# Pupil premium strategy statement (primary)

|  |
| --- |
| 1. **Summary information**
 |
| **School** | St Briavels Primary School  |
| **Academic Year** | 2019/2020 | **Total PP budget** | £19,800 | **Date of most recent PP Review** | 4.7.2018 |
| **Total number of pupils** | 128 | **Number of pupils eligible for PP** | 15 | **Date for next PP Strategy Review** |  |

|  |
| --- |
| 1. **Current Attainment**
 |
| %at expected ARE in reading, writing and maths  | **KS1 Disadvantaged****(4 Children)** | **KS1 non disadvantaged** | **National disadvantaged** | **National non disadvantaged** | **St.Briavels to National Gap** | **KS2 disadvantaged** **(2 Children)** | **KS2 non disadvantaged** | **National disadvantaged** | **National non-disadvantaged** | **St. Briavels Gap to National average** |
| ARE Reading | 50% | 67% | 78% | 78% | -28% | 100% | 77% | 78% | 78% | +23% |
| ARE writing | 25% | 53% | 73% | 73% | -48% | 100% | 83% | 83% | 83% | +17% |
| ARE maths | 50% | 53% | 79% | 79% |  -29% | 100% | 83% | 84% | 84% | +17% |
| KS 1 | KS2 |

|  |
| --- |
| 1. **Barriers to future attainment (for pupils eligible for PP)**
 |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | Gaps in learning/ Independence of learning |
|  | Quality First Inclusive Teaching for all year groups |
| **C.** | Anxiety, lack of self esteem |
|  **D.** | Children who are in receipt of Pupil Premium who also have additional needs such as SEND and Family Support |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **E.**  | Lack of stable family environment |
| **F.**  | Lack of enriching opportunities due to financial restraints |

|  |  |
| --- | --- |
| 1. **Outcomes** *(Desired outcomes and how they will be measured)*
 | **Success criteria**  |
|  |  All pupil premium children will make expected or better than expected progress in line with their peers including the more able. During termly Pupil Progress Meetings progress will be measured and discussed. All PP children will receive termly feedback and new targets for improvement in 1-1 sessions with the class teacher | Early identification of any gaps in learning and children who are slipping from their prior attainment. Rapid closing of gaps for pupil premium children to ensure that they are making expected or better than expected progress. PP children will achieve individual targets every term.  |
|  | Teaching across the school will be good or better in all year groups. Relevant CPD for staff to be actioned when appropriate.  | PP children make expected or better than expected progress. Following PPM meetings gaps in CPD will be addressed and therefore Pupil Premium children will make expected progress.  |
|  | Pupil premium children including those who are more able will show increased self-esteem and will have a more positive view of themselves. They will be able to interact more effectively in a range of situations and therefore show sustained progress.  | Through an increased sense of self-esteem PP children make as much progress as their peers in all areas across each key stage. Boxall Profile targets will be met termly through regular Nurture group sessions increasing confidence and enabling pupils to make good academic progress.  |
|  | All pupil premium children including those with SEND or those in need of family support will make expected or better than expected progress in all subjects.  | Families access FSW support Quick identification of SEND, objectives outlined on my plans and 1:1 intervention put in place.  |
|  | Families feel able to approach school with concerns and school provides or signposts to relevant support | Families access FSW and families report that recommendations to external services are available.  |
|  | To enable PP children to access enriching opportunities | All PP children have equal access to a wide variety of opportunities.  |

