

St Martin's C of E Primary School Pupil Premium Strategy for 2018/2019

Summary Information (January 2018 census)

Total number of pupils: 94 Number of pupils eligible for pupil premium: 15 Total pupil premium budget for 2018/2019: £21,760

Attainment (July 2018) for End of Year 6 May 2018 SATs outcomes – 10 pupils in Year 6 in total 1 pupil = 10%

	St Martin's pupils eligible for pupil premium (5/10)	St Martin's pupils not eligible for pupil premium (5/10)	Local Authority Average for pupils not eligible for pupil premium (ASP data)	National Average for pupils not eligible for pupil premium (ASP data)
Percentage achieving 'the expected in 'combined' reading and writing and maths (Year 6 in July 2018 SATs results)	80% (4/5 pupils in Y6)	80% (4/5)	72%	70%

Disadvantaged End of Year Attainment based on Summer Term 2018 outcomes YR – Y6

Year Group	Pupils in cohort	PP pupils	Reading ARE	Writing ARE	Maths ARE	Combined Re, Wr and Ma
R	13	2	YR Good Level of Development = 0/2 0%			
1	18	0	-	-	-	-
2	13	1	1	1	1	1
3	9	2	1/2	0/2	1/2	0
4	17	5	3/5	3/5	4/5	2/5
5	14	3	3/3	3/3	1/3	1/3
6	10	5				

The effect of the Pupil Premium expenditure for 2017/2018 on eligible and other pupils (for allocation of funding see page 6):-

- Outcomes for Pupil Premium and **Non Pupil Premium** pupils across the school for 2017/18 Summer Term (A.R.E = Age Related Expectations)

Reading ARE	73%	75%
Writing ARE	64%	69%
Maths ARE	64%	75%
Combined ARE	36%	44%

- Outcomes for Pupil Premium pupils in Key Stage 2 SATS 2018

5/10 pupils in Y6 May 2018 were disadvantaged (M= Maths R = Reading Wr = Writing) EXS = Expected Standard GDS = Greater Depth

Pupil	KS1 M	KS2 M	Score	KS1 R	KS2 R	Score	KS1 Wr	KS2 Wr
A	2c	ARE	101	2b	WTS	96	2c	EXS
B	-	ARE	102	-	ARE	108	-	EXS
C	2b	ARE	106	2c	ARE	101	2c	WTS
D	3b	ARE	106	3b	GDS	113	3	GDS
E	2a	ARE	106	3b	ARE	109	3	GDS

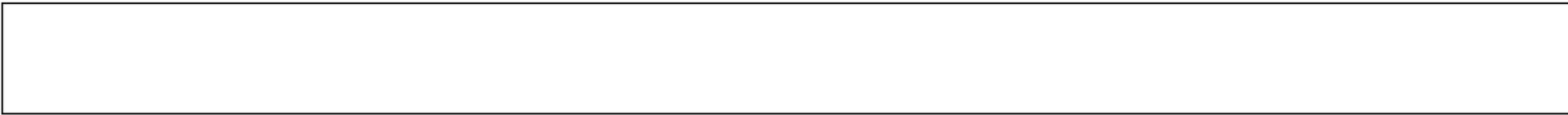
Pupil Premium analysis of data :

Maths outcomes – unmatched data (missing in education/persistent absentee) for 1/5, attained EXS. Lower attainer made good progress from 2c to ARE. Higher attainer made less than expected progress as 3b but attained scaled score of 106 (with FFT score being 112)

Reading outcomes – unmatched data for 1/5, attained EXS (score of 108). Higher attainer reached GDS. Higher attainer didn't quite make GDS (scaled score of 109). Lower attainer reached expected standard. Lower attainer did not reach expected standard.

Writing outcomes – unmatched data for 1/5, attained EXS. Lower attainer attained EXS. 2 Higher Attainers reached GDS.

