

# St Andrew's CE Primary Pupil Premium Strategy Statement

1. Summary information					
Academic Year	2017-18 (Actual) & 2018-19 (Budget)	Total PP budget	£140,712 £151,200	Date of most recent PP Review	Nov 2018
Total number of pupils	591	Number of pupils eligible for PP	94	Date for next internal review of this strategy	March 2019

Current attainment at KS2 SATs				
	<i>Pupils eligible for FSM (National Average FSM) 5 pupils</i>	<i>Pupils eligible for Ever 6 FSM (National Average FSM) 17 pupils</i>	<i>Pupils eligible for PP (National Average PP) 18 pupils</i>	<i>Pupils not eligible for PP-Other (national average other)</i>
% achieving in reading	60% (49%)	61%	58% (53%)	82% (72%)
% achieving in writing	80% (59%)	72%	68% (64%)	93% (79%)
% achieving in maths	60% (54%)	56%	53% (58%)	78% (76%)
Progress in reading	-2.1 (-0.8)	-0.7	-2.4 (-0.6)	-0.5
Progress in writing	3.4 (-0.7)	-0.8	-1.5 (-0.5)	0.5
Progress in maths	2.3 (-0.8)	-0.7	-0.8 (-0.6)	-2.6

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Emotional and social welfare can impact on the ability to be fully focussed on learning
B.	Attainment gaps have been identified through school data analysis process
C.	Some children have identified special needs and St Andrew's has a high number of children who have issues related to attachment
D.	All children benefit from the opportunities for enrichment and these can be limited by finance

<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To support pupils self esteem, attitude to learning, sense of well being and enjoyment of school so that children are best equipped to access the curriculum.	<ul style="list-style-type: none"> <li>• Child welfare data remains very strong</li> <li>• Parental feedback reports impact</li> <li>• Targeted children demonstrate strong progress</li> </ul>
<b>B.</b>	Targeted 1:1 or small group coaching both in lessons and after school with a teacher targeting underachievement in numeracy and literacy. Additional specialist teaching in Maths is also provided	<ul style="list-style-type: none"> <li>• Specific children with targeted curriculum areas demonstrate good progress through data</li> <li>• Pupil progress meetings report positive response in terms of work and confidence</li> </ul>
<b>C.</b>	Use of an Individual Teaching Assistant and specifically trained Attachment Staff to support learning and need	<ul style="list-style-type: none"> <li>• Children adapt to mainstream school and demonstrate good emotional health</li> <li>• Children fully access the school's curriculum</li> </ul>
<b>D.</b>	Children will fully access the curriculum and out of school enrichment requests will be met where possible	<ul style="list-style-type: none"> <li>• All children have full access to the school's provision and are not restricted by financial hardship</li> </ul>

4. Planned expenditure					
Academic year	2018-19				
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?
<b>Attainment gaps that have been identified through school data analysis process are reduced</b>	Targeted 1:1 or small group coaching both in lessons and after school with a teacher targeting underachievement in numeracy and literacy. Additional specialist teaching in Maths is also provided	This adopts a variety of strategies and our children will be exposed to the style that best fits their learning needs. This is the most expensive resource and so it does need to be targeted. It has been a key strategy in ensuring good results in previous years.	Monitored closely by Key Stage Team Leaders and Assessment Co-ordinator	SJC/AJ/S C/AL	July 2019
<b>Total budgeted cost</b>					<b>£50,000</b>
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?
<b>Children with identified special needs make strong individual progress</b>	Use of an Individual Teaching Assistant to specifically support learning and need	This is consistent with our approach throughout the school and is very tailored to the individual	Continuous monitoring	SC	Ongoing using Provision Mapping and formally reviewing in September 2018
<b>Children with identified attachment concerns access and thrive within school life</b>	Funding workers specifically trained in the issues of attachment	This is dictated by the number of 1:1 programmes that are required to support this work. We have a strong history of successful intervention in this area	Continuous monitoring	SC	Annually as support plans are reviewed
<b>Total budgeted cost</b>					<b>£45,000</b>

