

## St Thomas' CE Primary School – Pupil Premium Strategy Statement 2018-19

### 1. Review of Outcomes

Academic year: 2017-18

#### Early Years Foundation Stage

- There was one eligible pupil in EYFS
- This pupil made good progress working towards a good level of development.

#### Year 1 Phonics

- There were four eligible pupils in Year 1.
- Three pupils achieved the expected standard.

#### Key stage 1

- There were three eligible pupils in Year 2.
- Two pupils achieved the expected standard in reading, writing and maths.

#### Key Stage 2

- There were two eligible pupils in Year 6.
- Both pupils achieved the expected standard in reading.
- One pupil achieved the expected standard in writing.
- One pupil achieved the expected standard in maths.
- One pupil achieved the expected standard in English Grammar Punctuation and Spelling.
- One pupil achieved the expected standard in reading, writing and maths combined.

## **Summary of Impact and lessons learned**

### **Factors having a significant impact on attainment and progress for all identified pupils.**

- High quality teaching and learning.
- Improving attendance rates and reducing rates of persistent absence.
- Additional CPD opportunities for school staff.

### **Foundation Stage**

- Speech and language support in foundation stage had a positive impact on progress for all identified pupils.
- Pupils who did not achieve a good level of development will need targeted interventions to accelerate progress to diminish differences towards achieving ARE at the earliest opportunity in identified areas.

### **Year 1 Phonics**

- Signposting to useful resources and strong parental support had a positive effect on pupil progress.
- Targeted individual and class-based interventions had a positive impact on progress for identified pupils.

### **Key Stage 1**

- Targeted individual and class-based interventions in reading, writing, spelling and maths had a positive impact on progress for pupils.
- TA and parental support and delivery of high impact quality interventions in key areas including spelling, reading, writing and maths.
- Speech and language support had a positive impact on progress for all identified pupils.

### **Key Stage 2**

- Targeted individual and class-based interventions in reading, writing, spelling and maths had a positive impact on progress for identified pupils.
- Outstanding TA support and delivery of high impact quality interventions in key areas including inference and spelling.

2. Summary Information					
<b>School</b>	St Thomas' CE Primary School				
<b>Academic year</b>	2018-19	<b>Total PP budget</b>	£35,940	<b>Date of most recent PP Review</b>	July 2018
<b>Total number of pupils</b>	208	<b>Number of pupils eligible for PP</b>	25	<b>Date of next review</b>	December 2018

3. Current Attainment (end of academic year 2017-18)		
Based on outcomes for 4 pupils	Pupils eligible for PP	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	TBC	TBC
Progress in reading	TBC	TBC
Progress in writing	TBC	TBC
Progress in maths	TBC	TBC

4. Barriers to future attainment (for eligible PP pupils)		
<b>In-school barriers</b>		
A.	Oral language, communication and literacy skills	
B.	Maths especially reasoning skills	
C.	Resilience and mental health/ emotional well-being	
<b>External barriers</b>		
D.	Attendance rates	
E.	Parental support	
<b>5. Desired outcomes</b>		<b>Success Criteria</b>
A.	Diminish differences for eligible pupils compared to other pupils nationally in oral language, communication and literacy	To raise attainment in line with national averages for reading and writing (including spelling and grammar) by end of KS2
B.	Diminish differences for eligible pupils compared to other pupils nationally in maths	To raise attainment in line with national averages for maths by end of KS2

C.	To implement effective programs for play therapy, mental health, mindfulness and emotional well-being	To improve resilience, self-confidence, mental health and emotional well-being and measure impact on pupils.
D.	Diminish differences for eligible pupils compared to other pupils nationally for persistent absence.	To maintain and/ or reduce PA absence rate to below national levels
E.	To raise parental engagement levels to support accelerated progress for pupils.	To increase support from parents for identified pupils to support improved outcomes.
F.	To provide additional support for individuals and families where required to access opportunities for learning	To remove barriers to learning. To diminish differences for pupils compared to national comparisons in maths and English.

