

Pupil premium strategy statement

1. Summary information					
School	Alverthorpe St Paul's CE (VA) School 3-11yrs				
Academic Year	2018 - 2019	Total PP budget	£49 480		
Total number of pupils	269	Number of pupils eligible for PP	35	Date for next internal review of this strategy	Dec 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
GLD	67%	72%
% achieving in reading, writing and maths KS1	0%	65%
% achieving in reading, writing and maths KS2	50%	64%
progress score reading KS2	0.8	-0.6
progress score writing KS2	-2.4	-0.4
progress score maths KS2	2.9	-0.6

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.	Identification of need – targeting gaps in knowledge
B.	Behavioural and emotional issues that impede learning
C.	Engagement, motivation and aspiration
D.	Poor oral language on entry to school
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Parental engagement

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All children receive quality first teaching. Classes meet targets set.	All children have achieved their aspirational target and make good academic progress

B.	Gaps in knowledge and skills are identified for PP children. Plans are drawn up and enacted to ensure that all PP children make accelerated progress.	Pre and post learning assessments show progress made.
C.	New curriculum topics engage and motivate all children including those with poorer skills by innovative and creative ways of accessing and recording knowledge and by using all curriculum areas to support learning of key knowledge. Teachers make explicit the connections between what children are learning and its future use.	All children are engaged in learning and can talk about what they have learned. Children can say why learning is important and how it will help them in the future.
D.	Children are assessed when they start school using the Wellcomm screening pack. Early Years Foundation Stage staff put the strategies in place consistently.	Post strategy assessments show the progress made. Children can talk for learning.
E.	School offers a range of events at different times and in a variety of ways to encourage parents into school and to find out about how their child is taught and what they can do to support their child.	Parents' attendance at events over the year increases throughout the year and is maintained throughout KS2

5. Planned expenditure					
Academic year	2019 -2020				
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 teachers understand the latest research and how it can help the children in their class to learn and make progress	Staff training about how to teach using latest research into learning English subject teaching in staff meetings	Rosenshine's principles of instruction and how to put into practice in the classroom	Drop-ins Book scrutiny External Training for HT & DHT	LS/CMS	Termly progress meetings
All children feel safe and secure in school. Behaviour is dealt with consistently and effectively throughout school with all adults playing their part	Review and refresh staff behaviour management training Teach strategies and practical ideas for ways to deal with individuals and whole classes	Children need to have the appropriate behaviour for learning The vast majority of the class to behave well so that individual's with difficulties can be helped to fit in with their peer group norms.	ALL staff feel confident dealing with behaviour Children are happy and learning in school as shown by their academic progress Certain individuals have their own plans to meet needs Incident log shows diminishing number of incidents	LS/CMS	Termly review of behaviour changes
Children make at least expected progress in R, W and Ma and meet expected standards.	Additional teaching support from the Deputy Headteacher as English lead teacher in Y4, 5 & 6.	Every child deserves access to Quality First Teaching as high quality teaching leads to children make good or better progress.	Regular Internal and External CPD Reading and implementing current research Regular monitoring, including pupil voice		Termly review of progress towards targets
Total budgeted cost					15 000.00

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?
All children read with some fluency and confidence	Rapid reading intervention to teach reading comprehension strategies	EEF toolkit 6+months progress. Effective low cost strategy	TA training and monitoring Six week blocks of intervention	CMS	After each block
Early reading interventions	Fast Track phonics Keep me up	Research shows that children need phonics first before they can access other approaches. Y2 and 3 children who have weak phonics receive a phonic intervention	TA training Monitoring in action	CMS/MH	Assessment after each section of the programme
Total budgeted cost					8500.00

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?
Children have a settled start to every school day	Morning nurture group to welcome children and give them a gentler beginning to the day so that they can begin to learn as soon as they get into the classroom	Lessons were being disrupted by children who were coming straight into the classroom and were not ready to learn	Feedback from class teachers regarding the individuals in their class	OMc	Annually
Children with needs learn how to deal with anger and frustration	Learning mentor and ELSA lead anger management programs and teach strategies to children	Some children are affected by stress and trauma which is stopping them from learning	Time for training is given Time allowed for discussion and for staff to reflect and to	LS/CMS	After each intervention to ensure that children's needs have been met or to request further help
To support children to access the opportunities to fit in with their peers, go on school trips, play musical instruments etc..	School subsidises day trips and one residential visit. Music tuition for PP children is paid for Support to pay for uniforms and school milk is given	Child Poverty Action Group research shows that 'not fitting in' affects friendships. Children who are hungry or poorly nourished find it harder to concentrate and don't learn as well. Poverty leads to a lack of opportunities and experiences for children.	Systems allow a discreet take up of funding opportunities. Children are encouraged by all staff to make the most of the opportunities afforded to them.	LA	Annually
Total budgeted cost					26 000