There are no disadvantaged pupils who are both SEN and disadvantaged



Barriers to future attainment as identified September 2018

- Deprivation of language and vocabulary development on entry into the Foundation Stage-this impacts on every area of learning
- Attendance below 95% for 9% of the disadvantaged pupils in previous academic year
- Limited emotional resilience and low self-esteem (becoming more apparent in Key Stage 2) - this impacts on ability to rise to the challenge of more stretching academic activities
- Limited opportunities to access a broad experience of different activities, particularly physical educational activities and musical/creative
- Lack of access to a structured morning routine and healthy breakfast for some pupils-this impacts on ability to focus and concentrate during morning lessons
- Impact of domestic abuse and neglect for a number of identified pupils-this impacts on ability to concentrate and to learn
- Low attendance levels -this impacts on ability to access learning
- Low aspirations and lack of support re ‘home / school partnership learning’ – this impacts on pupil’s aspirations for self and is also linked to low self-esteem

Strategies Plan for Raising the Attainment of Disadvantaged Pupils

Early Years (FS1 & FS2) 2018 – 2019

Focus	Barriers to Learning	Desired Outcomes	Success criteria	Chosen Strategies inc planned expenditure	Evaluation of Impact
Improve ‘Speaking’ attainment	Lack of parental engagement in developing children’s oracy	enhanced provision and resourcing	Stronger outcomes for ELG linked to Speaking in EYFS curriculum with 100% PP pupils achieving this ELG	Tales Toolkit = £800	

Year 1 – Year 6 2018-2019

Focus	Barriers to Learning	Desired Outcomes	Success criteria	Chosen Strategies	Evaluation of Impact Termly
<p>Improve reading attainment and progress, writing outcomes (including 'grammar, punctuation and spelling = GPS) in Key Stage 1 and Lower Key Stage 2</p>	<p>Low confidence, poor motor control, lack of vocabulary Gaps in 'basics', poor attendance</p>	<p>Increased % of pupils attaining ARE and GDS / Higher Scaled Scores at end of KS2 and increased % of pupils who are secure with EXS+ within Lower Key Stage 2 for Reading, Writing, GPS and Maths.</p> <p>Robust support for 'closing the gap' in school Y1 – Y6, between disadvantaged pupils who are not at ARE and those who are not-disadvantaged at ARE</p>	<p>Gap in expected standard in reading, writing, GPS and Maths between disadvantaged pupils and 'others' is reduced/closed by : 20% percentage points (small cohorts) for GPS and Maths and 10% for Writing and Reading.</p> <p>Reading Gap at present = 10.54%</p> <p>GPS Gap at present = 34.73%</p> <p>Writing Gap at present = 13.23%</p> <p>Maths Gap at present = 33.29%</p>	<p>Toe by Toe Phonics Intervention = 5 of these booklets = £125</p> <p>Precision Teaching for basics in Maths and Phonics/Spelling</p> <p>18 hours weekly TA support £8444</p> <p>17 hours weekly TA support £8394</p>	

Focus	Barriers to Learning	Desired Outcomes	Success Criteria	Chosen Strategies	Evaluation of Impact – Termly
Improve homework completion rate	Lack of parental support Parents are not confident in supporting homework	Pupils complete and take pride in their homework and there is an increased % of pupils completing and returning homework	85%+ of disadvantaged pupils complete and return their homework each week	Homework Club Staff Costs = £1481	
Developing resilience and growth mindset in pupils	Lack of confidence in own abilities Lack of strategies to 'deal with the difficult' Negative associations with school/education conveyed by parents / carers	Children have a more wide ranging 'toolkit' for how to deal with challenge and difficulties in their learning Parents are involved in supporting their children in a 'growth mindset' for positive learning outcomes.	Parents/carers engage and respond positively to strategies that school uses to encourage and support parents/carers in helping their children to develop resilience and a 'growth mindset'	Growth Mindset and Resilience CPD £400	
Enhance and extend friendship groups	Low self-esteem Lack of social skills and social conventions Children don't have sufficient role models to facilitate strategies they can use to deal with conflict in friendships and challenging social situations	Robust provision for 'targeted mental health support in school (TaMHS). Pupils feel supported and happy and there are less friendship issues to deal with Pupils have robust social and emotional support available in school via the Learning and Development Mentor	Families feel supported and have reassurance that there is robust social and emotional support in place for their children at times of need. Friendship issues at breaktime are reduced with less than 10% of issues dealt with being 'friendship related' Children develop emotional	TaMHS interventions / Learning and Development Mentor= £6313	

		Home School Partnership is strengthened via involving parents in their child's wellbeing provision.	resilience		
Focus	Barriers to Learning	Desired Outcomes	Success Criteria	Chosen Strategies	Evaluation of Impact - Termly
Supporting high quality outdoor learning experiences	Family Circumstances Affordability Challenging Family Accommodation	Pupils develop confidence and resilience through 'learning outdoors'	Pupils feel confident in this area and 100% of disadvantaged pupils have experienced Forest School activities this academic year	Development of Forest School facilities onsite Forest School L3 CPD = £975	

Review of Expenditure (2017/2018) In 17/18 we anticipated £24,920 based on 18 pupils. We received £24,920.