|  |
| --- |
| 1. **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?** |
| Teaching across the school will be good or better in all year groups. Relevant CPD for staff to be actioned when appropriate.  | Following PPM meetings gaps in CPD will be addressed and therefore Pupil Premium children will make expected progress. A consistent approach to phonics including an assessment of knowledge and application of phase 5 phonics before transitioning into year 2 spellings. Staff to trial approaches following staff meeting training. 1:1 feedback sessions termly with class teacher to review targets and set new ones. Teachers will monitor targets set at 1:1 feedback meetings through daily questioning in the classroom therefore identifying understanding and retention of key concepts by pupil premium children. During nurture group sessions, more able children will be challenged by the high level of problem solving set by the teacher.High aspirations will be set at Pupil progress meetings for those pupil premium children consistently achieving AREMore Able yr 5 and 6 PP children will access small maths groups booster sessions with yr 7 teacher. | Research shows that all children make progress when quality first teaching is consistently in place.If phonics is taught with high expectations for all and closely matched to individual expectations then all children will make expected progress and this will impact on increasing attainment in reading.Children who have passed year 1 phonics test are not always secure on phase 5 phonics before progressing onto year 2 spelling programme. The EEF research shows that *‘Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their C:\Users\BK\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\D6F2BD1A.tmpthinking explicit through discussion.’* +7months*C:\Users\BK\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\D6F2BD1A.tmp*As identified by the EEF *‘Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics’**+8months progress*More able will make more than expected progress | Pupil VoiceEvidence to be seen in classroom practice following CPD and ensuring that barriers to learning for Pupil Premium children are reduced. Phonics leaders and SLT to monitor consistent implementations of new phonics approach. Regular CPD through staff meetings. Head teacher to focus on Learning Power approach in lesson observations. Close monitoring of 1:1 feedback targets for pupil premium children. Book scrutinies by SLT and subject leaders to include PP children. Due to a reduction in barriers to learning, pupil premium children will make expected or better than expected progress. Lesson observations by PP lead to ensure targeted questioning to identify understanding and retention. Regular meetings between TEC group lead and Inco to review Boxall Profile targets and development of problem solving skills by the pupil premium children. At pupil progress meetings SLT will monitor aspirational targets for Pupil Premium children consistently achieving ARE. Maths lead to monitor progress of more able Pupil Premium children. | BKSHSLTNF/NA | Twice a yearTermly drop-insThree times a year |
| To develop a learning power approach across the school in order develop learning skills.  | SH/ Federation StaffBKSLTBK | TermlyTermly |
| All pupil premium children will make expected or better than expected progress in line with their peers including the more able. | TermlyTermly2x a year |
| BK/JGNF/BKDLeT | 3x a yearTermlyTermly |
| **Total budgeted cost** |  |

|  |
| --- |
| **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?** |
| Pupil premium children including those who are more able will show increased self-esteem and will have a more positive view of themselves. All pupil premium children including those with SEND or those in need of family support will make expected or better than expected progress in all subjects | To offer support to children and families from FSW All PP children to access weekly nurture (TEC) group. Nurture group lead to be aware of Boxall profile targets for PP children and be active in updating and setting new targets in collaboration with Inco and class teachers.Regular identification of gaps in learning during Pupil Progress meetings. 1:1 intervention put in place following gap analysis. | FSW weekly counselling sessions will help with integration into classroom, self-awareness and coping mechanisms. FSW will provide ongoing support to families which will help to open communication lines with hard to reach parents. FSW will signpost parents to relevant services providing support for difficult home situations.*C:\Users\BK\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\D6F2BD1A.tmpEEF research says ‘On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.’**+4months*Through short bursts of supplementary 1:1 interventions children will close identified gaps quickly and make good progress in line with prior attainment.*‘Individualised instruction may be better used as a supplement to usual class teaching, rather than a standard replacement.’**C:\Users\BK\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\D6F2BD1A.tmp+3months* | Inco to meet regularly with FSW to discuss issues arising from sessions. Inco to meeting with TEC group lead regularly. Boxall Profile targets to be met. Behavioural incidences will fall and engagement levels with rise for Pupil Premium children within the classroom setting. SLT to monitor gaps in pupil premium children at pupil progress meetings. Gaps will be identified quickly during pupil progress meetings ensuring that barriers to learning are addressed both in class and through 1:1 intervention sessions therefore enabling pupil premium children to make good progress.  | BK/JGBK/JG | 3x a year3x a year |
| SLTClass teachers | TermlyTermly |
| **Total budgeted cost** |  |

|  |
| --- |
| **iii. Other 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?** |
| PP children have equal access to enriching opportunities | To make individual music lessons available to all PP children. To offer financial help for trips, residentials, etc where needed | *C:\Users\BK\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\D6F2BD1A.tmp*The EEF states that due to music participation *‘benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils.’*+2MonthsAll pupils will access a wide and varied curriculum including visits and experiences to enrich our enquiries. | Inco to liaise with peripatetic music teachers. Parents of PP children are aware of the process for accessing help with trips, visits etc.Pupil Premium lead to monitor uptake.  | BKBK/SBM/SJ | Yearly3x a year |
| **Total budgeted cost** |  |

|  |
| --- |
| 1. **Additional detail**
 |
| In this section you can annex or refer to **additional** information which you have used to support the sections above.Boxall profiles |