

Pupil Premium Strategy Statement and Review

St. Sebastian's Primary School

2019 - 2020

1. Summary information

Total number of pupils	150	Number of pupils currently eligible for PP	23 PP (£1320 per child) 7 x Forces PP (£300 per child)	Total PP Budget	£30, 360 PP £2, 100 PPF
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2. Performance Indicators

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in Read, Writing, Maths	33%	78%	71%
Reading scale score	99	105.6	106.1 (2018 data)
GPS scale score	104.3	106.4	
Maths scale score	104	105.1	105.4 (2018 data)
Reading progress score	-3.2	0.9	0.31 (2018 data)
Writing progress score	1.7	1.7	0.24 (2018 data)
Maths progress score	0.7	-0.1	0.31 (2018 data)
Attendance	96.97%	96.96%	96.4% (2018 data)

3. Barriers to future attainment (for pupils eligible for PP)		Desired Outcomes and Successes
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Poor language, vocabulary leading to poor reading and writing skills	PP children to progress in line with peers at KS2. 100% at least ARE in reading and writing at KS1.
B.	Poor reasoning and problem solving skills in Maths	Progress score of at least 0 for year 6 at KS2 for PP children 100% PP to achieve at least ARE in Maths at KS1
C.	Social and emotional health issues are a barrier to learning for a significant amount of children.	SDQ assessments show a reduction in stress and anxiety levels. CPOMs shows a reduction in behaviour incidents in and out of class. Appropriate agencies are referred to for children requiring specialist support.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Lack of parental support and engagement in school workshops and activities	Improved attendance in all school activities

4. Planned expenditure

Academic year					
Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? (including EEF)	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children to have access to quality first teaching in single year groups across school, where numbers allow.	Single year group teaching across school apart from Year 3,4 5 English.	EEF research (Closing the gap for PP pupils – lessons learned in the last 6 years) shows that ‘good teaching in the classroom has a particular advantage for disadvantaged children’	Ongoing monitoring as per SDP priorities. Children in receipt of pupil premium will be discussed at pupil progress meetings and support will be given accordingly to target those vulnerable children who are not making good or better progress.	SLT	Termly progress dialogues 6 x per year Ongoing monitoring by SLT and PP champion (TA hours 5 mornings £13 488) External KS1and KS2 data
Children to have access to teaching that lingers on language and supports vocabulary development.	Teachers to teach specific vocabulary lesson daily. Reading sessions to focus on vocabulary and development of tier 2 and 3 vocabulary. Reading prioritised in the School Development plan.	School have started to look at ways to develop whole school approaches to development of vocabulary and reading. This will continue, using Kyra Research school Director for guidance.	Training for all staff from James Siddle (Kyra Research) Daily vocab lesson Reading lessons to focus on vocabulary development Early language skills assessments of EYFS pupils by specialist teacher in September to inform practise.	English Lead	Termly progress dialogues 6x per year Ongoing monitoring External reading and writing data and EYFS progress. (£750)

More children to achieve Greater Depth standard in Maths across school.	Daily Fluency, Maths No Problem lessons and Times table rock stars	Research surrounding long term memory suggests daily retrieval practice supports retention of knowledge. Mastery approach to Maths is shown to impact on maths problem solving and reasoning skills.	Training ongoing Participation in Maths Teacher Research Group – feedback to staff Ongoing monitoring.	Maths Lead SLT	Termly progress dialogues 6x per year Ongoing monitoring (£500)
All children to have access to and act upon quality feedback – verbal and written. This will impact positively on their progress.	All teachers and TA's to focus on quality feedback in lessons and through response interventions. New Marking and feedback policy.	The EEF research shows that this impacts positively on progress.	Book scrutiny Lesson observations Data analysis Progress dialogues	MW	Ongoing through monitoring plan. Termly when evaluating the SIP
All staff are aware of best practice and use strategies to meet the needs of PP children.	PP Champion to continue PP champion to attend regular CPD and networks. PP Champion to deliver CPD and share good practice with staff.	EEF strategies Kyra Research school	Ongoing through monitoring and CPD plan.	LM	Termly (£2000 non-contact time throughout the year)
Total budgeted cost					£ 16 738

Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? (including EEF)	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Academic interventions, SEMH interventions and support from outside agencies appropriately sourced, analysed and co-ordinated	1 day Non-contact time for SENCo to co-ordinate support, liaise with outside agencies, attend progress dialogues and draw up packages of support for PP children.	We have lots of children who are SEN and PP who require complex support. This allows for a cohesive and joined up approach to support their needs.	Regular discussion with HT and SENCO. Regular analysis of provision maps and support being given to children. Progress dialogues to discuss vulnerable children. Monitoring - Support for disadvantaged and SEN children prioritised in the School Development plan and actions/reviews.	SENCo	Termly at progress dialogue reviews At the end of the academic year. (£8425)
Teaching assistant to co-ordinate lunch time play provision for vulnerable children to ensure they have positive play experiences at school.	TA to continue to co-ordinate lunch time play provision to ensure vulnerable children's needs are met at lunch.	Several PP children have issues with positive play at lunch time. This impacts on their learning and emotional health	Monitoring of lunch time behaviour on CPOMs. Pupil voice – children feeling supported at lunch time. Adapt as required.	HT	Ongoing – termly reviews of CPOMs data relating to lunch time incidents.
Booster sessions in Y6 to address gaps and accelerate progress and attainment and target more PP children to achieve GD.	Targeted Booster Groups	EEF data shows this has positive impact as does school data from previous years.	Booster groups will be planned and reviewed half termly through progress dialogues and data analysis.	MW	Half termly during progress dialogue meetings.

Gaps in learning/potential barriers to learning quickly identified and met to allow full participation in all class lessons.	Pre teach and Response interventions across school.	This is an approach we have found successful across school. To allow children to fully access the next day's lesson we plan timetables to allow teachers to work with children identified as requiring response interventions prior to the next lesson.	Work scrutiny, lesson observations, data analysis shows identified children are making progress.	MW	Half Termly during progress dialogue meetings.
For PP children to have access to social and emotional support.	Regular sessions allocated every week for vulnerable children to receive ELSA interventions.	We have high numbers of children in school who require social and emotional support. ELSA training is a proven strategy to support social and emotional needs.	Close liaison between SENCo and TAs delivering the sessions. SDQ assessments to measure impact	SENCo	Ongoing as and when interventions run. £10, 000 TA costs
For PP children to have access to offsite educational visits, school uniform and breakfast club.	All school off site visits to be subsidised for PP children. PP children to access uniform and breakfast club where appropriate.	All children benefit from educational off site visits. This supports the learning in the classroom.	Budget for each year group accordingly. Ensure procedures are in place to identify families that may require additional support with costs.	MW	Reviewed at the end of the academic year. £1500

Maintain attendance and punctuality for all PP children.	Regular monitoring of PP children's attendance. HT to meet and support families with attendance as required. Attendance and punctuality rewards Attendance certificates Whole class attendance incentives	Whole school approaches to improve general attendance is proven to work. Families with persistent levels of absenteeism often need a more complex package of support.	MW and governors to review attendance regularly for PP children.	MW	At the end of each half term. £200 for prizes
Total budgeted cost					£20, 125
Other approaches- <i>Parental involvement and engagement with school</i>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? (including EEF)	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Parents to understand how to support their children's learning at home.	Various workshops throughout the year. E.g. phonics, maths workshops, reading Ways to support learning on website for parents to access.	Lots of research over many years shows the positive impact that parents feeling able to support their child's learning has.	Planned events throughout the year. Parental questionnaires to find out ways in which they would like support.	SLT	At the end of the academic year.
Total budgeted cost					£0

