <p>Baseline assessments have identified precise needs of individual pupils, allowing for planned precision teaching.</p>	<p>Timetables organised to ensure staff have sufficient time to prepare resources and deliver interventions.</p> <p>PP children to be allocated a mentor. Time for children to meet with their mentor.</p> <p>Baseline assessments will be analysed by SLT.</p> <p>Progress data. Performance Management.</p>	<p>SW</p> <p>SW</p> <p>RM, TN</p> <p>CC, SLT</p>	<p>Half Termly</p> <p>Termly</p> <p>September 2018 N</p> <p>Half Termly</p>
More Pupil Premium children are working at Greater Depth in writing and maths	<p>Extension activities delivered by class teachers and TA's</p> <p>Planned booster intervention</p>	<p>Recent Ofsted report noted the impact of support staff on pupil learning across the school.</p> <p>Marking and feedback is more personal and moves the learning forward quickly.</p>	<p>Lesson observations. Book Looks. Learning walks.</p> <p>Progress data Performance Management.</p>	<p>Key Leads</p> <p>CC, SLT</p>	<p>Half Termly</p> <p>Half Termly</p>
					£47,876
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?

Children make good progress with their SALT targets.	Children's needs are clearly identified and school and parents work together with pupils to create an Individual Education Plan. Individual support is given to pupils, this may be 1:1 work, small group work. SALT to share programme with support staff.	Increased number of children entering year 3 with a Speech and Language need. Proven success of assigning a member of staff to work with children with S+L needs on a 1:1 basis. 	Timetables organised to ensure staff have sufficient time to prepare resources and deliver interventions. Monitoring and review of SALT targets for individual pupils.	SW	Half Termly
Children with Social, Emotional and Behavioural difficulties are well supported in school and more able to access learning as their emotional needs are being met. Children have increased confidence in their own ability to achieve in the classroom.	Vulnerable children identified by staff and the SENDco are screened and give an ACE score. Action plans are personalised for pupils using Motional tool. TIS approach is delivered on a 1:1 or small group basis. Outdoor Learning sessions delivered to support PP children in raising self-esteem and aspirations.	Proven success on pupil's self-esteem and attainment as a result of TIS. Recent Ofsted report states that: <i>Leaders have created a nurturing, caring ethos where pupils and their families feel secure. They have an in-depth understanding of pupils' needs and ensure that support is tailored to reduce any external barriers to learning.</i> Low self-esteem and aspirations identified for groups of PP children.	Staff training to convert from Thrive to TIS. Staff confident and knowledgeable of how to deliver TIS programme. Whole staff training on a whole school approach to TIS. Progress for individual pupils is tracked and monitored. CC 'Outdoor Learning' training. Timetabled sessions throughout the school year. Monitoring of progress through the use of Motional and pupil conferencing.	SW, SB, AR, CC	October half term.
Total budgeted cost					£39,652

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?
Families feel well supported and are directed to services by	We have employed a Parent/Family Support worker to develop our	To create a point of contact for parents who will provide an immediate response to their needs.	Inform parents of the new Family Support Worker position and her availability.	SW	Weekly- Termly Review

our Family Support Worker.	home school partnerships with Pupil Premium families.		FSW to be available and visible to parents. SLT weekly Supervision meetings with FSW		
Increased attendance rates for pupils eligible for PP.	Attendance Prizes Half termly traffic light letters Parent/Family liaison Officer to support Families struggling with attendance. Full Service Level Agreement with county Education Welfare Officer. This will include attendance clinics for any pupils who attendance is below 96%	Parents have made use of the attendance clinics and have found the support helpful. Referrals have been made as a result of these meetings to School Nurse, Family Support etc. Attendance rates for these individual pupils have increased.	Regular monitoring/tracking of both individual and groups of attendance. SW/SB to contact parents as soon as attendance drops for individual pupils.	SW	Half Termly
Total budgeted cost					£12231.00

6. Review of expenditure				
Previous Academic Year		2017-2018		
i. 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
Progress for PP children is in line with that of pupil not eligible for PP.	<p>Targeted support and intervention. 1:1 Reading.</p> <p>Pupil mentoring</p> <p>Baseline assessments in year 3 to assess area of need. Appropriate interventions planned.</p> <p>Classroom teacher to deliver Precision Teaching to PP children at least 3 times a week in maths and English.</p>	<p>End of year data % at expected level or above.</p> <p>Year 3 Reading PP 69% Non PP 90% Writing PP 62% Non PP 83% Maths PP 69% Non PP 78%</p> <p>Year 4 Reading PP 89% Non PP 86% Writing PP 83% Non PP 86% Maths PP 89% Non PP 89%</p> <p>Year 5 Reading PP 89% Non PP 89% Writing PP 67% Non PP 68% Maths PP 83% Non PP 75%</p> <p>Year 6 Reading PP 79% Non PP 90% Writing PP 66% Non PP 94% Maths PP 79% Non PP 90%</p>	<p>Targeted support and interventions shows progress for PP pupils, although they may not all yet be working at age related expectations.</p> <p>Attainment in years 4 and 5 show that the gap between PP and non-PP is closing and in some areas PP are achieving better than non-PP.</p> <p>In the academic year 2018-2019 interventions will be targeting pupil's spellings and phonics.</p>	£47,876

More Pupil Premium children are working at Greater Depth in writing and maths	Extension activities delivered by class teachers and TA's Planned booster intervention	Individual case studies show that some PP pupils are now working at Greater Depth in writing and maths. In 2018-2019 we are aiming for more pupils PP and non-PP to be working at Greater Depth in writing and maths.	We will continue to have a focus on more pupils achieving Greater Depth in writing and maths across the school. Planned interventions will continue to focus on ensuring more children move from expected to Greater Depth.	
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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
Children with Social, Emotional and Behavioural difficulties are well supported in school and more able to access learning as their emotional needs are being met. Children have increased confidence in their own ability to achieve in the classroom.	Two members of staff who have received training TIS/Thrive to deliver 1:1 or small group work. Action plans for pupils are personalised.	Success criteria was achieved and case studies show particular successes for individual pupils.	TIS is now well embedded within the school and whole school staff training has ensured a whole school approach to what we are aiming to achieve. The TIS sessions have been invaluable in supporting vulnerable pupils and ensuring they feel safe and happy in school.	£27, 565.00

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

<p>Improved attendance and lateness records for pupils.</p>	<p>Support from educational Welfare Officer- Full Service Level Agreement.</p> <p>Rewards and prizes Easter egg challenge to encourage children to come to school on time.</p>	<p>Although attendance did not reach that of the National Average 96% we had success in the reduced number of late arrivals and improved attendance for individual pupils.</p> <p>EWO support has proved to be a challenge this academic year and unfortunately due to staff issues within the service we have not been supported as we would have hoped.</p> <p>Rewards and prizes have been well received by the children and there is now a whole school culture developing on the importance of good attendance.</p>	<p>A new EWO will support the school in 2018-2019 and will ensure persistent absentees are followed up and letters sent home where appropriate.</p> <p>Attendance rewards and prizes to continue.</p>	<p>£3621.00</p>
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7. Additional detail