

St Faith's C of E Primary Pupil Premium Strategy 2018-2019

Summary Information					
School	St Faith's C of E Primary	Academic year	2018-2019		
Total number of pupils	166	Number of pupils eligible for PP	39 = 23.5%	Total PP Grant	£51,480

Identified Barriers to Educational Achievement	
A.	Some pupils who are in receipt of pupil premium are also on the SEN register for cognition and learning and /or EAL which affects their progress
B.	Attendance and punctuality
C.	Social and emotional barriers to learning: low confidence and self-esteem
D.	Lack of knowledge of the world/variety of experiences
E.	Attitude to learning/learning skills- resilience, independence, perseverance

Desired outcomes		
	<i>Desired outcomes</i>	<i>Success Criteria</i>
A.	Improve attainment of pupil premium pupils in reading, writing and maths.	85% of pupils eligible for PPG who are not on the SEND register will achieve the expected standard at the end of each key stage. (SEND pupils will have their own attainment targets set for them)
B.	PP pupils to make at least expected progress over time.	PP pupils' progress in reading, writing and maths is at least 6 steps per year on average.(SEND pupils will have their own progress targets)
C.	High attaining pupils eligible for PP grant to make at least expected progress over time	Pupils eligible for PP identified as working at greater depth at the end of KS1 will achieve greater depth at KS2. (Reading 38%, Writing 15%, Maths 23%)
D.	Increased attendance rates for pupils eligible for PP	The school will support and challenge the six families of Pupil Premium pupils still at risk from poor attendance.

Rationale for Spending

As identified in the 2017-2018 impact statement, reading will be a whole school priority this year. Pupils identified as not making expected progress (less than 6steps in academic year) will be a priority and progress and attainment in Year 2,4 and 6 will be closely monitored. With a large proportion of pupil premium pupils in year 6, an extra support teacher will be provided, as last year, to have an impact on progress and achievement in the core subjects. Across the school, there will be a continued focus on developing a Mastery Maths approach for PP pupils. Allocated TA and teacher time has been dedicated with particular focus on pupils not on target to achieve expected standards in reading, writing and maths. Some of the funding will be put towards PP pupils having access to resources and a variety of experiences to support them in their learning and well- being, and build confidence and self-esteem, such as lunch time and after school clubs and school trips. The Letterbox Club had a positive impact, but this year the school will purchase books, stationary and activities for identified pupils as a more cost effective way of providing this support and raising enjoyment of reading for these pupils. There will be a continued focus on ensuring that Quality First Teaching and effective feedback are happening consistently across the school as the Education Endowment Fund Toolkit suggests that these strategies have the most positive impact on accelerating progress.

Planned Expenditure

Area of Spend	Allocation	Approaches	Intended outcomes
Teaching and Learning	£30,000	<ul style="list-style-type: none"> • SLT support for class teachers- monitoring planning, lesson observations and book scrutiny • INSET Staff training for teachers and support staff on feedback and quality teaching for all • DHT leading more able maths groups • Additional targeted teacher tutorial in Year 6. • Peer study 	<ul style="list-style-type: none"> • Quality first teaching and effective feedback help to accelerate progress and raise attainment • Intervention measures are monitored and evaluated effectively to show impact on progress and attainment • Teachers and support staff feel confident in their roles and can fully address the needs of PP pupils and others needing support, including challenging the more able.
TA support in classes and for focused interventions	£18,000	<ul style="list-style-type: none"> • Individualised support in class - TAs directed by class teachers. • OT- Fine Motor skills group in KS1 	<ul style="list-style-type: none"> • Increased attainment in reading, writing and maths • Identified pupils have appropriate support

		<ul style="list-style-type: none"> • Handwriting groups in KS1 and KS2 • High frequency spelling groups • 1:1 reading and flashcards in KS1 and KS2. • Rapid Phonics • Additional phonics group support in KS1 • Read Write Inc. group support • Maths support groups- fluency in the four operations • Numicon • Reteach Maths/English sessions • Write Away 	<p>in the classroom</p> <ul style="list-style-type: none"> • Improved pencil grip and handwriting • Pupils enjoy reading with confidence, fluency and understanding • Pupils working well below the expected standard make good progress with basic literacy and numeracy skills • Gaps in knowledge are closed enabling pupils to participate fully in the next lesson.
Specialist intervention	£2500	<ul style="list-style-type: none"> • Literacy Support Service 	<ul style="list-style-type: none"> • Accelerated progress and increased attainment in writing for pupils working well below the expected standard.
Enrichment	£800	<ul style="list-style-type: none"> • Funding for school trips and extra-curricular activities • After school/lunchtime clubs • SATs breakfast club • Breakfast club subsidy • School to run own version of 'Letterbox club' 	<ul style="list-style-type: none"> • All pupils have access to a wide range of rich experiences to develop confidence and support learning • Targeted pupils have extended learning time with teachers to address gaps and weaknesses • Targeted pupils have support to address attendance and punctuality issues • Develop confidence and self-esteem
Social/emotional	£500	<ul style="list-style-type: none"> • Social groups • Zones of regulation 	<ul style="list-style-type: none"> • Children are supported to understand and regulate their own emotions whilst also respecting the feelings of those around them.

How will the school measure the impact of Pupil Premium Funding?

- Termly pupil progress meetings with teachers and SLT (half-termly for targeted pupils)
- Where appropriate a pre and post assessment will be done by the teacher or teaching assistant to assess the impact of specific measures put in place
- The usual cycle of data collection and monitoring and tracking of the cohort's attainment will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention
- Review meetings will take place approximately every term and will include a member of Senior Management, Pupil Premium Lead and teachers
- At each milestone, the school will review the impact of the actions taken and will plan for how the funding will be specifically allocated over the next phase
- There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar
- Pupil Premium Funding and the impact of this is a regular item on the governors' Teaching and Learning committee.

Dates of next Pupil Premium Strategy Reviews:	January 2019, April 2019, July 2019
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