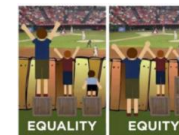


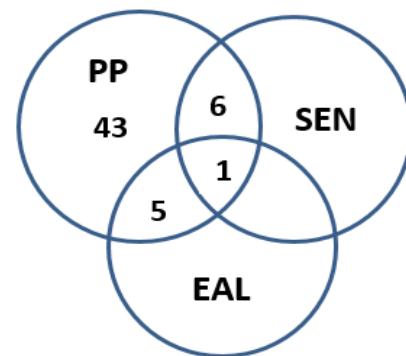
# St Paul's C of E Junior School Pupil Premium Strategy Statement 2018 - 2019



## Summary information

Academic Year	2018 - 2019
Total number of pupils	384
Number of pupils eligible for PP	43
Next internal review	January 2019
Most recent external review	4th January 2018
Total PP budget for period April 2018 – March	£ 64 140

2018 – 2019 PP Cohort (43 pupils)



Yr Grp	Girls	Boys
Year 3	2	6
Year 4	3	7
Year 5	6	7
Year 6	5	7

## EOKS2 Data July 2018

The gaps in attainment in all four subjects for PP compared to non PP pupils are closing rapidly.

	PP %	Non PP %	Gap	Gap reduced by
<b>Reading</b>				
Expected standard 2018	64	78	-14%	20%
Expected standard 2017	50	84	-34%	
<b>Writing</b>				
Expected standard 2018	81	87	-6%	30%
Expected standard 2017	50	86	-36%	
<b>Grammar, spelling &amp; punctuation</b>				
Expected standard 2018	82	76	+6%	PP exceeded non PP
Expected standard 2017	50	82	-32%	
<b>Maths</b>				
Expected standard 2018	73	80	-7%	45%
Expected standard 2017	25	77	-52%	

### Highlights

The percentage of PP pupils achieving expected standard in all 3 subjects combined, (Reading, Writing and Maths) increased from 25% in 2017 to 64% in 2018.

The % of PP pupils achieving GDS was an improvement on 2017 figures in Reading (+36%), Writing (+9%), Grammar, spelling and punctuation (+36%), and Maths (+18%).

PP pupils with high prior attainment outperformed non PP pupils with high prior attainment in both Reading and Maths.

**Average points from entry as at July 2018 (expected progress is 6 points per year)**

**Year 5 (expected =18 points)**

Reading	
All	17.7
PP	18.5
Not PP	17.6

Writing	
All	18.3
PP	17.9
Not PP	18.3

Maths	
All	17.6
PP	17.6
Not PP	17.6

Continued focus on diminishing the difference between disadvantaged and non-disadvantaged pupils has resulted in PP pupils making the same or slightly better progress in all subjects. This is with the exception of writing in the current Year 4 and Year 6. (Y3 and Y5 in the July 2018 data)

**Year 4 (expected 12 steps)**

Reading	
All	12.3
PP	12.4
Not PP	12.3

Writing	
All	11.9
PP	12.0
Not PP	11.9

Maths	
All	12.1
PP	12.2
Not PP	12.1

We anticipate that our renewed emphasis on developing reading skills and vocabulary, combined with a 'Talk for Writing' approach, will address the deficit in each of these year groups, and overall will continue to strengthen pupil progress in writing across the school.

**Year 3 (expected 6 points)**

Reading	
All	6.3
PP	6.4
Not PP	6.2

Writing	
All	6.0
PP	5.8
Not PP	6.0

Maths	
All	6.1
PP	6.0
Not PP	6.0

Further planned improvement work in Maths, relating to the development of conceptual understanding and mastery, will strengthen fluency, reasoning and problem solving skills. As a result, we anticipate an acceleration in the progress of our PP pupils, particularly those with low prior attainment and would hope to see a higher number achieving greater depth by the end of Key Stage 2.