	£
1. Continuation of specialist music provision including instrument tuition, singing lessons and choir	1.5433
2. Continuation of targeted mental health support in schools programme (increased hours for 2016/17)	2. 6500
3. Continuation of Homework Club	3. 784
4. Maintain Additional Midday Supervisor	4. 1771
5. Specialist Art tuition for supporting pupils' interests and talents	5. 360
6. Additional support staff for enhanced support in Literacy and Numeracy Years 1 & 2, Years 3 & 4 and Years 5 & 6	6. 5880
7. Comprehension and Speech and Language resources	7. 1300
8. Maths Resources	8. £126
9. Visual Impairment Support Resources	9. £300
10. Staff Training (motor control, GPS, Spelling)	10.£900
11. Online Tuition Maths	11. £680
12. Sports Equipment for Breaktime provision	12. £200
13. Additional resources (targeted support / precision teaching) to narrow the gap in Maths	13. £686

14. Additional resources (targeted support/ precision teaching) to narrow the gap in Writing and GPS	14. £784
Anticipated spend totals	£ 25,704

2017/18 outcomes

Desired Outcome	Chosen Approach	Estimated Impact	Lessons Learned	Approximate Cost
Continuation of specialist music provision including instrument tuition, singing lessons and choir and support other creative special interests for talented pupils ie ART 1 & 5	Peripatetic Music Service (North Lincs)	Pupils have an opportunity to learn a tuned instrument (ukulele / recorder), perform and share their acquisition of skills in this area and benefit from enhanced self confidence Pupils have an opportunity to access specialist teaching linked to their special talent	Children are encouraged to practise recorder to maintain standard in between lessons	£5793
Children are supported through robust provision for social and emotional development and feel happier about coming to school, developing more emotional resilience for coping with worries and difficult situations 2	TaMHS support via 'Learning and Development Mentor' ie Talking and Drawing Therapy, Sand Therapy Continuation of targeted mental health support in schools programme	. Children have a more positive 'self-image' and become more aspirational for their educational outcomes over time	Additional resources required due to changes in staff undertaking this role	£6,500
Increase % of pupils completing homework	Pupils are asked to attend. Two staff members assist with and oversee the completion of homework.	Pupils complete and take pride in their homework and there is an increased % of pupils completing and returning h'w	To continue to 'assess the need' periodically in terms of which day of the week would result in 'maximum attendees'	£784

3			Continue to offer parents/carers support sessions ie workshops that will assist with them supporting 'home partnership learning'	
Maintain additional Midday Supervisor and offer quality breaktime experiences	Three Midday Supervisors are on hand to support with positive lunchtime play experiences.	There are fewer issues that children are 'bringing in to the classroom' after lunchtime and learning in the afternoon session runs smoothly. Children have a wider range of activities to engage in at breaktimes	Continue with the 'Reflection' sheets that encourage pupils to evaluate difficult situations and feelings that led to conflict	£1771
Additional Support Staff, training and resources to enhance provision for Literacy and Numeracy sessions for targeted support in Years 1&2, years 3&4 and Years 5 & 6 Expenditure items = 6,7,8,10,11,12,13 & 14	Provision Maps and Interventions require additional 'man power' to deliver, assess and evaluate this 'targeted support' for a number of pupils who are vulnerable to underachievement – this support is maths/English based	Pupils benefit from an increased amount of 'precision teaching' with the intention of accelerated progress to 'close the gap' Staff are 'up-skilled' in connection with English and Maths knowledge and expertise in support of the requirements of the National Curriculum	Continue to evaluate the targeted support in terms of 'most effective strategies' ie EEF toolkit & Sutton Trust and seek out 'best practice' in other schools. Explore 'growth mindset' as a learning tool for enhancing learner engagement and achievement	£10556
Disadvantaged pupils with specific additional needs are well supported in their learning environment 9	Review provision re additional needs and identify enhancements required	Accessibility and inclusivity for pupil(s) with additional needs are improved ie visual impairment	Work in partnership with Support Services in support of offering the best provision, linked to their expertise and recommendations	£300