

Pupil premium strategy statement (primary)

1. Summary information					
School	Staining Church of England VC Primary School				
Academic Year	2018/19	Total PP budget	£67,320	Date of most recent PP Review	July 18
Total number of pupils	227	Number of pupils eligible for PP	53	Date for next internal review of this strategy	July 19

2. Current attainment		
Results KS2 2018	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	6/9 = 67%	70%
% making progress in reading	7/9 = 78%	80%
% making progress in writing	7/9 = 78%	83%
% making progress in maths	7/9 = 78%	81%

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.	Continue to diminish the difference between Pupil Premium and non-pupil premium and raise attainment to above Lancashire/national average for those achieving the expected standard. To increase the amount of Pupil Premium pupils achieving the higher standard.
B.	Intervention meeting the needs of Pupil Premium pupils, both academically and pastorally.
C.	Develop a Growth Mindset culture throughout school that positively influences the attitude to learning and aspirational thinking of Pupil Premium pupils.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Engagement with parents/carers in school life, including events, enrichment activities and homework.
E.	Attendance (general rates PP- % and persistent absence -%) is improving, however, this continues to have an impact on behaviour/progress/attainment and children's wellbeing.
F.	Access to and development of aspirations due to lack of geographic accessibility to services and wider opportunities.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Gap is closed between PP and non PP pupils and reach county/national averages. There is a greater percentage of pupils achieving the higher standard compared to previous years.	Teachers are aware of PP children in their class and plan for these children accordingly. Teachers communicate the progress, attainment and needs of these pupils at regular pupil progress meetings. TA time is used effectively to accelerate progress. Higher performing PP pupils will receive focussed boosters and differentiated challenge in order to meet or exceed expectations.

B.	Interventions are matched to the needs of the pupils in order to make an impact on their development and progress.	Focused interventions that specifically meet the individual needs of the children are planned at pupil progress meetings with SLT and SENDCo. These interventions are reviewed regularly to ensure a measureable impact on the children's progress and attainment. Whole school assessment will ensure that all PP pupils' progress is monitored closely and compared to all other groups. Higher performing PP pupils will receive focused boosters and differentiated challenge in order to meet or exceed expectations.
C.	Develop a Growth Mindset culture throughout school that positively influences the attitude to learning and aspirational thinking of Pupil Premium pupils.	All staff have the necessary knowledge and skills to implement a whole school change of approach towards mindset. Children adopt the language and approach in their day-to-day activities. Staff and pupils begin to work towards intrinsic rewards and extrinsic rewards are achieved for effort, perseverance, determination. Staff and pupils understand that we can improve any skill over time with the correct approach.
D	Parents are engaged with the school in order to support their children's learning.	Opportunities provided for parents to visit school. Higher level of attendance at school events. Strong lines of communication between home and school, i.e. school reading diary/parents evenings/ Class Dojo/ coffee mornings/ parent workshops/ class celebrations/ parent surveys/ parent consultation. Parents are fully involved on the child's learning journey through clear communication and additional home tasks after pupil progress meetings so that they are able to contribute effectively towards their child's progress.
E	Higher levels of attendance for Pupil Premium children.	Attendance of Pupil Premium children to rise. Children's attendance is regularly monitored by FSW and SLT. Initiatives put in place to encourage increased attendance to be successful. Strategies reviewed regularly for their effectiveness.
F	Aspirations of Pupil Premium pupils are raised and pupils gain greater access to wider opportunities.	School minibuses and school trips are used innovatively to have a measureable impact upon Pupil Premium pupils' experiences. Through these experiences, future aspirations are improved. There is evidence of how school has actively contributed towards PP pupils' access to trips and visits.

5. 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.					
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?
A. Gap is closed between PP and non PP pupils and reach county/national averages. There is a greater percentage of pupils achieving the higher standard compared to previous years	Pupil Premium meetings Monitoring and Evaluating SIP Priority Staff training Support staff as a resource	Data Local/national research	Regular progress meetings will focus on the progress of PP children. Timetabled monitoring, moderation and evaluation of PP work. Reactive Support (extra adults) focused and regular. Quality first teaching Focused interventions in key year groups to accelerate progress for different groups	HT DHT Class teachers PP Governors	Termly evaluations July 2019
DHT Time £250 x 38 weeks Staff Training - SLT to prepare £150 x 38 weeks SLT monitoring- SLT to carry out £150 x 38 weeks					£9500 £5700 £5700
Total budgeted cost					£20900
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?
Interventions are matched to the needs of the pupils in order to make an impact on their development and progress.	Teaching Assistants timetabled to plan and deliver focused interventions. SLT Monitoring and Evaluation Staff Training	Proven pedagogical success in targeted interventions (pre-teach/ reactive support/ focused boosters) Gaps in learning identified by teachers and assessment data that need to be closed	Staff training Peer support/ Coaching/ modelling Measureable learning objectives Monitoring schedule of interventions Pre-teach and Reactive Support implemented and monitored Pupil progress meetings focused on closing the gap	HT DHT Class teachers PP Governor	Half termly evaluations July 2019

