

## Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Ardeley St Lawrence Primary School and Nursery				
<b>Academic Year</b>	18/19	<b>Total PP budget</b>	£26, 400	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	80	<b>Number of pupils eligible for PP</b>	20	<b>Date for next PP Strategy Review</b>	July 2020
		<b>Total EYPP budget</b>	£200		
		<b>Number of pupils eligible for EYPP</b>	1		

2. Review of expenditure				
<b>Previous Academic Year</b>	<b>2018-2019</b>			
i. Quality Teaching for all				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Attainment in Reading is consistent for all pupils (£8038 TA time & £6456 Qualified teacher)	Teaching will be sharply targeted to identify and address any gaps. TA support will be precise interventions, in discussion with the	The progress and attainment gap in reading has closed. There is now a 'positive gap' between the PPG & non PPG readers for progress. (Summer Data)	TA time will continue as it targets a considerable number of children with interventions. Sharply targeted and tracked interventions have been effective and will continue.  The gap has closed. Focus will be on continuing the approaches that have ensured this – in class	£8038

	<p>teacher based on the specific needs of the child. Additional targeted support provided by qualified teacher.</p>	<p>As a result of this progress the attainment the gap has closed.</p> <p><i>(very small year groups make the data unreliable for year group/Key stage – this is therefore measured as an entire cohort across the school).</i></p> <p>PIRA tests have accurately identified gaps. In school readers are having daily support to read 5 x a week.</p>	<p>readers and interventions. The teacher is moving to a class based post next year so this element cannot continue. We will closely track the impact of this, and adapt our practice is necessary.</p>	<p>£6456</p>
<p>Attendance and behaviour will improve for PPG children. (£1551 &amp; £1000)</p>	<p>Extra lunch hour MSA pastoral support. CC to catch up with late children to de-stress &amp; prepare for the day.</p> <p>Whole school approach to mental health, inc Happy Chill Club.</p>	<p>Extra hour pastoral support is very successful &amp; has reduced incidents.</p> <p>Mental Health embedded across the school – children are able to talk confidently and positively.</p>	<p>Lunchtime pastoral support will continue with options to see if this can increase.</p> <p>This is an embedded approach and will continue next year,</p>	<p>£1551</p> <p>£1000</p>

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
PP pupils have a positive attitude to reading & access to books	School expectation of all pupils reading 5 x a week. Extra reading support provided. All children to borrow a library book.	<p>The progress and attainment gap in reading has closed (Summer 19). <i>(very small year groups make the data unreliable for year group/Key stage – this is therefore measured as an entire cohort across the school).</i></p> <p>PIRA tests have accurately identified gaps. In school readers are having daily support to read 5 x a week. Library books are borrowed from each class.</p>	The 'in school readers' approach is very effective and will continue. The central library needs further updating although class libraries are well stocked – non-fiction is key to source next.	
Children with multiple vulnerabilities will be secure in basic skills, appropriate to their needs	SENCO time will be allocated each week to help assess and support pupils with multiple vulnerabilities. The SENCO will work with the SEN TA to assess, plan	<p>SEN support tracking has been effective with data used to analyse need for support.</p> <p>Autumn &amp; Spring data shows:</p> <p>Support room targets: 86% met Class targets 75% met Home targets 68% met Maths intervention targets: 85% met <i>(Summer is reviewed in Autumn 2019)</i></p>	This will continue as it has ensured a more targeted approach. We are still working towards 80% of children meeting their individual SEN support targets and this will be assessed in Autumn 2019.	£5355

	<p>and deliver support for children to reach their targets. (£5133)</p> <p>Online programmes will be purchased to enable students to practise basic skills in a variety of ways and build independence. (£222)</p>			
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<b>iii. Other approaches – equal access and support at home</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Families will be supported at home as required - – including addressing a lack of wider opportunities due to deprivation factors	Family Support Worker access, counselling where required, After School Provision provided FOC where a need arises.	Our Family support worker has not been available. We have used this funding to provide counselling play therapy. We are funding one PPG child to attend after school club, 1 to have tennis lessons and 2 to have French lessons in addition to part funding towards the residential for 10 children.	This will continue again due to the need still being present.	£3200