

St Martin's Garden Primary

Pupil premium strategy statement 2018 - 19

Summary information

School	St Martin's Garden Primary School				
Academic Year	2018-19	Total PP budget	£119,880	Date of most recent PP Review	July 2018
Total number of pupils	206	Number of pupils eligible for PP	87	Date for next internal review of this strategy	January 2019

Current attainment

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving ARE in reading	38.4%	41.8%
% achieving ARE in writing	37.2%	43.8%
% achieving ARE in maths	43%	50.9%

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)*

	Ensuring that all teaching and non-teaching staff are aware of vulnerable groups and have the highest expectations for all.
	Consistent Quality First Teaching.
	Difference/Gap between the progress and attainment of disadvantaged and non-disadvantaged children.
	Poor Oracy skills
	Social and Emotional needs of children.

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

	Low attendance rates.
	Family Support needs.
	Limited out of school experiences.

Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Attainment gap between PP and non PP narrowed across all year groups with a particular focus on Reading, Writing and Mathematics.	Attainment of children tracked through Pupil Progress Meetings shows decreased gap between PP and non PP children.
B	Increased progress in learning and development across the year for PP children.	Progress of learning tracked through Pupil Progress Meetings shows increase for PP children.
C	Improved attendance for PP children.	Reduction in the number of PP children under 95%. Reduction in the difference between PP and non PP attendance figures.
D	Increased parental engagement through activities, events and opportunities.	Full attendance at Parental Consultation Meetings. Increased numbers of parents attending Open Mornings, Class assemblies, Information workshops.
E	Enrichment activities and opportunities for children.	Participation in wider opportunities, including trips and visits.

Planned expenditure

Academic year

2018-19

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.

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?
A & B	Smaller class sizes for Year 5 children	Historical evidence of the impact of class sizes within the school. Evidence from Sutton trust and EEF.	Pupil Progress Meetings. Data analysis and classroom observations.	MS & JJ	Term 6
A & B	RWI including Fresh Start Groups led by trained TAs.	Review of implementation of RWI through Development Days and Pupil Progress Meetings (2017-18) shows impact for groups and individuals.	Pupil Progress Meetings. Professional Development Meetings Performance Management Reviews.	MW	Terms 2/4/6
A, B, D & E	Promotion of Reading through guided reading sessions, use of book spaces and library.	Review of Reading provision and data from (2017-18). Monitoring of Reading still demonstrates a lack of reading at home.	Pupil Progress Meetings Learning Walks & Lesson Observations Professional Development Meetings Environmental audits	MW & SLT	Terms 2/4/6
A, B, D & E	Development of Oracy across the school.	Audit of Oracy skills across school. Acknowledgement of the impact of increased Oracy skills across children learning.	Pupil Progress Meetings Learning walks & Lesson Observations Monitoring of Action Planning	MS & MW	Terms 2/4/6
A, B, C, D & E	Development of a comprehensive PSHE Framework (Jigsaw) ensuring progress across school	Review of provision and impact of PSHE provision indicates variance across school. High quality provision in this area will support further development of Learning behaviours.	Professional Development Meetings Learning Walks & Lesson Observations, Monitoring of Behaviour.	AH & SLT	Terms 2/4/6
A & B	Developments in mathematical teaching and interventions (including embedding of White Rose materials).	Previous evidence of impact. Evidence from Sutton Trust & EEF regarding quality interventions.	Pupil Progress Meetings. Professional Development Meetings Performance Management Reviews.	JJ & SLT	Terms 2/4/6

A, B, C, D & E	Engagement with Achievement for All (AfA) programme with a particular focus on Parental Engagement.	Evidence based programme. Nationally recognised for impact.	Term 2/4/6 Reviews with AfA Coach.	AH & SLT	Terms 2/4/6
Total budgeted cost					£90,000
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?
A & B	Targeted TA support across year groups; small group and 1:1.	Previous evidence of impact. Evidence from Sutton Trust & EEF regarding quality interventions.	Pupil Progress Meetings. Performance Management Reviews and observations of practice. Provision Maps	AH & SLT	Terms 2/4/6
A, B & E	Thrive assessments, plans and provision for groups and individuals. Targeted Forest School sessions. Playtherapy sessions for identified children	Thrive assessments and planning information from 2017- 18. Local and National Evidence of impact for individuals. Evidence from 2017-18 Forest school groups. Evidence from playtherapy sessions.	Data analysis. Case studies. Reviews of sessions Pupil Progress Meetings.	AH	Terms 2/4/6
A & B	Targeted support for Oracy involving support from Voice 21 & Speech & Language therapists.	ILPs and group plans from previous years within school. Assessments completed for individuals. Impact of poor communication skills and impact on learning from Pupil Progress Meetings	Oracy Action plan Reviewing the quality and impact of planning for groups and individuals. ILPs and Provision maps. Pupil Progress Meetings.	SLT	Terms 2/4/6
Total budgeted cost					£22,000
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?

