



## Pupil Premium (PuP) Strategy Statement

1. Summary information					
<b>School</b>	The St. Peter & St. Paul CE Primary School, Burgh-le-Marsh				
<b>Academic Year</b>	2018-2019	<b>Total PuP budget</b>	£64600	<b>Date of most recent PuP Review</b>	September 2018
<b>Total number of pupils</b>	243	<b>Number of pupils eligible for PuP</b>	45	<b>Date for next internal review of this strategy</b>	February 2019

2. Current attainment				
(ARE+: Age Related Expectations, or above) Note: Y2 PuP had no SEND children, 50% of Y6 PuP children were also SEND	Y2 pupils (End of Key Stage 1 2017-2018)		Y6 pupils (End of Key Stage 2 2017-2018)	
	PuP	Non-PuP	PuP	Non-PuP
<b>Reading, Writing and Mathematics</b>	100%	77%	22%	81%
<b>Reading</b>	100%	88%	56%	90%
<b>Writing</b>	100%	85%	56%	90%
<b>Mathematics</b>	100%	81%	33%	86%

3. Barriers to future attainment (for pupils eligible for PuP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Lack of fluency in Reading and difficulties embedding key concepts in Mathematics.
<b>B.</b>	% PuP children with moderate learning difficulties / significant needs, including % PuP pupils who are on the SEND register.
<b>C.</b>	Lower than expected levels of development on entry to Early Years Foundation Stage (EYFS), low % of children achieving GLD at the end of EYFS.
<b>D.</b>	Readiness of some PuP children to learn – social and emotional maturity/issues are a barrier to learning.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Lack of regular reading and basic mathematics support at home.
<b>F.</b>	Other factors within the family causing vulnerability



4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Higher % of PuP children across the school are on track for ARE/ARE+	Progress of PuP children is tracked in all year groups through teacher assessment and formal assessment in line with monitoring and assessment schedule. Through the use of timely targeted intervention, PuP children attain in line with non-PuP peers, by making accelerated progress in Reading, Writing and Maths. There is an increase % of PuP children are working at ARE and at ARE+.
<b>B.</b>	Progress of PuP children across the school is tracked and monitored, including those on the SEND register.	
<b>C.</b>	Improve reading, writing and number skills in EYFS.	Pupils eligible for PuP in EYFS make rapid progress by the end of the year, achieving GLD.
<b>D.</b>	Increased engagement with learning among PuP children	Improved tracking of issues at home and in school and timely intervention, leading to issues being addressed quicker and having less impact on learning and improved outcomes for PuP children.



5. Planned expenditure					
Academic year	2018-2019				
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.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
PuP children attain in line with non-PuP peers by making accelerated progress.	Quality First Teaching within the classroom	Quality First Teaching has the biggest impact for the attainment of all pupils, including PuP children.	Regular monitoring and evaluation activities as set out by Senior Leaders and Core Subject Leaders.	HT, DHT, Core Subject Leads (CSL)	Ongoing and at the end of T2, T4 and T6
	Staff CPD/training on 'closing the gap'	We want to invest some of the PuP in longer term change which will help all pupils. We have sought an approach that we can embed across the whole school.	Courses are selected based on appropriateness of content. Use INSET/twilight to deliver training as necessary. Peer observation of attendees' classes after the course, to embed learning. Lessons from training embedded into school policies (e.g. Curriculum Policy, Teaching and Learning Policy).	DHT, CSL	July 2019
	Staff CPD/training linked to analysing performance data.	Accurate awareness of the issues pertaining to our school ensures that the most appropriate strategies can be put in place to 'close the gaps' that exist.	Courses are selected based on appropriateness of content. Use INSET/twilight to deliver training as necessary. Peer observation of attendees' classes after the course, to embed learning.	HT, DHT	Feb 2019
Accurate baseline established in EYFS	Bespoke package of support for EYFS from Local Authority EYFS team.	Accurate baselining of children in EYFS ensures that subsequent teaching is matched to need, thus ensuring progress is made.	LA EYFS team is to support the moderation process throughout the year to ensure accuracy is maintained.	EYFS teacher	End of T2, T4, Y6 as agreed with LA EYFS team.
<b>Total budgeted cost</b>					£6250
ii. Targeted support					



Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
Improved progress rates in Mathematics for lower achieving children.	Small group targeted intervention for children in Y1 and lower KS2 from Every Child Counts (1 <sup>st</sup> Class @ Number, Success@Arithmetic:NUmber Sense)	Some of the children need targeted support to catch up. These are programmes which have been independently evaluated and shown to be effective in other schools.	Training to be organised at the beginning of the academic year for appropriate staff (consider year group experience, relationships with the children). Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Progress monitored through assessments, Pupil Progress Meetings and SEN reviews.	Maths SL, SENDCo	April 2019
Improved progress rates in English for lower achieving children.	Small group targeted intervention for children across the school (e.g. Rapid Reading)	Some of the children need targeted support to catch up. These are programmes which have been independently evaluated and shown to be effective in our school and other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Progress monitored through assessments, Pupil Progress Meetings and SEN reviews.	SENDCo	December 2018, March 2019, July 2019
Improved progress for high attaining pupils	Regular small group sessions in Maths and English for higher attaining children with their Classteacher or an experienced teacher, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective.	To ensure regularity and consistency, extra teaching time and preparation time is paid for out of the PuP budget, not sought on a voluntary basis. Impact overseen by HT, DHT and CSL. CPD provided as necessary. Engage with pupils (and also parents) to address any concerns or questions about the additional sessions. Progress monitored through assessments and Pupil Progress Meetings.	HT, DHT, CSL	December 2018, March 2019, July 2019



<p><b>PuP children attain in line with non-PuP peers by making accelerated progress.</b></p>	<p>Targeted adult support in class.</p>	<p>Groups of children are more likely to make accelerated progress in class when working with the Classteacher or other designated adult. Ensuring appropriate, consistent support staff in classes allows this to happen on a planned regular basis.</p>	<p>To ensure regularity and consistency, some additional TA time is paid out of the PuP budget, not sought on a voluntary basis. Impact overseen by HT, DHT and CSL. CPD provided as necessary. Progress monitored through assessments and Pupil Progress Meetings.</p>	<p>HT, DHT, SENDCo</p>	<p>December 2018, March 2019, July 2019</p>
<b>Total budgeted cost</b>					<p>£45500</p>
<p><b>iii. Other approaches</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will we ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will we review implementation?</b></p>
<p>Children are better equipped to deal with social/emotional/behavioural issues that may otherwise impact upon their learning.</p>	<p>Implementation of 'CPOMS' electronic pupil tracking system to record all concerns, parental, contact, behaviour incidents, medical incidents etc.</p>	<p>Complete system used by all staff ensures an accurate, up-to-date picture of each child, including issues arising at school and at home as the school are made aware of them. Classteachers and other appropriate school adults will be instantly aware of issues as they arise and can act as necessary. This will also ensure that appropriate support can be put in place quickly for our children and their families, resulting in increased engagement in learning. Support may come from nurture groups in school run by Classteachers and TAs or may be a result of EHA, TAC, Healthy Minds involvement etc.</p>	<p>Staff training to be provided on how to use system and appropriate equipment is to be provided to ensure ease of access (e.g. for lunchtime staff and TAs without school laptops). Classteachers will monitor impact – how quickly children engage with learning and their attainment after social or emotional incidents.</p>	<p>HT, DHT</p>	<p>Termly</p>
	<p>Staff training/CPD re. dealing with emotional/behavioural issues.</p>	<p>Staff will be better equipped to address issues as they arise, helping to reduce escalation in severity and thus minimising disruption to learning</p>	<p>Courses are selected based on appropriateness of content. Use INSET/twilight to deliver training as necessary</p>	<p>HT, DHT</p>	<p>Termly</p>
	<p>Trained councillor provided to support PuP children/families as necessary</p>	<p>Emotional wellbeing issues addressed in a timely manner, minimising impact on education.</p>	<p>Support is selected based on assessment of need, using the Healthy Minds referral process where appropriate.</p>	<p>SENDCo</p>	<p>Termly</p>
	<p>Continue to employ Lunchtime Play Co-ordinator</p>	<p>Children will have a positive lunchtime experience, resulting in them being in a more</p>	<p>Continue to invest in CPD to support Lunchtime Play Co-ordinator. Rota</p>	<p>Classteachers</p>	<p>Termly</p>



	to facilitate play & interaction between children.	positive frame of mind when they return to the classroom after lunch. Classteachers and other adults will spend less time dealing with behaviour issues arising at lunch, maximising learning time.	ensures access for all classes. Children identified as having a need (e.g. via CPOMs can be directed/targeted as necessary)		
Access to educational visits for PuP children	Trips are subsidised for PuP children, including the Y6 PGL residential.	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.	Take up monitored by Bursar. Impact monitored by Classteachers.	Bursar, H/T	Annually
Access to school uniform and milk for PuP children	School uniform and milk is subsidised for PuP children if requested.	Combined with other measures such as the attendance policy and the behaviour policy, being able to adhere to our school uniform policy may improve self-esteem and therefore contribute to improved academic performance, behaviour and attendance.	Take up monitored by Bursar	Bursar, H/T	Annually
Access to extra-curricular activities (e.g. music tuition) for PuP children.	Additional activities, such as peripatetic music tuition is subsidised if requested. Subsidised holiday club provision as necessary.	Participation in extra-curricular activities may lead to increased educational engagement and attainment.	Take up monitored by Bursar. Impact monitored by Classteachers.	Bursar, H/T	Annually
<b>Total budgeted cost</b>					£14750