Develop a Growth Mindset culture throughout school that positively influences the attitude to learning and aspirational thinking of Pupil Premium pupils.	Implement strategically planned delivery of growth mindset lessons and focuses.	Proven pedagogical success in other schools Identification of pupil attitude (through questionnaires and observations) that pupils require support in this area.	Staff Training Pupil led feedback sessions Use of pupil questionnaire to monitor	HT DHT Teachers TA Welfare Staff Pupils	Termly Evaluations July 2019
TA time (average 2b = £10.00 per hour, average 2 hours per afternoon = 8 hours per week x 38 weeks x 8 classes)					£24320
Total budgeted cost					
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?
Parents are engaged with the school in order to support their children's learning.	Family Support Worker – TAF and CAF and access to early help where appropriate Communication Systems Parental Invites to school events Attendance levels	Building links with families, parents and the community is a proven method to remove barriers and engage home support.	FSW to work closely with families to remove barriers and engage parents. Clear lines of communication with parents built. Parent questionnaire acted upon Parent friendly events organised and well attended. Parent workshops to be well attended – monitored by FSW and SLT	FSW HT DHT Class teachers PP Governor	Termly evaluations July 2019
E Higher levels of attendance for Pupil Premium children.	Family Support Worker SLT Monitoring and Evaluation Rewards for attendance	By supporting families, school will build healthy relationship and positive attitudes to learning for pupils. Pupils need to be in school in order to learn and progress	FSW working closely with families to provide rigorous and monitored support. Investment in personal and emotional well-being through nurture groups and support with enrichment opportunities.	FSW HT DHT Class teachers School Office PP Governor	Termly evaluations July 2019
F Aspirations of Pupil Premium pupils are raised and pupils gain greater access to wider opportunities.	Minibus and school trips planned strategically and regularly. Visitors invited into school	Some children are lacking in experiences that they can then translate in to meaningful learning opportunities e.g. they must have visited a forest before they can write a descriptive piece about one.	Purchase and maintenance of a school minibus in order to transport PP children to local educational events, sporting events and enrichment opportunities.	DHT HT School Office Class Teachers	July 2019

	Contribution from school for resources/ residential trips for PP children				
FSW salary Attendance monitoring Minibus contribution					£20271 £1000 £829
Total budgeted cost					£22100

6. Review of expenditure				
Previous Academic Year				
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
Gap is closed between PP and non PP pupils and reach county/national averages. There is a greater percentage of pupils achieving the higher standard compared to previous years	Pupil Premium meetings Monitoring and Evaluating SIP Priority Staff training Support staff as a resource	2018 = RWM = 6/9 =67% 2018 = R = 7/9 = 78% Prog = -3.0 2018 = W = 7/9 = 78% Prog = -3.6 2018 = M = 7/9 = 78% Prog = +0.6 2019 = RWM = 6/13 = 46% 2019 = R = 9/13 = 69% Prog = 0.17 2019 = W = 8/13 = 62% Prog = -0.55 2019 = M = 10/13 = 77% Prog = +0.71 The standard of children achieving RWM dropped in comparison to the previous year – this is reflective of the cohort overall. Progress measures increased significantly across all 3 subjects for PPG pupils	There needs to be greater emphasis on developing an even profile of attainment for all pupils. Progress measures showed significant improvement across all measures. Continue with support but extend to be more precise in approach based on pupil need	£20900
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
Interventions are matched to the needs of the pupils in order to make an impact on their development and progress. Develop a Growth Mindset culture throughout school that positively influences the attitude to learning and aspirational thinking of Pupil Premium pupils.	Teaching Assistants timetabled to plan and deliver focused interventions. SLT Monitoring and Evaluation Staff Training Implement strategically planned delivery of growth mindset lessons and focuses.	Staff training took place. Peer support/ Coaching/ modelling took place. Monitoring schedule of interventions and monitoring to ensure these take place. Reactive Support implemented and monitored and working well to identify and close gaps in learning. Pupil progress meetings focused on closing the gap rather than all pupils (as previously took place).	Interventions need to continue and be based upon accurate morning assessments that then extend into the afternoon by skilled TAs. Reactive support needs to continue to address gaps before they become embedded. Pupil progress meetings need to continue to be focused and timely.	£24320

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>Parents are engaged with the school in order to support their children's learning.</p> <p>Higher levels of attendance for Pupil Premium children.</p> <p>Aspirations of Pupil Premium pupils are raised and pupils gain greater access to wider opportunities.</p>	<p>Family Support Worker – TAF and CAF and access to early help where appropriate</p> <p>Communication Systems</p> <p>Parental Invites to school events</p> <p>Attendance levels</p> <p>Family Support Worker</p> <p>SLT Monitoring and Evaluation</p> <p>Rewards for attendance</p> <p>Minibus and school trips planned strategically and regularly.</p> <p>Visitors invited into school</p> <p>Contribution from school for resources/residential trips for PP children</p>	<p>FSW has continued to work closely with families to remove barriers and engage parents. Families have received rigorous and monitored support.</p> <p>Clear lines of communication with parents built – dojo, email and school newsletter</p> <p>Parent friendly events organised – information evenings.</p> <p>Purchased and maintained school minibus in order to transport</p>	<p>Continue with high level of support for families and their needs through full time family support worker. Extend this role from January 2020 into attendance monitoring</p> <p>Continue with communication systems</p> <p>Continue with parental engagement sessions – liaise with external agencies e.g. CAMHs to further target need.</p> <p>Continue with minibus as this is having an impact upon the experiences of PP children.</p>	<p>£22100</p>