

Pupil premium strategy statement (primary)

1. Summary information					
School	Upton St James CE Primary School				
Academic Year	2018-19	Total PP budget	£67,320	Date of most recent PP Review	N/A
Total number of pupils	100	Number of pupils eligible for PP	51	Date for next internal review of this strategy	Spr 1 st half 2019

Current attainment								
	<i>Pupils eligible for PP (your school)</i>				<i>Pupils not eligible for PP (national average)</i>			
	2015	2016	2017	2018	2015	2016	2017	2018
% achieving in reading, writing and maths	29%	86%	71%	60%	85%	60%	67%	70%
Progress score in reading (Value Added in 2015)	104.2	16.07	11.6	9.5	100.0	0.33	0.33	0.31
Progress score in writing (Value Added in 2015)	97.5	0.6	3.5	6.9	100.0	0.12	0.17	0.24
Progress score in maths (Value Added in 2015)	104.1	9.9	6.03	6.0	100.1	0.24	0.28	0.31

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Access to language / development of vocabulary from an early age which impacts negatively on reading comprehension writing and problem-solving skills.
B.	Some pupils have specific social and emotional needs that affect their learning.
C.	Access to information / experiences that inform about the wider world.

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Parent engagement with school e.g. support with attendance and homework, awareness of requirements and standards in the curriculum.
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3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP children understand and use a wider range of vocabulary	PP achievement in reading, writing and maths is the same or better than that of non PP children
B.	Improved emotional resilience and social skills for PP children	PP achievement in reading, writing and maths is the same or better than that of non PP children
C.	Improved reading comprehension skills and maths application skills for targeted children	PP achievement in reading, writing and maths is the same or better than that of non PP children
D.	Improved attendance/punctuality for PP children	Overall PP attendance is in line with or better than that of other children

4. Planned expenditure

Academic year **18-19**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. 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?
Improved emotional resilience and social skills for all PP children	Regular Thrive/Attachment CPD for all staff; continued external Growth Mindset training for Leadership when appropriate, followed by in-school training for all staff, Membership of Torbay Thrive support and Torbay Teaching School Alliance for attachment support. Employ additional After School Club staff to maintain the extended hours and range of activities. Re-purchase Online assessment programme (PASS) to measure and track children's attitude to self and school. Continue to invest in online behaviour system tracking	Research shows that PP children are more likely to have a fixed Mindset, and metacognition and self-regulation approaches have consistently high levels of impact on progress in learning. School data shows the Thrive approach to have had a positive impact on emotional and academic progress. We therefore wish to fully embed these approaches and widen the scope to include attachment theory in general, which will require regular internal and external CPD. Pupil attitudes to self and school survey is used annually to track progress in emotional resilience and identify next steps. The success of the extended After School Club hours and activities last year needs to be sustained in order to provide activities which will promote social & emotional development for the increased numbers of chn who now attend.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Observation and monitoring of planning and teaching after the training, to embed agreed next steps for learning. Lessons from training embedded in relevant policy/expectations. Aspects of PASS survey at end of year used as success criteria in school improvement plan. Tracking of behavioural issues. School improvement plan states end of year targets and is reviewed regularly for progress towards these targets.	HT GM subject leader	Ongoing through regular monitoring and observing and data tracking with final review at end of year.
PP children understand and use a wider range of vocabulary	Additional time for subject leader to lead implementation of agreed procedures and attend external CPD (via membership of TTSA and other independent suppliers) . Additional LSA to deliver Talkboost programme.	Data analysis in all year groups show that poor vocabulary is a barrier to learning. On average 3 year old children of professional parents had a recorded vocabulary size greater than the parents of children on welfare. (Hart and Risley 1995 and 2003). We wish to implement procedures which will improve all children's vocabulary. Evidence shows that the Talk boost programme for Rec and KS1 improves communication and language skills.	Use INSET days to deliver training. Observation and monitoring of planning and teaching after the training, to embed agreed next steps for learning. Lessons from training embedded in relevant policy/expectations. School improvement plan states end of year targets and is reviewed regularly for progress towards these targets.	Literacy leader	Ongoing through regular monitoring and observing and data tracking with final review at end of year.
Total budgeted cost					£16019

