

Pupil premium strategy / self-evaluation 2018 to 2019

1. Summary information					
School	Sarum St Paul's CofE (VA) Primary School				
Academic Year	2018/19	Total PP budget	£27,140	Date of most recent PP Review	September 2018
Total number of pupils	221	Number of pupils eligible for PP	28	Date for next internal review of this strategy	January 2019

2. Current attainment				
Year 6 data:	<i>Pupils eligible for PP (school)</i> = 4 pupils	<i>Pupils not eligible for PP (school)</i> = 28 pupils	<i>Pupils eligible for PP (national)</i>	<i>Pupils not eligible for PP (national)</i>
% achieving in reading, writing and maths	25%	71%	51%	70%
% achieving reading	75%	89%	64%	80%
% achieving writing	25%	79%	68%	83%
% achieving maths	75%	89%	64%	81%
% achieving EGPS	50%	79%	67%	82%
progress in reading	-4.14	-1.07		0.3%
progress in writing	-10.0	-2.09		0.2%
progress in maths	-2.31	-1.06		0.3%

	Average scaled score for school disadvantage	Average scaled score for national disadvantage	Average scaled score for school non disadvantage	Average scaled score for national non disadvantage
Reading, writing and EGPS	101.3	102.5	106.3	105.4
Reading	102.5	102.6	107	106.1
Maths	101.8	102	103.3	102.8

3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Demanding curriculum objectives means low attainment for PP pupils with an SEND More PP pupils don't reach ARE in Year 2 and 6 than do, PP pupils with an SEND are not usually reaching ARE	
B.	Spelling, grammar and handwriting as a continued barrier to writing attainment across the school Poor spelling and handwriting at both KS1 and KS2 was one of the main reasons why some pupils did not meet the expected or higher standard in writing	
C.	Rates of progress of pupils with high prior attainment under old curriculum objectives Year 5 data 2017/18 shows PP pupils need to make accelerated progress in Year 6 in order to meet ARE and KS1 progress.	
D.	Emotional well-being of PP pupils Some lack confidence or have low self-esteem because of home environment/family dynamics	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
E.	Parental engagement of some PP parents with homework/reading/Seesaw/attendance at school events is low	
F.	Some PP pupils' commitments beyond the classroom are low	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Increasing the number of PP pupils meeting the Year 2/6 national standard in reading, writing and maths	<ul style="list-style-type: none"> • An upward trend in pupil premium pupils reaching ARE in reading, writing and maths • Data for PP pupils to be in line with or above national data for pupil premium • Across the school, data for PP pupils to show more reaching ARE • More PP pupils reaching ARE than not • Classroom monitor being used to effectively track and monitor pupils progress against ARE • Intervention monitored termly and show impact
B.	Improvement in children's understanding of spelling, grammar and punctuation	<ul style="list-style-type: none"> • To show improvement through number of pupil premium pupils reaching ARE in writing • Spelling and handwriting skills to have improved due to new initiatives and strategies introduced • Analysis of SATs papers to show improvement in spelling score from previous data
C.	Increased levels of challenge/support in the curriculum for more able/previous high attaining children at KS1 so greater number of children exceed the standard	<ul style="list-style-type: none"> • Increased progress score for 2017/18 KS2 results • Across the school, pupils to have been tracked from prior starting points to ensure adequate progress is being made • Teachers to feel confident in planning for greater depth in order to challenge pupils • Classroom monitor to have been used regularly to track and monitor pupils • Books to show evidence of pupils opportunities for mastery / greater depth