6. Planned expenditure					
Academic year: 2018-19					
Quality of teaching for all					
Desired outcome	Chosen actions	Evidence and rationale	Monitoring	Staff lead	Review
Diminish differences for eligible pupils compared to other pupils nationally in oral language, communication and literacy.	Additional CPD opportunities for staff linked to PP pupils -£1000  Release time for English subject leader – review quality of teaching and learning for writing – no cost.  CPD opportunities for TA's to support reading and writing - £1000	Identified need from in year data.  <b>High impact strategy as identified by EEF.</b>	Regular progress reviews and regular lesson observations	<b>VT</b> <b>SLT</b>	December 2018 and termly
Diminish differences for eligible pupils compared to other pupils nationally in maths	Maths support for individual teachers -£1000 Additional release time - £1000	Impact of improving staff skills on pupil attainment and progress Identified need from KS2 SATS data analysis – October 2018 <b>High impact strategy as identified by EEF.</b>	Termly progress reviews	<b>LJ</b> <b>SLT</b>	December 2018 and termly
See above targets	Release English and maths subject leaders plus SENDCO to monitor quality of teaching and learning and progress of PP pupils - £1800	To quality assure teaching and learning and progress for PP pupils.  <b>High impact strategy as identified by EEF.</b>	Termly progress reviews Termly observations	<b>VT/ LJ</b> <b>SENDCO</b>	December 2018 and termly
To improve pupils' emotional resilience	Deliver a mindfulness/ emotional well-being program for identified and all pupils - £4000	Remove barriers to learning for individuals and groups of pupils.		<b>CD</b> <b>Play Therapist</b>  <b>JMW/ SLT</b>	December 2018 and termly

	Identify and implement a measure that demonstrates progress and improved outcomes. To deliver play therapy for identified pupils. £3000	To improve resilience of pupils in a range of situations. Measure outcomes.  Staff, governors and LA feedback regarding the need for support in this area.			
<b>Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action</b>	<b>Evidence and rationale</b>	<b>Monitoring</b>	<b>Staff lead</b>	<b>Review</b>
Diminish differences for eligible pupils compared to other pupils nationally in oral language, communication and literacy.	Speech and language program for identified FS and KS1 pupils - £2000 Word Blaze intervention for KS2 - £1500 Inference intervention for upper KS2 - £4000 English booster classes for identified pupils - £500 Additional tutor support for individual pupils £1750 Additional TA support/ interventions for writing - £4000 in years 3, 5 and 6 where required. Termly planned activities to support engagement and promote writing for 15 identified KS2 pupils - £2000	Impact of structured, measurable intervention.  <b>High impact strategy as identified by EEF.</b>	Termly progress review	<b>VT</b> <b>IM</b>	December 2018 and termly
Diminish differences for eligible pupils compared to other pupils nationally in maths.	Targeted support in pm sessions for all identified pupils – no cost  Maths booster classes for identified pupils - £500 Additional tutor support for individual pupils £1250	Impact of structured, measurable intervention.	Termly progress review	<b>LJ</b> <b>IM</b>	
<b>Other Approaches</b>					
<b>Desired outcome</b>	<b>Chosen action</b>	<b>Evidence and rationale</b>	<b>Monitoring</b>	<b>Staff lead</b>	<b>Review</b>
Diminish differences for eligible pupils compared to other pupils nationally for persistent absence and absence overall.	Additional two hours (office staff) per week to track/ support improvements in attendance for identified pupils - £750 Additional support from attendance Service-£450 Rewards for improved and excellent attendance - £200	Reduced PA and increased attendance. Impact of attendance strategies on pupil attainment and progress. <b>High impact strategy as identified by EEF.</b>	Britt Hannah - Office Warrington Attendance Service Governing Body	<b>BH/ IM</b> <b>Warrington</b> <b>Attendance</b> <b>Service</b>	December 2018 and termly

To raise parental engagement levels for eligible pupils.  Enable pupils to access homework opportunities and additional support.	Target identified parents to engage support for improved learning and outcomes – no cost. Maths and English meetings for parents – no charge To provide a home work club and opportunity for support/ challenge for curriculum work - £1000	Impact of improved parental engagement on attainment and progress.	Measure impact of meetings for parents through use of questionnaire.	<b>All Staff/ IM Maths and English leads</b>	December 2018
Provide additional lunchtime support for individual pupils and pupil groups.	Additional MDA employed for autumn term - £800	Provide opportunities for identified pupils to receive support at a vulnerable time of day.		<b>HT</b>	
To provide support for curriculum enrichment	Active involvement of pupils in extra-curricular provision - £2500	Provide equal and enhanced opportunities for identified pupils	Governing Body meetings SLT	<b>HT</b>	Termly
<b>Total Cost</b>					<b>£36,000</b>