6. Review of expenditure				
Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned:	Cost
PuP children attain in line with the non-PuP peers by making accelerated	Quality First Teaching with the classroom.	In the Y6 cohort, the increase in attainment for non-PuP children (in terms of data) was not matched by PuP children. Progress of PuP children throughout the school was inconsistent.	<p>CPD /training on identifying specific gaps in learning and closing these gaps in whole class teaching is required. More specific, targeted intervention is required, particularly in Mathematics, where the biggest gap exists. More regular Pupil Progress meetings in 2018-2019 will ensure progress of all groups is monitored with increasing effectiveness.</p> <p>In 2018-2019 TAs to be placed so as to ensure consistency for the children, teachers and TAs themselves. Monitoring with ensure that all children, including PuP children are given the opportunity to work with the Classteacher as well as Teaching Assistants.</p>	£14000
Diminishing the difference in attainment of PuP/SEND pupils	Additional TA support to PuP/SEND pupils with the classroom setting.			
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PuP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
PuP children attain in line with the non-PuP peers by making accelerated progress. Teaching across KS2 is judged consistently good or better.	Targeted intervention following Quality First Teaching/pre-teaching for Quality Frist Teaching.	In the Y6 cohort, the increase in attainment for non-PuP children (in terms of data) was not matched by PuP children. Progress of PuP children throughout the school was inconsistent.	Targeted, proven interventions are required, particularly in Mathematics. This will require TAs to be used in different ways (to deliver short, focussed interventions).	£23100 for staffing and resources.
	Employment of intervention teaching through intervention teacher and TAs.	Use of teacher to release Classteachers to work with children was more effective in quickly addressing academic needs of children as they were identified in lessons. Classteachers reported that this was a more effective way of supporting the children than the additional teacher withdrawing groups.	Continue use of Classteacher-led intervention in KS2.	



iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PuP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children are able to talk about their feelings in a controlled way and apply strategies learned to dealing with emotional or social anxieties.	Some PuP children will attend nurture groups have time to talk about their feelings.	Some children were able to develop strategies to cope with unhappy or anxious feelings. They found solutions to problems or friendship issues enabling them to become more engaged in school work. An example of this was the work the Y6 teacher carried out with a group of children who were anxious about the SAT tests. External counselling was also utilised for specific children.	Support for emotional/social issues is to continue. A more rigorous way of identifying and tracking such issues is to be implemented for 2018-2019 (CPOMS). Increased external support to be sought as necessary (e.g. Healthy Minds, Staff CPD).	Additional £900 on top of figures above.
Children are better equipped to deal with social/emotional/behavioural issues that may otherwise impact upon their learning.	Continue to employ Lunchtime Play Co-ordinator to facilitate play & interaction between children.	Children will have a positive lunchtime experience, resulting in them being in a more positive frame of mind when they return to the classroom after lunch. Classteachers and other adults will spend less time dealing with behaviour issues arising at lunch, maximising learning time.	Need an improved tracking system of lunchtime behaviour issues (including quiet children) to ensure that they can be targeted. Continue, but with refinements. Further equipment needed to support this.	£5000 including equipment
Access to educational visits for all PuP children.	Subsidised trips for PuP children.	All children were able to take part in all trips, ensuring inclusiveness.	This is to continue, with the impact being subject to increased monitoring in 2018-2019. Additionally, more accurate budgeting processes will ensure that all subsidies for PuP children are paid from PuP.	£1000
Extra-curricular activities and music tuition available to all PuP children.	Subsidised peripatetic music tuition. Subsidised holiday club provision as necessary.	Children had access to keyboard lessons and enjoyed going to these. Some Easter Childcare at the local children's centre was arranged for one PuP family.	Do the children actually have the means to practise instruments out of school? This is to be investigated and followed up as necessary. Keyboard lessons are to continue, with the impact being subject to increased monitoring in 2018-2019. Going forward, other extra-curricular activities should be investigated, with impact being the focus.	£1400
Access to school uniform and milk for PuP children	School uniform and milk is subsidised for PuP children if requested.	No children left out/feeling different, hence self-esteem issues were avoided.	Monitor take up with increasing rigour next year.	£1900