A , B & D	Continue to provide librarian support with particular focus on PP children.	Limited access to a range of books for PP children outside of school.	Review of PP children use of library. Pupil Progress Meetings.	MW	Term 2/4/6
A, B, C & D	School events which are welcoming and support parental engagement..	Home Learning can have a significant impact on children's overall progress. Gradual increase in parents attendance at school sessions and use of home learning.	Review of Parental Engagement action plan. Monitoring of numbers of parents attending. Evaluations from Parents.	MS & SLT	Terms 2/4/6
C & D	Close monitoring of Attendance and actions to support.	Low levels of attendance and/or high levels of late attendance continue.	Three weekly reviews. Monitoring of actions and impact.	AH	Termly
D & E	Enrichment opportunities for children, including trips, visitors, music opportunities and club provision.	Impact upon children's social and emotional wellbeing to support academic progress and access to curriculum.	Overview of opportunities.	SLT	Terms 2/4/6
Total budgeted cost					£8,000

Review of expenditure

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)	
A & B	Smaller class sizes for Year 6 children	<p>Children were taught in class sizes of 16 and 18. Teachers and skilled TAs were able to provide more focused support for children in smaller groupings.</p> <p>This has had a positive impact on the wellbeing and learning behaviours for this cohort as well as their achievement and progress.</p> <p>End of year ARE for Yr6 Reading 39%PP, 58% Non-PP Writing 44%PP, 66%Non-PP Maths 50%PP, 76% Non-PP</p>	High quality teaching and targeted interventions in these smaller classes have improved the rate of progress for this year group. For 2018-19 this is a model which will be used in Year 5.	
A & B	RWI including Fresh Start Groups led by trained TAs.	<p>RWI development days and guidance and support from MW has ensured high quality RWI sessions. This has been evidenced through Learning Walks and Lesson Observations as well as through data. Termly assessments have ensured good rates of progress. Yr1 Phonics data has improved, forming a solid foundation for more of our Yr2 children. Fresh Start in KS2 has accelerated the learning for several Yr5 & 6 children.</p> <p>Yr1 Phonics data shows 58% of PP children achieving compared with 82% of Non-PP children. For Yr2 children resitting Phonics the data is 80% PP compared with 71% Non-PP. The difference in ARE between PP and Non-PP has diminished by 6% compared to last year for Reading, and 5% for Writing</p>	<p>RWI to continue across Foundation Stage & KS1, and to include children in Yr3/4 as appropriate.</p> <p>Through Pupil Progress Meetings teachers and Senior Leaders have considered the use of Fresh Start. It has been identified that for some of our lower attaining children they have made progress in the sessions, however this has not transferred into their wider learning. Senior Leaders are reviewing whether there are alternatives, or additional programs to support these children.</p>	

A & B	Developments in mathematical teaching and interventions (including numicon).	<p>Abacus scheme has been in place for the year and teachers have reflected on its impact. Teachers' involvement in the Better maths Project has raised the quality of teaching and learning in this area.</p> <p>The difference in ARE between PP and Non-PP has diminished by 1% compared to last year in mathematics. PP children made +3.1 points progress compared to Non PP children of +2.9 points.</p>	Abacus has been supplemented by White Rose activities in order to ensure opportunities for applying mathematics and full coverage of mathematics curriculum. Next stage of development is the expansion of these resources and teaching tools.	
A, B, C, D & E	Engagement with Achievement for All (AfA) programme.	<p>Increased awareness of vulnerable learners has enabled teachers to develop strategies to support (such as groupings, classroom environments, learning aids). Structured Conversation model has improved parent consultations and parental engagement in some cases.</p> <p>Attendance processes are in place.</p> <p>More effective program of Assessment, Review of data, Pupil Progress Meetings, ILPs and Provision Mapping has improved outcomes for groups of children.</p>	Parental Engagement with school and children's learning will be the main focus of AfA	
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)	
A & B	Targeted TA support across year groups; small group and 1:1.	<p>Provision maps are in place and reflect the children and interventions identified through Pupil Progress Meetings.</p> <p>TAs and Teachers have provided a range of small group additional sessions during afternoons. In addition, children across KS1 and in Yr6 in particular have accessed small group and/or 1:1 sessions with teachers before school, during lunchtimes, and after school.</p>	<p>AHT and SENCo have considered the timing of interventions and will be supporting the planning of across school/age group sessions to maximise the impact of TAs skills and experience.</p> <p>Additional 1:1 and small group support at the beginning and end of the school day delivered by teachers proved effective and will be in place for the whole year for identified children.</p>	