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?
Improved emotional resilience and behaviour for identified children with particular needs	Provision of 3 Licensed Thrive practitioners, including regular CPD and training. Provision of additional Ed Psych support. Provision of Lunch Club (including MTA) . Provision of Family Key Worker with Child Wellbeing Practitioner qualification. Additional MTA in playground	In order to address the social and emotional needs of children needing additional support outside the classroom, the school employs 3 licensed Thrive practitioners, including an HLTA with responsibility for leading Thrive interventions. They will assess particular children and suggest strategies to address their needs, supported by the Ed Psych and further Thrive supervision who will identify further strategies when appropriate. Lunch Club is in place to support children with additional needs who find it hard to cope with a less structured approach in the playground, Additional MTAs to support Lunch Club and peer mentoring in the playground through playleaders. The Family Key Worker will develop home-school relationships, engaging with families	Thrive approach to improve emotional resilience is well – researched and evidenced. Aspects of PASS survey at end of year used as success criteria in school improvement plan. Tracking of behavioural issues. Increase in number of parents/families engaging with Family Key Worker	HT, Pastoral Mentor	Ongoing through regular monitoring and observing and data tracking with final review at end of year.
Improved reading comprehension skills for targeted children	External staff training on how to deliver specific interventions followed by additional teaching for children identified as needing support. Additional LSA with responsibility for delivering and assessing reading interventions	A high proportion of children making slower progress in reading comprehension are PP children. Targeted support will address these assessed reading needs	Make sure the external training is bespoke to our requirements and delivered by experts with proven skills. Observation and monitoring of planning and teaching after the training, to embed agreed next steps for learning. School improvement plan states end of year targets and is reviewed regularly for progress towards these targets.	Literacy Ldr SENCo	Ongoing through regular monitoring and observing and data tracking with final review at end of year.
Improved maths application skills for targeted children	External staff training on how to deliver specific interventions followed by additional teaching for children identified as needing support.	A high proportion of children making slower progress in maths application skills are PP children. Targeted support will address these assessed needs	As above	Maths Ldr SENCo	Ongoing through regular monitoring and observing and data tracking with final review at end of year.
Total budgeted cost					£27241

iii. Other approaches					
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?
Improved attendance and punctuality	Breakfast Club and transport as required. Family Key Worker Additional office staff to allow more time to follow up attendance issues	Breakfast Club will provide children will a nutritious meal and a calm start to the day. The Family Key Worker will develop home-school relationships, engaging with families and giving support at home with morning routines to ensure good attendance. Office staff will have more time to track and address poor attendance/punctuality	Aspects of PASS survey at end of year used as success criteria in school improvement plan. Tracking of behavioural issues. Tracking of attendance/lates with follow up actions where appropriate PP achievement in R, Wr ad Ma is equal to that of other children	HT Senior Administrator	Ongoing through regular monitoring and observing and data tracking with final review at end of year.
Improve children's self-confidence and wider awareness of the world.	Provide Enrichment Activities/ educational visits	Achievement and effort in non-academic subjects e.g. music and sports clubs and After School Club is promoted and celebrated. Confidence is developed through participation in a range of extra-curricular activities. Experience of a wide range of cultures and views is developed though educational visits/visitors	Aspects of PASS survey at end of year used as success criteria in school improvement plan. Tracking of behavioural issues. All PP children attend educational visits and residentials	HT and relevant SLs	Ongoing through regular monitoring and observing and data tracking with final review at end of year.
Total budgeted cost					£24060

