

St Andrew's CE Primary School



Pupil Premium Strategy

2018-19

St Andrew's CE Primary School	2019-19
Total number of pupils: 240 including Nursery	Total number of pupils eligible for Pupil Premium: 32
	Total Pupil premium Budget: £42,200

Primary schools receive £1,320 for each child registered as eligible for free school meals at any point in the last 6 years. Primary Schools also receive £1900 for Children who are Looked After.

Summary of the barriers to learning:

Deprivation - The school serves a community which reflects some social and economic challenges. 15% of children are eligible for free school meals (ever 6). The school's index of multiple deprivation score is 22, which is above the national average of 19.

Social Care needs – 21 of our families supported historically or currently by Social Care. Parents need support from school to help them to address their needs and to support their children's learning.

Behavioural, Mental and Social health and wellbeing needs- Some of our children and families have challenges with routines, parenting capacity, mental health, and managing emotions.

Starting Points – Assessment on entry to the foundation stage, show many children have poorly developed communication skills. Attainment on entry is below developmental milestones for the majority of children. In 2018 assessments showed on entry to Nursery 94% of children coming in below age related expectations in at least one aspect of communication and language.

Planned expenditure					
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?
To promote physical and emotional well being.	<p>To employ a full time inclusion lead to work alongside vulnerable pupils and their families.</p> <p>Strategies to support anxiety - Mindfulness sessions, purchasing of clothing.</p> <p>Music lessons to promote self esteem.</p> <p>Small group teaching -To improve on task behaviours in the classroom.</p> <p>To support and promote independent self care.</p> <p>Friendship groups – to encourage turn taking and dealing with conflict.</p> <p>Targeted small group intervention to provide additional emotional support for targeted children</p>	<p>The intervention by the Inclusion lead continues to significantly reduce the number of behavioural incidents in school and reduces the amount of disruption within classrooms.</p> <p>Parent’s feedback has shown that the work that the Inclusion lead does with their children has a significant impact.</p> <p>The EEF toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p> <p>Interventions carried out during the previous academic year had a positive impact on the pupils involved.</p>	<p>Observation of behaviour during learning walks, drop ins, formal observations.</p> <p>Case studies to be completed.</p> <p>Regular pupil progress meetings to track progress and identify children with behavioural/emotional needs.</p> <p>Inclusion lead very visible to parents to quickly identify vulnerable situations.</p> <p>Tracking of behavioural incidents.</p>	DB	Summer 2019

Total budgeted cost:					£26,470
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?
To improve expected levels and accelerate progress in reading, writing and maths.	Small group teaching within classrooms.	<p>Small group teaching by well qualified staff has proven impact over the last few years.</p> <p>The % of PP children achieving expected levels in reading, writing and maths in 2017/18 was not in line with all other children consistently across school</p>	<p>All classes within school to receive additional TA support during English and maths lessons.</p> <p>Regular pupil progress meetings to track progress and attainment and PP children to be highlighted and discussed in these meetings.</p> <p>Regular learning walks, drop ins, formal lesson observations and book scrutinies.</p>	Senior Leadership team	Summer 2019
	Same day over learning interventions to close the gaps before the next lesson.	<p>Same day intervention has demonstrated impact over the last couple of years. Additional support in this area to be provided this year.</p> <p>Mastery curriculum in maths promotes the use of same day intervention to prevent gaps from developing.</p>			
	Individual or small group interventions.	<p>Some children need additional catch up work beyond the same day intervention system.</p>			

	Early morning phonics and maths interventions.	To provide additional support in a fun environment to accelerate progress and raise self esteem.			
	Regular meetings with other schools in order to identify new approaches	The impact of working collaboratively across schools has shown impact in other areas of school.			
Total budgeted cost:					£14,476
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?
To promote healthy living.	<p>Provision of fruit on a daily basis to promote healthy eating.</p> <p>Provision of breakfast for those children that come to school without having breakfast</p> <p>Access to extra curricular sporting activities.</p> <p>Provision of breakfast during early morning clubs.</p> <p>Introduction of the Daily mile to promote emotional well being</p> <p>Becoming a Forest school in order to promote emotional well being.</p>	<p>In order to promote children's development and learning, it is necessary for them to have regular, healthy meals.</p> <p>Opportunities are provided for children to access activities they may otherwise not be able to access.</p> <p>Physical exercise is known to promote emotional well being.</p> <p>Outdoor learning is proven to promote emotional well being.</p>	<p>Regular review of extra-curricular activities available.</p> <p>Monitoring the impact regularly of SEMH interventions.</p> <p>Monitoring the impact of the Forest school approach.</p>	SW	Summer 2019

Total budgeted cost: £1,254

Review of expenditure

Desired Outcome	Chosen Action/approach	Impact	Evaluation	Cost

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