**Barriers to future attainment (for pupils eligible for PP)**

**In-school barriers**

A	Poor language acquisition & vocabulary deficit
B	Overlap of SEN and PP or PP & EAL for some pupils, whilst others are in other vulnerable groups as well e.g. refugees
C	Lack of self-esteem/resilience
D	Challenging behaviour for a very small number of pupils, impacting on individual academic progress

**External barriers**

D	Low income in a high income area, overcrowding, temporary housing/ poor quality accommodation.
E	Families designated Child Protection, Child in Need, Early Help status

F	Life experiences and opportunities for enrichment activities such as holidays, parties, extra-curricular opportunities
G	Variable parental support for home learning tasks and low parental aspiration as to what a child could achieve (based on a parent's own experiences as a pupil)
H	Trauma and mental health issues in the family and/or child
I	Changing family structures leading to stress and reduced resilience
J	Loss and bereavement. Life limiting conditions or terminal illness within the family

Desired outcomes		How will they be measured?
1	Individual progress is accelerated and each PP pupil makes at least good progress from their relative starting point.	Target Tracker Performance data, Pupil Progress Meetings, monitoring of interventions. PP progress scores are at least in line with the national average by the end of KS2.
2	To increase the % of PP pupils achieving EXS and GDS in Reading, Writing and Maths	EOKS2 progress measures.
3	Each PP pupil exhibits high levels of confidence and self-esteem and makes the most of every learning opportunity	Through the use of the Boxall Profile, self-esteem questionnaires, pupil profiles and time spent 1:1 with class teachers during dedicated PP time. Feedback from parents and pupils themselves.
4	Overall attendance figure for PP pupils is not less than that for non-disadvantaged pupils and % of unauthorised absence for this subgroup is less than the NA figure.	Detailed monitoring of the attendance for all pupils and subgroups, including persistent absences and punctuality. Disadvantaged pupils' attendance exceeds the % for national non-disadvantaged (96.6%).
5	An increasing number of pupils (more than in 2017 – 2018) engage in at least one extra-curricular club	Club registers confirm that a minimum of 75% of PP pupils regularly attend at least one club per term, including Homework Club, and their feedback is positive.
6	Engagement of PP parents in the life of the school is increasing steadily, particularly from those parents who are hard to reach.	Attendance registers show parity between the attendance % of non PP & PP parents at Parents' Evenings, Curriculum Information Evenings, and Christmas Celebration etc. Records show an steady increase in parental involvement in special events such as trips, curriculum workshops, themed days etc.
7	Year 6 are well prepared for KS3	Pupils are excited about secondary school and leave St Paul's as confident learners. Year 7 colleagues are well informed of the barriers pupils face.

### Focus areas for improvement work 2018 – 2019

#### I. Quality of Teaching for All

Desired outcome	Action	Rationale	Evidence of success	Lead	Monitoring
Progress is accelerated for PP pupils and they make better than	<ul style="list-style-type: none"> <li>Highly focused lesson design with sharp objectives tilted to PP</li> <li>High demands of PP pupils' involvement and engagement with learning</li> </ul>	If 'Tilt' is applied consistently for PPG – as per our PP Promise document, the learning and emotional needs of pupils will be	Triangulated monitoring including classroom observations Pupil progress data & meetings Planning scrutiny Book looks.	HT & DH ML & LA	Ongoing by Leadership Team & PP Governor