5. Review of expenditure				
Previous Academic Year		2017-18		
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
Improved emotional resilience and social skills for all PP children	Regular Thrive CPD for all staff; continued external Growth Mindset training for Leadership when appropriate, followed by in-school training for all staff, Membership of Torbay Thrive support. Employ additional After School Club staff to maintain the extended hours and range of activities. Re-purchase Online assessment programme (PASS) to measure and track children's attitude to self and school. Continue to invest in online behaviour system tracking	Further in-school Thrive training for all staff has reduced the number of chn with emotional interruptions at the earlier stages of development. However, there are still a sizeable proportion of PP chn who do not have a Thrive interruption but who do have low self-belief which is a barrier to their learning. Growth Mindset approach is improving this as evidenced by pupil conferencing, but needs more time to impact. Furthermore, we have observed that the GM approach is not always the most effective to start with for some chn with very low self belief – they need a firmer foundation before being able to take on board GM principles. An online behaviour tracking system has been investigated, introduced and implemented but is not fully embedded as we keep thinking of more ways it can be used . PASS survey shows lowest percentiles as factor 1 in Y1-4 and Factor 2 in Y5/6 so more work to be done in those areas reflected in the fact that KS2 all achieved better than national other in R, Wr and Ma but KS2 PP (5 chn) achieved lower than national other. However, KS1 PP achieved in line with national other for R,W,M in KS1. After School Club numbers did increase by end of 17-18 academic yr, and many of these chn (but not all) were PP chn.	We now need to focus Thrive training on attachment issues in general, as well as providing more specialised attachment training for some staff which can be disseminated to other staff. This will hopefully improve support for chn who have noticeably low self-belief. For the same reason, we will continue to develop the Growth Mindset approach, and use the PASS survey to measure pupil satisfaction We need to embed the behaviour tracking system so that it can be used effectively by all staff. .	
PP children understand and use a wider range of vocabulary	Additional time for subject leader to lead implementation of agreed procedures and attend external CPD. Additional LSA in to deliver Talkboost programme	Data analysis shows that while vocab has improved across the school, it still remains one of the weaker areas. This is exacerbated by high mobility (as chn whose vocab has improved are then replaced by others who have poorer vocab skills.)	Continue to make vocabulary an objective in the school improvement plan	
			Total budgeted cost	£19239

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
Improved emotional resilience and behaviour for identified children with particular needs	Provision of 3 Licensed Thrive practitioners, including regular CPD and training. Provision of additional Ed Psych support. Provision of Lunch Club. Provision of Family Key Worker, including Thrive training. Additional MTA	Behaviour records and PASS survey showed improvement for many PP chn, and PP children achieved in line with national other in R,Wr and Ma so this had a positive impact.	This approach was successful and more targeted support for individuals has been able to take place because there are more practitioners. However, there needs to be further input in order to reach out to more children. Thrive training needs to be more focused on general attachment issues and there needs to be some more specialised training on supporting chn with self-belief issues	
Improved reading comprehension skills for targeted children	External staff training on how to deliver specific interventions followed by additional teaching for children identified as needing support.	Reading comprehension skills (especially inference) have improved, for both targeted and other chn (as shown by data analysis)	Continue to implement this approach, including a focus on real life experiences through skills based curriculum and cross curricular links as this will enable chn to make more links to their reading understanding. Chn's vocab remains an issue as they have not experienced many of the words they come across.	
Improved maths application skills for targeted children	External staff training on how to deliver specific interventions followed by additional teaching for children identified as needing support.	Application skills improved slightly but not enough concrete evidence that this was as a result of specialised interventions	The previous focus on calculation and number problems has led to issues with chn's understanding being too procedure-based and they are still finding it hard to apply their understanding.	
			Total budgeted cost	£27241
iii. Other approaches				
Desired outcomes	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
Improved attendance and punctuality	Breakfast Club and transport as required. Family Key Worker, including a new weekly drop-in session	Attendance across the school improved and increased from 95.08% to 95.36% but that was still below our target of 96.5% which we were able to achieve in 2015-16.	The focus on the administrative elements of academy conversion continued to prevent attendance from having the same high priority that it had the previous year when it improved. We hope that throughout 18-19 the time spent on addressing admin issues due to conversion will decrease. We have increased office staff by 0.5 to try and address the situation. Change in Family Key Worker has resulted in improved well-being for several chn and we believe this will also impact on attendance	
Improve children's self-confidence and wider awareness of the world.	Provide Enrichment Activities/ educational visits	PASS survey shows majority of chn (PP and other) have high satisfaction with school. All PP chn attended the KS2 residentials in 17-18.	Continue to develop this approach.	
			Total budgeted cost	£24060