A, B & E	<p>Thrive assessments, plans and provision for groups and individuals.</p> <p>Targeted Forest School sessions.</p> <p>Playtherapy sessions for identified children</p>	<p>Class Thrive plans have supported the PSHE in classes as well as identifying children who required additional support. Class planning has included building on routines, supporting transition, understanding and participating in class rules and boundaries, as well as building resilience and self-esteem.</p> <p>Forest School teacher has delivered 30 days of forest school activities to identified groups across the school, in addition to supporting Outings and staff development training session. Impact includes improved friendship groups and a reduction in behaviour, improved behaviours for learning (resilience, challenge, and independence).</p> <p>Therapist has provided 107 sessions for 7 children (Yrs1-5). Impact includes improved self-esteem and resilience, positive friendships, improved relationships and a reduction in behaviour, smooth transitions and improved attendance.</p> <p>These interventions have also supported and provided evidence for SEN Support plans and EHCP requests.</p>	<p>Continue with class Thrive assessments and planning next year. Further identify children for individual assessments as required.</p> <p>Build teachers and TAs knowledge and confidence of using Thrive through Professional Development Meetings in conjunction with Brighter Futures.</p> <p>Continue with Forest School experiences. In reviewing the groups and considering recent research, children in two year groups (Yr1 & Yr3) will have regular sessions across the whole year.</p> <p>Playtherapy to continue to individual children and also trial group therapy sessions with Foundation Stage class.</p>	
A & B	Targeted support for Speech & Language.	<p>Additional children assessed and speech & language needs identified and group/individual plans in place. These have supported SEN support plans and EHCP requests. TAs working alongside therapists have developed their skills and knowledge which is also transferred to class based activities. Therapists have additionally provided training through Professional Development Meetings.</p>	<p>Improved Oracy skills across school has been identified as a need. All school staff and therapists will be involved in developing this area with the support and guidance of Voice 21 project. AHT & SENCo to consider the organisation of regular Oracy sessions for targeted children.</p>	
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)	

A , B & D	Continue to provide librarian support with particular focus on PP children.	<p>Librarian in place and supporting children's love of reading through advising children on their book choices as well as monitoring library use. Librarian has maintained the library as a welcoming space, especially important for those children not regularly reading at home. Improved provision of books within classrooms.</p> <p>PP children made +2.8 points progress, compared with Non-PP children of +2.9 points</p>	This needs to continue and will be incorporated into the school focus on Reading. Classroom libraries/book corners to be reviewed through the year to ensure they remain interesting and welcoming spaces.	
A, B, C & D	Family Workshops.	Attendance has varied. Where parent/carers have not attended teachers have tried to provide follow up information. Smaller group workshops with individual invitations have been more successful, as have those that involved the children sharing their learning.	Parental Involvement in children's learning to be a focus across school through the year. Program of opportunities to be developed.	
C & D	Close monitoring of Attendance and actions to support.	<p>Clear processes in place which have resulted in significant increase in the number of referrals to Children missing Education Services alongside Requests for Penalty Notices for unauthorised absents (often holidays) has resulted in greater awareness in parent/carers that attendance is important. Attendance patterns and percentages have improved for specific children.</p> <p>PP attendance improved by 1%, decrease in unauthorised absences of 1.03%. Difference between PP and Non-PP reduced to 0.01%</p>	Attendance continues to be an area which requires improvement. Celebrating and rewarding good attendance needs to continue alongside addressing poor attendance.	
D & E	Enrichment opportunities for children, including trips, visitors and club provision.	<p>School trips supporting children's learning and widening their experiences have been made possible through this funding. In particular the subsidising of the Yr6 Residential Trip. With high levels of PP children in the year group the trip would not have been possible without this funding. PP children have been prioritised for specific clubs provided by Teachers and outside Sports Coaches.</p> <p>42% of PP children attended at least one club, compared with 34% of Non-PP children.</p>	<p>This is to continue, with Teachers to be mindful of costs of trips when planning experiences to support children's learning.</p> <p>Increased opportunities for music (especially instrument experiences) to be provided.</p> <p>Continue to encourage and support PP children into accessing extra curriculum clubs and opportunities.</p>	

