

Pupil Premium Strategy Statement and Review

St. Sebastian's Primary School

2018 - 2019

1. Summary information					
Total number of pupils	134	Number of pupils currently eligible for PP	24 PP 5 PPF	Total PP Budget	£31, 680 PP £1, 500 PPF

2. Performance Indicators			3.		
	<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (your school)</i>	<i>Pupils not eligible</i>	
% achieving expected standard in Read, Writing, Maths	33%		82%	70%	
Reading scale score	101.5		103.5	106.1	
GPS scale score					
Maths scale score	99.2		104.1	105.4	
Reading progress score	-1.15		-1.48	0.31	
Writing progress score	2.06		0.50	0.24	
Maths progress score	-2.71		0.07	0.31	
Attendance	95.03%		96.36%	96.4%	

4. 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 and writing skills	PP children to progress in line with peers at KS2. 100% ARE in reading and writing at KS1. 67% (2/3) ARE in reading and writing at KS2
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 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.	Lower attendance rates than others and higher persistent absence than national.	Pupil premium attendance at at least national (96.5%)
E.	Lack of parental support and engagement in school workshops and activities	Improved attendance in all school activities

5. Planned expenditure

Academic year **£ 31,680**

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 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.	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 (17, 100) External KS1 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.	School have identified language and vocabulary as an issue across school which is impacting on progress in core subjects. This links to research regarding vocabulary deficit for disadvantaged children by EEF.	1 day training for literacy lead Training for all staff from literacy lead. Follow up staff meetings and monitoring. Daily vocab lesson Reading lessons to focus on vocabulary development	English Lead	Termly progress dialogues 6x per year Ongoing monitoring External reading and writing data and EYFS progress. (£500)

Embed Maths No Problem, daily fluency and times table rockstars to ensure that all children meet their potential in maths.	Daily Fluency, Maths No Problem lessons and Timestable rockstars	Research surrounding long term memory suggests daily retrieval practice supports retention of knowledge. Mastery approach to Maths is hown 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 (£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 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.	Appointment of PP Champion PP champion to attend regular CPD and networks. PP Champion to deliver CPD and share good practice with staff.	EEF strategies FHT and national information	Ongoing through monitoring and CPD plan.	LM	Termly (£2000 non contact time throughout the year)
Total budgeted cost					£21, 600

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	SEnCo	Termly at progress dialogue reviews At the end of the academic year. (£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	Many of our SEND/PP children require complex support. Access to a specialist teacher can provide accurate and specialised assessment to both support and advise Class Teachers in best practise to support the individual needs of each child.	Progress dialogues. Opportunities to discuss each child to provide guidance and best practise strategies. Monitoring by SENCo	SEnCo	At the end of the academic Year (£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.	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 COMs 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.	Train SENCo as an ELSA lead who can train TAs in school 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.	5 x training days for SENCo to become ELSA trained Training for TAs and staff to deliver the interventions. Close liaison between SENCo and TAs delivering the sessions. SDQ assessments to measure impact	SENCo	Ongoing as and when intervention run. (£1200 training plus intervention time totalling £13, 530 including lunch time support)

For PP children to have access to off site 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
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 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					££27, 855
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. Eg phonics, maths workshops, reading	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

6. Review of expenditure *in 2017/2018*

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
All children to have access to high quality first teaching which enables all children to make at least good progress and 30% to make accelerated progress.	Class sizes limited to 25 in the mornings for all year R, 3,4, 5 and 6 children from January 2018.	This allowed children to make accelerated progress from January to July 2018. Sats results in KS1 and KS2 were much better than previous year. GLD and Phonics both above national. KS2 combined 2017 = 40% 2018 = 65% KS1 Combined 2017 = 44% 2018=58.8% Reading and writing pp outperformed non pp in progress	This made a big impact on classes where QFT was good or better. This approach will continue to be used throughout school where ever possible. KS1 classes to be prioritised for lower numbers. Long term strategic plan by governors to ensure stability of 6 class model.	£10,000
Teaching and learning lead teacher to support the school's aim that all teaching and learning in school is at least 100 % good.	Employment of a DHT with T&L responsibility from Easter 2018.	Initial data shows the impact on teaching and learning has been positive with 100% of lessons in the summer term good or better. This needs to be rolled out further as we have only seen impact from one term.	Initial data very positive. This will continue for the next academic year.	£1500

Accelerated progress for all children in year 6 through targeted high quality first teaching in small classes.	Small class size of 19 from January 2018 with an experienced TA every morning. (7 PP children within this group)	See outcomes for KS2 above. Positive impact shown	Very positive outcomes from having year 6 class on their own. Long term strategic plan to allow for single year 6 class when budget permits.	£7000
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	New marking and feedback policy in place and used consistently. PP pupil interviews shows that children felt this supported next steps for learning.	Policy to continue with regular reviews.	£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	PP champion in place from Easter 2018. Too early to see impact yet.	Staff training to be planned for 2018/2019 academic year. PP champion to complete NPQSL and project based on PP.	£4000 non-contact time and training time

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	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 was difficult as SENCo had limited non-contact time.	Appoint 2 day SENCo to lead on SEMH and academic interventions.	£7200
Employment of a specialist Teacher for 3 hrs a week.	Bespoke interventions targeting assessed areas of need delivered on 1:1 or 1:2 basis following comprehensive and specialist assessment.	Detailed assessments completed by STT supported delivery of specialist teaching programmes for some PP children.	Once weekly ST not impacting as hoped. From Easter 2019 employment of ST to complete specialist assessments that staff will implement in school.	£3000
Improved phonics and KS1 outcomes (to meet set targets) for pupil premium children.	KS1 Interventions delivered by an experienced TA 4 x afternoons per week.	Phonics score was 85.7% for cohort – above national 50% of PP children achieved threshold (2 children)	Continue with TA delivering extra afternoon interventions linked to data analysed at progress dialogues.	£6000

Accelerated progress in Maths and Writing for all PP children.	KS1 and 2 interventions delivered for PP children 4 x afternoons per week.	PP children ARE KS1 = 67% combined KS2 Progress higher than non pp progress	Continue with interventions ensuring they are bespoke and meet individual needs. Roll out response interventions scross school.	£4000
Booster sessions in Y6 to address gaps and accelerate progress and attainment and target more pp children to achieve GD.	Targeted Booster Groups	Children in booster sessions made accelerted progress.	Continue with booster sessions next year for accelerated Y6 children.	£2000
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.	Response Interventions used across school have just started and teachers are seeing a positive impact.	Continue and monitor across school throught 2018/19 academic year.	£0

For pp children to have access to social and emotional support.	Train 2 x teaching assistants in Draw and Talk. Regular sessions allocated every week for 4 children to access at one time.	TA's now able to deliver Draw and Talk across school and regular slots for children to access.	Continue and use SDQ assessments to measure impact	£500 training £1800 time to deliver
For PP children to have access to off site 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.	School trips and breakfast clubs subsidised for PP children.	Continue where required	£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	Still an issue for PP children 2017/18 data 95% for PP children 96.3% for non PP	Continue to monitor and support PP children with attendance and punctuality. New attendance policy to be implemented and review 6 x yearly.	£0
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

Total Expenditure = £48, 500				
Parents to understand how to support their children's learning at home.	Various workshops throughout the year. Eg phonics, maths workshops, reading	Workshops planned for Autumn 2018	Plan for Autumn Term Academic 2018.	£0