<p>expected progress.</p>	<ul style="list-style-type: none"> <li>• Creation of opportunities for high levels of interaction for all PP pupils</li> <li>• Effective, targeted questioning for PP pupils</li> <li>• PP work used frequently as models and exemplars</li> <li>• PP Promise is being fulfilled across the school</li> <li>• Targeted SEN interventions for double disadvantaged pupils.</li> </ul>	<p>well met, resulting in good progress for every pupil.</p>	<p>1:1 termly book looks involving Headteacher and class teachers PM Targets met</p>	<p>Team Leaders</p>	<p>Termly data collection  Through PM observations and mid-year PM review</p>
	<ul style="list-style-type: none"> <li>• Based on the diagnostic assessment carried out by class teachers, PP Teacher provides 1:1 targeted support, focusing on the improvement of decoding, comprehension skills and oracy.</li> <li>• At every opportunity, all staff engage PP pupils in quality discussion with a focus on the development of vocabulary, Word of the Day, and wider learning.</li> </ul>	<p>The school has based its approach to supporting PP pupils on research evidence of high impact strategies and the work of the PP network,</p>	<p>Despite staffing changes and the need for teachers to address other identified priorities, PP pupils retain a high profile and their needs are being well met by precise and effective differentiation in every lesson.</p>	<p>All</p>	<p>HT, PP Teacher and PP Governor</p>
	<p>Further high quality CPD:</p> <ul style="list-style-type: none"> <li>• Book Talk;</li> <li>• Paired Reading;</li> <li>• Word of the Day;</li> <li>• Quality Teaching – a review of pedagogy at St Paul’s;</li> <li>• Maths pedagogy and the CPA approach;</li> <li>• KS1 to KS2 moderation.</li> </ul>	<p>Evidence that all approaches improve pupil outcomes – reading for meaning, oral and written comprehension, understanding the nature and purpose of how meaning is created.</p>	<p>Through review of hot and cold tasks, book looks, moderation in teams and across the school and positive increase in progress data.</p>	<p>Subject L’dr &amp; Team Leaders</p>	<p>Subject Leader, Assessment Coordinator  Learning and Teaching Committee and Literacy Governor</p>
	<ul style="list-style-type: none"> <li>• Publication of writing exemplification materials to increase teachers’ knowledge of EXS and GDS so that all pupils throughout the school, particularly PP, achieve well and make at least expected progress from their relative starting points.</li> </ul>	<p>To ensure that planning, assessment and moderation are strongly linked and as a result, classroom practice is sharpened.</p>	<p>Moderation judgements are consistent within year groups and across the whole school. Teachers are confident in their knowledge of EXS and GDS and assessment is accurate.</p>	<p>Subject L’dr</p>	<p>RBC Literacy Advisor &amp; Subject Leader to perform QA role. Learning and Teaching Committee and Literacy Governor</p>

<p>All staff exhibit a genuine understanding and appreciation of the importance of equity for PP pupils</p>	<ul style="list-style-type: none"> <li>All events, activities, enrichment and new opportunities for pupils are planned in a way that ensures equity for PP and vulnerable children</li> <li>There is effective information sharing across all teams, including admin staff</li> <li>All provision is viewed through the PP 'lens' prior to execution</li> <li>Staff demonstrate high levels of empathy and consideration for each child's circumstances, providing appropriate support</li> </ul>	<p>To improve the confidence, resilience and emotional wellbeing of PP pupils</p>	<p>Good rates of progress in all subjects, not just in Core Subjects Positive feedback during discussions with PP pupils Information contained on PP profiles is actively used to shape planning and provision Evidence of teachers really knowing and understanding each child's circumstances and the strategies that ensure successful learning Improved engagement of PP parents as teaching staff have actively forged strong relationships through regular and planned contact.</p>	<p>All staff</p>	<p>HT, PP Gov, PP T'cr</p>
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**II. Targeted Support**

	Action	Rationale	Evidence of success	Lead	Monitoring
<p>Improved confidence, resilience and emotional wellbeing of PP pupils</p>	<ul style="list-style-type: none"> <li>Introduce Boxall Profile for the diagnostic assessment of potential barriers to learning</li> </ul>	<p>Framework for precise assessment of pupils who are unable to access learning fully. Enables teachers to effectively plan appropriately focused intervention and support.</p>	<p>In depth knowledge of individual pupils leads to accelerated progress as work is better matched to need.</p>	<p>Inclusion Manager &amp; PP T'cr</p>	<p>Learning and Teaching Committee, PP and SEN Governors</p>
	<ul style="list-style-type: none"> <li>Eradicate the problem of PP pupils not having access outside of school to IT.</li> </ul>	<p>To overcome an external barrier to learning for PP families.</p>	<p>100% of PP pupils have access to a computer and are able to get online. This will continue as pupils move into KS3.</p>	<p>HT and Office Manager</p>	<p>PP Governor</p>
	<ul style="list-style-type: none"> <li>Implement Forest Schools curriculum and provide pupils with opportunities for good quality outdoor learning involving problem solving and the development of personal, social and technical skills.</li> </ul>	<p>To provide small group specialist enrichment activities and real life contextualised problem solving. To provide pupils with a variety of exciting learning experiences that they can then draw upon in other curriculum areas.</p>	<p>Evidence of pupils applying their FS learning to a range of curriculum subjects.</p>	<p>HT &amp; FS Lead</p>	<p>Class teachers &amp; Team Leaders  Learning and Teaching Committee</p>
	<ul style="list-style-type: none"> <li>Employ the services of ARC Counselling Services for pupils with identified needs</li> </ul>	<p>To provide additional support for PP pupils facing/who have faced emotionally challenging circumstances or trauma.</p>	<p>Pupil discharged by counsellor. Feedback from pupil, staff and parents regarding improvement in behaviours that were originally a cause for concern</p>	<p>HT &amp; relevant staff members</p>	<p>Pupil, parents and staff</p>