D.	Increased self-esteem and confidence of PP pupils meaning increased emotional wellbeing	<ul style="list-style-type: none"> • Pupils to have accessed in school support and feel able to share their feelings and address anxieties • Pupils approach to learning improved because of addressing emotional needs/potential barriers related to home life • Improved attainment and progress outcomes for PP pupils • Mindfulness classes to have been delivered to specific PP pupils • ELSA support embedded • Rise and Shine breakfast club offered to specific pupils to improve punctuality of PP pupils and start their day positively • Family link worker to have supported specific families to improve home life environment for pupils therefore improving emotional well-being
E.	Increase attendance of PP families at events	<ul style="list-style-type: none"> • Register of events show an increase in PP families attending a wider range of events • Parents engaging with school and feeling confident to support home learning • More PP pupils accessing home learning opportunities / Seesaw
F.	Increase commitment of PP pupils beyond the classroom to further enrich their experience of school	<ul style="list-style-type: none"> • PE and Sports Premium funding used effectively to support PP pupils, evidence at clubs/festivals/enrichment activities to show increase in attendance • PP pupils accessing music lessons • PP to be represented on school council/eco monitors etc...

5. Planned expenditure					
Academic year		2018/19			
i. Quality of teaching for all					
Action / Approach	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Ensure that teacher/TA appraisal targets reflect our intention to maximise achievement of children in receipt of Pupil Premium</p> <p>Ensure all staff have an understanding of strengths of whole school data and areas for improvement</p> <p>PP Champion (Headteacher), SLT and SENCo to lead pupil progress meetings to scrutinise attainment and progress of children in receipt of PP and evaluate and plan necessary interventions.</p> <p>Review how interventions are delivered and by whom - class teachers to deliver pre teaching.</p> <p>PP pupils to be tracked as a group by PP Champion, impact report shared with governors every term</p> <p>English and Maths lead to undertake monitoring tasks on a fortnightly basis, tasks to always include pupils in receipt of DD</p>	<p>Increasing the number of PP pupils meeting the Year 2/6 national standard in reading, writing and maths</p>	<p>2017/18 data outcomes</p> <p>Pupils who are in receipt of PP and have SEND have lower attainment</p>	<p>Pupil progress meetings</p> <p>Monitoring and evaluation schedule to outline tasks over the academic year</p> <p>Regular SLT meetings to review monitoring tasks and adjust as necessary</p> <p>Appraisal meetings</p> <p>PP governor to scrutinise provision</p> <p>PP champion to attend annual PP conference</p> <p>Maths Hub support</p>	<p>HT / SLT</p>	<p>Pupil progress meetings 3/year</p> <p>CASP visit 3/year</p> <p>Mid-year appraisals</p> <p>Termly book scrutinies</p> <p>Termly learning walks</p> <p>Governor meetings</p> <p>PP impact report 3 times/year</p>

<p>Review 2017/18 data and share assessment with new class teachers, identifying PP children who are risk of not achieving ARE or expected progress.</p> <p>Ensure that teacher/TA appraisal targets reflect our intention to improve writing of PP pupils</p> <p>Embed No Nonsense spelling teaching into all classes</p> <p>Complete pupil progress meetings to scrutinise English data</p> <p>Review Classroom Monitor statements, are they an accurate interpretation of curriculum expectations?</p> <p>PP champion to observe English lessons</p> <p>CPD of staff to increase quality of teaching and interventions</p> <p>All teaching assistants delivering phonics catch up to have attended training</p> <p>Changes to home learning tasks to increase focus on reading and spelling</p>	<p>Improvement in children's understanding of spelling, grammar and punctuation</p>	<p>2017/18 data outcomes</p> <p>Pupils who are in receipt of PP and have SEND have lower attainment, particularly in writing</p>	<p>Pupil progress meetings</p> <p>English lead released fortnightly to undertake monitoring tasks</p> <p>Monitoring and evaluation schedule to outline tasks over the academic year</p> <p>Regular SLT meetings to review monitoring tasks and adjust as necessary</p> <p>Appraisal meetings</p> <p>PP/English governor to scrutinise provision</p> <p>Governor monitoring/link visits</p> <p>Observations</p> <p>Parent questionnaire</p> <p>Pupil voice</p>	<p>HT / SLT / English lead</p>	<p>Pupil progress meetings 3/year</p> <p>Mid-year appraisals</p> <p>Termly book scrutinies</p> <p>Practice SATS</p> <p>Governor meetings</p> <p>PP impact report 3 times/year</p>
--	---	--	---	--------------------------------	---