<b>i. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>All children are in the best social and emotional state to learn effectively</b>	Subsidise Pupil Care Coordinator and the School Counsellor	Supporting pupils' self esteem, attitude to learning, sense of well being and enjoyment of school ensures children are best equipped to access the curriculum.	The Pupil Care Team is managed through a process of appraisal, supervision, data analysis and pupil feedback	SC	September 2018
<b>All children benefit from the opportunities for enrichment and these can be limited by finance</b>	Funding additional expenses linked directly to the curriculum such as trips or additional resources and funding of "Extended School" opportunities to enhance the child's learning experience within the "wider" curriculum	This is used to support all children but we particularly use it to target enrichment activities and full access to the opportunities enjoyed within school by all the other children. This is carried out in a targeted way as resources are limited	Spending review in March and September	SJC/SC/V P	March 2018, September 2018 and March 2019
<b>Total budgeted cost</b>					<b>£56,200</b>

5. Review of expenditure				
Previous Academic Year		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
<b>Attainment gaps that have been identified through school data analysis process are reduced</b>	Targeted 1:1 or small group coaching both in lessons and after school with a teacher targeting underachievement in numeracy and literacy. Additional specialist teaching in Maths is also provided	This adopts a variety of strategies and our children will be exposed to the style that best fits their learning needs. This is the most expensive resource and so it does need to be targeted. It has been a key strategy in ensuring good results in previous years.	<ul style="list-style-type: none"> <li>Precision teaching, providing mastery learning that focuses on breaking learning into small steps has proved beneficial using a Trained Maths teacher.</li> <li>The use of Visual Images and Models to support learning of maths in K1 in small groups has also had an impact.</li> <li>.</li> </ul>	£39,567
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
<b>Children with identified special needs make strong individual progress</b>	Use of an Individual Teaching Assistant to specifically support learning and need	This is consistent with our approach throughout the school and is very tailored to the individual	<ul style="list-style-type: none"> <li>The progress of children supported through specific literacy interventions has been enhanced through the multisensory approach which the learning takes. It has had a significant impact on those children who have been following them.</li> </ul>	£14,637

<p><b>Children with identified attachment concerns access and thrive within school life</b></p>	<p>Funding workers specifically trained in the issues of attachment</p>	<p>This is dictated by the number of 1:1 programmes that are required to support this work. We have a strong history of successful intervention in this area</p>	<ul style="list-style-type: none"> <li>The impact of this intervention is readily seen throughout the school. Our pupils who have significant trauma are able to better participate in lessons alongside their peers without dysregulation that can significantly impact on the whole classes learning.</li> </ul>	<p>£38,981</p>
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>
<p><b>All children are in the best social and emotional state to learn effectively</b></p>	<p>Subsidise Pupil Care Coordinator and the School Counsellor</p>	<p>Supporting pupils' self esteem, attitude to learning, sense of well being and enjoyment of school ensures children are best equipped to access the curriculum.</p>	<ul style="list-style-type: none"> <li>The pupil care co-ordinator has worked with individuals and groups around Emotional Literacy. In providing this the children have been better able to learn how to self regulate and begin to understand how best they learn, successfully leading to fewer disruptions to the learning of those children and their peers.</li> </ul>	<p>£37,402</p>
<p><b>All children benefit from the opportunities for enrichment and these can be limited by finance</b></p>	<p>Funding additional expenses linked directly to the curriculum such as trips or additional resources and funding of "Extended School" opportunities to enhance the child's learning experience within the "wider" curriculum</p>	<p>This is used to support all children but we particularly use it to target enrichment activities and full access to the opportunities enjoyed within school by all the other children. This is carried out in a targeted way as resources are limited</p>	<ul style="list-style-type: none"> <li>The benefit of funding school residential trips has had a significant impact on the self esteem and confidence of the children who were previously unable to do so. The language enrichment has been significant as many who have been supported are EAL.</li> <li>The enabling of some children to learn an instrument such as the piano has also had a marked impact on the wellbeing and self esteem.</li> </ul>	<p>£9,595</p>