### iii. Other Approaches

	Action	Rationale	Evidence of success	Lead	Monitoring
Improving attendance	<ul style="list-style-type: none"> <li>Systematic approach to attendance monitoring with a particular focus on persistent absenteeism.</li> </ul>	For children to gain the greatest benefit from their education it is vital that they attend regularly. Any absence affects the pattern of a child's schooling and regular absence impacts negatively on progress.	Absence for PP pupils is in line with that of other pupils and at least 95%	HT, School Secretary,	EWO PP Governor
Extra-curricular opportunities	<ul style="list-style-type: none"> <li>100% benefit from involvement in at least one extra-curricular club and every child has the opportunity to attend peripatetic music lessons.</li> </ul>	Reduced strain on finances, impacts positively on all family members and encourages and promotes long term participation in the life of the school.	Club registers confirm that every PP pupil regularly attends at least one club per term, including Homework Club, and their feedback is positive. A growing number of pupils are learning to play a musical instrument.	HT & PP T'cr Office Manager	PP Governor
Parental engagement	<ul style="list-style-type: none"> <li>The level of parental engagement at all key events is increasing</li> </ul>	A number of parenting characteristics are statistically associated with children's levels of achievement, including parental promotion of reading and learning, parents' relationships and interactions with the child, and disciplinary practices.	<p>Parents report greater confidence in supporting children's learning and managing behaviour and develop closer partnerships with school staff.</p> <p>Registers show parity between the attendance % of non PP &amp; PP parents at Parents' Evenings, Curriculum Information Evenings, and Christmas Celebration etc. records show an improved percentage of PP parents' involvement in special events such as trips, curriculum workshops, themed days etc.</p>	School Secretary & HT	PP Governor
Transition to KS3	<ul style="list-style-type: none"> <li>The school continues to participate in the Primary/Secondary Network Transition Meetings</li> <li>Year 6 PP pupils are well prepared for KS3</li> <li>Parents are well supported with arrangements to enable pupils to undertake secondary Open Days/Taster Evenings visits, including transport etc.</li> <li>Additional secondary ice breaker visits arranged for vulnerable pupils</li> </ul>	To be successful at transition, pupils must be at the very least ARE+ and clear about the part they play in their learning. They must be emotionally secure and confident so that they are well prepared for the huge change that is about to befall them as they move into secondary education	<p>Pupils are excited about secondary school and leave St Paul's as confident learners.</p> <p>Year 7 colleagues are well informed of the barriers pupils face and where appropriate, vulnerable pupils have completed an extensive transition programme.</p>	Y6 Team HT	PP Governor

	<ul style="list-style-type: none"><li>• Support for PP parents with the secondary admissions process/access to online application</li><li>• Support with completion of forms etc.</li></ul>				
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The Pupil Premium and any other disadvantaged children will be the focus for close monitoring to ensure personalised provision is having a positive impact on progress and attainment. This will be measured at least half termly through tracking, teacher assessment and pupil progress meetings. Practice will be 'TILTED' to ensure equity over equality and that the needs of Pupil Premium pupils are met every day.