ii. Targeted support					
Action / Approach	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Fully engage with the Solent Maths Hub to improve staff understanding of 'mastery' and embed a mastery curriculum into all maths lessons</p> <p>Improve writing skills across the school so results are in line with national average and SPAG tests are in line with writing levels</p> <p>Develop a whole school understanding of 'greater depth' and ensure all teachers improve the level of challenge in lessons</p>	<p>Increased levels of challenge/ support in the curriculum for more able/ previous high attaining children at KS1 so greater number of children exceed the standard</p>	<p>Current Year 6 pupils need to make accelerated progress in order to reach KS1/2 progress. Pupils have not been able to keep up with the increased demands of the new curriculum</p> <p>2017/18 data shows few pupils reaching greater depth</p>	<p>Pupil progress meetings</p> <p>Appraisal meetings</p> <p>PP governor to scrutinise provision</p> <p>PP champion to attend annual PP conference</p> <p>Maths Hub support</p> <p>PP impact report</p>	<p>HT / SLT / English lead</p>	<p>PP impact report 3 times/year</p> <p>Mid-year appraisals</p> <p>Termly book scrutinies</p> <p>Governor meetings</p>
<p>Continue to run ELSA provision in school to support pupils emotional wellbeing</p> <p>Hold a whole school wellbeing week to promote positive mental health and wellbeing for staff and pupils</p> <p>To raise staff awareness and confidence in supporting pupils to lead healthy lifestyles</p> <p>To provide opportunities so children feel empowered and know how to keep themselves healthy both in body and mind</p> <p>To continue to provide families with ongoing information and opportunities to keep their children safe, happy and healthy</p> <p>Rise and Shine breakfast club with ELSA</p>	<p>Increased self-esteem and confidence of PP pupils meaning increased emotional wellbeing</p>	<p>A growing number of children benefit from support with promoting good mental health and well-being.</p> <p>Several pupils in receipt of PP are vulnerable because of personal/emotional needs and require support in order to access learning</p>	<p>PP impact report</p> <p>ELSA evaluations</p> <p>Feedback from pupils who attend sessions</p> <p>Feedback from parents who attend workshops</p> <p>Family Link Worker impact report</p>	<p>SLT / SENCO / FLW</p>	<p>PP impact report 3 times/year</p> <p>Evaluations at the end of every ELSA block</p> <p>Following workshops</p> <p>School data analysis</p>

iii. Other approaches					
Action / Approach	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Keep registers of all parent events and track attendance of PP families</p> <p>Review type and timing of workshops to attract more families</p> <p>Promote 'How to help your child with learning' through website/Seesaw/newsletters/home learning</p> <p>Publicise all events for families in a range of sources (newsletter/news/Seesaw/email)</p>	<p>Increase attendance of PP families at events</p>	<p>Impact report of PP provision from 2017/18 shows 50% of PP families or less attend whole school events, less so for curriculum focused events</p> <p>Evidence of importance of family engagement</p>	<p>Registers kept of all events, PP champion to monitor attendance</p> <p>Family link worker to target families for specific events</p> <p>Parent feedback at events/parent questionnaire</p>	<p>SLT FLW</p>	<p>After every parent event</p> <p>Termly review of home learning / participation in home learning</p> <p>PP impact report 3 times/year</p>