5. Review of expenditure *in 2018/2019*

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
Children to have access to quality first teaching in single year groups up to year 4 to ensure all, especially PP children make good or better progress.	Single year group teaching for English and Maths up to Year 4 in small sizes of below 20.	All targets were met for PP children in Year 4 and children made good or better progress.	Teaching in discrete year groups works well. We will continue this for Maths and Science across school where numbers on roll allow us to do this.	£17, 100
Children to have access to teaching that lingers on language and supports vocabulary development.	Teachers to teach specific vocabulary lesson daily. Reading sessions to focus on vocabulary and development of tier 2 and 3	Literacy Lead has been trained on developing vocabulary. This has been introduced and seems positive so far. However, more training and embedding of this will continue next year.	Daily vocabulary lesson is good but not enough. School to focus on lots of different ways to support vocabulary development, including speech and language development in EYFS.	£500
Embed Maths No Problem, daily fluency and times table rock stars to ensure that all children meet their potential in maths.	Daily Fluency, Maths No Problem lessons and Times table rock stars	All maths targets were met and exceeded in some cases, including GD.	This is having a positive impact on Maths attainment across school and will continue.	£2000

All children to have access to and act upon quality feedback – verbal and written. This will impact positively on their progress.	All teachers and TA's to focus on quality feedback in lessons and through response interventions. New Marking and	This is in the early stages. Quality feedback has been developed and lots of verbal feedback and response intervention taking place.	Continue to embed and review Feedback and Marking policy in Autumn Term 2019.	£0
All staff are aware of best practice and use strategies to meet the needs of PP children.	Appointment of PP Champion PP champion to attend regular CPD and networks. PP Champion to	Staff are now very aware of PP children and this has really impacted on their provision and support. Children monitored termly in progress dialogues.	This will continue next year.	£2000

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
Academic interventions, SEMH interventions and support from outside agencies appropriately sourced, analysed and co-ordinated	1 day Non-contact time for SENCo to co-ordinate support, liaise with outside agencies, attend progress dialogues and draw up packages of support for pp children.	This has had a huge impact on SEMH resources and support available throughout school. ELSA interventions now in place and SEMH provision discussed at every progress dialogue.	Continue	£8425

Employment of a specialist Teacher for 3 hrs a week.	Specialist teacher to undertake specialist assessments and recommend strategies and interventions for school to implement for vulnerable children	This was used to assess children and then school implemented suggested interventions.	School to use a different provider that we can use on a needs basis rather than a regular weekly slot as we found that this was not best use of ST time.	£3000
Teaching assistant to co-ordinate lunch time play provision for vulnerable children to ensure they have positive play experiences at school.	TA to be trained and co-ordinate lunch time play provision to ensure vulnerable children's needs are met at lunch.	This has had a very positive impact and lunchtime incidents have greatly reduced.	School to continue this approach.	£2950
Booster sessions in Y6 to address gaps and accelerate progress and attainment and target more pp children to achieve GD.	Targeted Booster Groups	This had a positive impact on children and 2/3 PP children achieved GD in maths.	This will continue next year	£0

Gaps in learning/potential barriers to learning quickly identified and met to allow full participation in all class lessons.	Pre teach and Response interventions across school.	Teacher feedback and progress dialogues show that response interventions are supporting progress well.	This will continue next year.	£0
For pp children to have access to social and emotional support.	Train SENCo as an ELSA lead who can train TAs in school support. Regular sessions allocated every week for vulnerable children to receive ELSA interventions.	SENCo now fully ELSA trained and TAs are also now able to run ELSA groups with positive impact shown.	Continue with this approach	£1200 Elsa training £10, 580 for TA time to deliver interventions.
For PP children to have access to offsite educational visits, school uniform and breakfast club.	All school off site visits to be subsidised for PP children. PP children to access uniform and breakfast club where appropriate.	All PP have had the same educational experiences and opportunities and several have attended breakfast club.	Continue with this approach.	£1500

Improved attendance and punctuality for all PP children.	Regular monitoring of PP children's attendance. HT to meet and support families with attendance as required. Attendance and punctuality rewards	PP attendance now the same as non PP.	Continue with this approach	£200 for prizes
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
Parents to understand how to support their children's learning at home.	Various workshops throughout the year. E.g. phonics, maths	Workshops have been put on but not always well attended.	Continue and target specific parents. Put more information on website to support parents	£0
Total Expenditure = £49, 455				