<p>Keep registers of all extra-curricular activities / opportunities</p> <p>ELSA to launch 'Rise and Shine' breakfast club to target pupils with low attendance/self esteem</p> <p>Offer subsidised music tuition for pupils in receipt of PP</p> <p>PH sport to run lunchtime club for pupils who are not able to access after school clubs</p> <p>Ensure responsibilities (e.g. school council) are represented by PP pupils</p>	<p>Increase commitment of PP pupils beyond the classroom to further enrich their experience of school</p>	<p>Impact report of PP provision from 2017/18 shows not all pupils are accessing extra-curricular activities, no PP pupil has music tuition</p> <p>Excellence and enjoyment of a broad, balanced, exciting and relevant curriculum will lead to an increase in standards in all areas.</p>	<p>Attendance registers kept of all extra-curricular activities with PP pupils highlighted and monitored</p> <p>PE and Sport premium expenditure and impact reports</p> <p>PP/PE governor to monitor expenditure/attendance</p> <p>Pupil voice collected</p>	<p>SLT SBM PE lead</p>	<p>Monitoring extra-curricular activities 6 times/year</p> <p>PP impact report 3 times/year</p> <p>End of year PE and Sport premium report</p>
<p>Total budgeted cost</p>					<p>£27000</p>

6. Review of expenditure: Previous Academic Year 2017/18

i. Quality of teaching for all

Action	Intended	Estimated impact:	Lessons learned	Cost
<p>PP Champion (Headteacher), SLT and SENCo to lead pupil progress meetings to analyse attainment and progress of PP children and plan necessary interventions</p> <p>Classroom monitor to have been embedded into classroom practice with rigorous tracking and recording established to monitor pupils. PP pupils to be tracked as a group by PP Champion.</p> <p>Continue to monitor individual PP pupils over the course of the year, review tracking sheet</p>	<p>Increased % of PP pupils meeting the expected standard in reading, writing and maths</p>	<p>75% of Year 6 PP pupils also had an EHCP, needs of these pupils were very different to previous years.</p> <p>All PP pupils were well supported academically and emotionally and able to sit SATs.</p> <p>75% achieved ARE in reading and maths, 25% in writing. This is an increase to 2016/17 data.</p>	<p>New systems provided rigorous monitoring of pupils. Senior leaders are aware of strengths and areas for development on a child by child basis. Tailored action plans arise as a result of the meetings and these underpin the children's next steps.</p>	<p>£8000</p>
<p>Children's understanding of spelling, grammar and punctuation to show improvement</p> <p>No Nonsense spelling scheme to be adopted by all teachers</p> <p>Teachers to deliver high quality spelling lessons to pupils</p> <p>English co-ordinator to work with staff to develop rigorous assessment sheets for guided reading</p>	<p>Improvement in children's understanding of spelling, grammar and punctuation</p>	<p>Teachers are now delivering quality spelling lessons on a regular basis.</p> <p>Overall school results for SPAG is lower than previous years but still in line with national, writing results is showing an upward trend. Writing is lowest performing area for PP pupils.</p>	<p>Whole class teaching of spelling and guided reading gives pupils increase access to class teacher and high quality sessions. How can this be rolled out to whole school and in other areas?</p> <p>What support can be given further down the school for PP pupils and writing?</p> <p>What further writing interventions are available?</p>	
<p>High quality teaching – teachers to feel confident in their year group expectations and planning and assessing using classroom monitor</p> <p>Further develop a whole school mastery approach in all classes in maths</p>	<p>Increased levels of challenge/support in the curriculum for more able/previous high attaining children at KS1 so greater number of children exceed the standard</p>	<p>Pupils accessing a rich maths diet with all given opportunities to develop fluency, reasoning and problem solving.</p> <p>Maths continues to be our strongest area with 88% reaching ARE. 75% of PP pupils reached at least ARE, 25% of PP pupils reached Greater Depth standard.</p> <p>KS1 to 2 progress show an upward trend Reading = improvement of 2.25 from 2017 Writing = improvement of 3.12 from 2017 Maths – improvement of 0.58 from 2017</p>	<p>Classroom Monitor offers a tracking system to monitor progress of children and vulnerable groups.</p> <p>Teachers are embracing developments in maths teaching and have embedded mastery into their delivery.</p>	

ii. Targeted support				
Action	Intended	Estimated impact:	Lessons learned	Cost
<p>Management of TA intervention – ensure organisation of interventions is effective and of benefit to pupils through regular evaluation. Review how KS2 interventions are managed as not all TAs are full time.</p>	<p>Increased % of PP pupils meeting the expected standard in reading, writing and maths</p>	<p>As above</p> <p>Regular monitoring of interventions and movement of TAs has ensured provision is tailored to need.</p>	<p>As above</p>	<p>£16,000</p>
<p>Provide ELSA or counselling support for PP pupils to address emotional needs</p> <p>Provide Family Link Worker support for PP pupils through CAF/TAC meetings, parents workshops/forums, individualised support</p> <p>Update the nurture room to provide a safe and well-resourced space for pupils to visit</p> <p>Introduce mindfulness group – PP pupils to access</p> <p>PP pupils to have access to all music and sport enrichment activities. This includes support with the cost of attending breakfast club, sports' clubs and school trips (including residential visits).</p> <p>Offer play therapy to pupils with high emotional needs</p>	<p>Increased self-esteem and confidence of PP pupils meaning increased emotional wellbeing</p>	<p>ELSA sessions have had huge impact on pupils receiving provision. Improvement in resilience, attendance/punctuality, happiness.</p> <p>FLW has attended CAFs and supported parents with behaviour strategies, parenting classes, organising food boxes, pupil counselling and more.</p> <p>FSM Year 6 pupils had their residential fees paid. All FSM pupils had their school trips funded.</p> <p>Three PP pupils had access to play therapy to improve their emotional wellbeing.</p> <p>Two PP pupils were offered Braeside G&T days. One of these pupils achieved GDS at the end of the year.</p>	<p>There is an increase in demand for ELSA/emotional support – how can this be developed further in 2018/19? Explore breakfast club, wellbeing week and further staff having training for emotional support.</p> <p>PP pupils are still not accessing music lessons, continue to explore this in 18/19.</p>	
<p>Provide parents with further opportunities to understand what their child is learning at school through use of 'Seesaw' app and school website</p>	<p>Parental engagement of some parents with homework / reading / school events</p>	<p>Seesaw is a popular means of communication with families. Feedback was positive, evidence in questionnaire.</p> <p>Attendance at some events is popular with disadvantaged families but not all.</p>	<p>Questionnaire in summer term and staff feedback shows homework to be a huge stress on families, particularly disadvantaged. Next year explore different options for homework.</p>	

iii. Other approaches				
Action	Intended outcome	Estimated impact:	Lessons learned	Cost
<p>English coordinator to establish librarians and reorganise the school library</p> <p>Open library to parents once a week</p> <p>Volunteer helpers to prioritise PP pupils so they are heard regularly in school</p>	<p>Increased % of PP pupils meeting the expected standard in reading</p>	<p>Profile of library was raised, some parents accessing provision in the morning</p> <p>Reading results for disadvantaged pupils was above national disadvantage pupils</p> <p>75% of disadvantaged pupils achieved ARE in writing compared to 0% in 2017.</p> <p>PP pupil regularly heard read in school</p>	<p>Ensuring rich, high quality books are available for pupils is so important in their reading and language development.</p> <p>Expectations of reading need to be reviewed, children being penalised for not reading when it's not necessarily their fault. Review this in 18/19.</p>	<p>£2000</p>
<p>Continue to monitor PP pupils attendance at school and at enrichment activities / trips / music lessons</p> <p>Support PP families financially with enrichment activities and trips</p>	<p>Increased self-esteem and confidence of PP pupils meaning increased emotional wellbeing</p>	<p>As above.</p> <p>All staff are aware of important of prioritising PP pupils in clubs and enrichment activities. Monitoring shows majority of pupils take part in an after school club or responsibility. There are still some gaps though so we will target these further next year in a club with PH sport.</p>	<p>Pupils thrive in taking part in extra-curricular activities, some children can't take part in after school clubs because of home life/commitments so review this in 18/19 and explore further opportunities for lunch clubs.</p>	