

Pupil premium strategy statement St Saviour's CofE Primary

1. Summary information					
School	St Saviour's Church of England Primary				
Academic Year	2017 to 18	Total PP budget	£143,880	Date of most recent PP Review	October 2018
Total number of pupils	240	Number of pupils eligible for PP	112	Date for next internal review of this strategy	October 2019

2. Current attainment						
	School	National	Difference	Local TH LA	Progress	
% achieving in reading, writing and maths	73%	46%	+27%	66%	Dis	Non-dis
% achieving standard in reading	82%	60%	+22%	74%		
% achieving standard in writing	82%	62%	+20%	77%	+0.97	+2.79
% achieving standard in maths	77%	59%	+18%	77%		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Poor oral communication skills in Reception and Nursery which delays communication of needs and slows learning in reading and associated skills in later years.	
B.	Emotional & behavioural issues in some of the pupils leading to slowed progress and not thriving or learning successfully.	
C.	High ability pupils needing to make better progress	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance and family welfare issues impacting on the family and child leading to less engagement & progress	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase in the number of pupils being confident communicators, widening their vocabulary and being interested and starting to read and write.	% of pupils make rapid progress and are achieving GLD narrows
B.	Pupils across EYFS, KS1 & KS2 able to self regulate without adult support and engage in learning. They make better progress and achieve AREs	% of pupils achieving AREs that are receive support by the therapist and other pastoral mechanisms increases. Fewer incidents of undesirable behaviour requiring SLT support.
C.	High rates of progress across KS2 for high ability pupils	Pupils eligible for PP identified as high ability / achievers, make as much progress as "other" across KS2. Measured through assessments and partnership moderation.
D.	Increased attendance for pupils eligible for PPG. Decreased persistent absence for pupils eligible for PPG	Reduce the number of persistent absentees to below 10% Overall PP attendance improvement.

5. Planned expenditure

Academic year

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 you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A: Improved oral language skills in EYFS.</p> <p>Improved oracy for pupils in KS1</p> <p>Improved reading for pupils in EYFS & KS1</p>	<p>Staff training on Talk Boost for all. Speech & Language Therapist working intensively with the classes.</p> <p>Storytelling training for teachers</p> <p>Guided & shared reading training. One to one and groups reading with an adult.</p> <p>Dyslexia training for parents, staff, pupils.</p>	<p>We know that pupils come in disadvantaged both emotionally and literally in language. Studies show that the greatest gains in communication to diminish the gaps that the pupils enter school with are at an early age. Investing in excellent EYFS practice especially has been linked to greater success in adulthood. (Dylan Williams, Bristol Study)</p> <p>EEF Teaching & Learning Toolkit. EEF reports on Improving Literacy</p> <p>Evidence on brain plasticity and training via US Universities. Dyslexia UK site.</p>	<p>High quality CPD followed by internal peer observations and monitoring including with trainers and lead professionals to make sure the delivery is the best it can be.</p> <p>Engage with parents through workshops and personal sessions to ensure they are involved and understand why and what we are doing and can support at home.</p> <p>Additional adults to run Neuron Learning for pupils, developing expertise with the trainer.</p> <p>Organise timetable to allow for interventions to class and groups Ensure additional TA time to run.</p>	<p>SALT & EYFS Lead & team.</p> <p>ENCo & AH & class teams FLO</p> <p>SENCo & key TA</p>	<p>March 2018</p> <p>Also - rigorous half termly and at times weekly reports to ensure this is effective</p> <p>Weekly reports Termly outcomes</p>
<p>B: Improve progress for high achieving pupils</p>	<p>Additional highly effective expert teacher working with groups and supporting key years groups such as year 6.</p> <p>Focus on inclusive practice for going deeper with high achievers through the NACE membership and Challenge Award</p>	<p>We know that teachers make the biggest difference (Hattie – Evidence based learning) Expert teachers are highly effective in planning, delivering and feedback for key pupils. EEF & Ofsted 29013 guidance</p> <p>Challenge for all and addressing the needs of the high achieving group is best served via whole school approach and CPD that is benchmarked and understood by all.</p>	<p>Ensure leaders / expert teachers are non- class teachers who can have impact across. Timetable and resource effectively to ensure success.</p> <p>Lead via SLT & middle leadership so that it is owned by staff with the leadership of the HT</p>	<p>AH</p> <p>HT</p>	<p>Termly moderation and assessments to see progress and review. Summer 2018 for full outcomes.</p> <p>Summer to Autumn 2018</p>

Total budgeted cost					
ii. 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?
Increased Attendance rates	AWA in school every week to work with the Family	Decrease persistent absence, increase attendance and wellbeing. Ofsted 2013	Allocated AWA, & Flo & ESW to ensure families do not slip through	AH / HT	Termly Summer 2018
Total budgeted cost					
iii. 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?
Sustain progress for pupils in year 1 phonics	African drumming or KS1	Music impacts on the development of the brain and drumming in particular has a link with use of syllables, increasing the ability to segment and read.	Weekly drumming tuition	AH	Summer 2018
To gain greater cultural capital through the provision of the arts.	Specialist sport tuition and after school provision. Music tuition for all from years 1 to 6. Working with artists and going to concerts and museums and galleries.	Extending cultural activities from music to after school provision to school visits and artists enables pupils to enhance their imagination, build their brain with music, and have the experiences and successes across a rich curriculum. PP strategy	Timetabled, taught by experts in their field. Part of school practice.	AH	Summer 2018
Total budgeted cost					

6. Review of expenditure				
Previous Academic Year				
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)	Cost
PP pupils in Ks2 better than PPd nationally and locally. PP pupils in EYFS and KS1 diminishing difference GLD at national 70% from very low starting points. KS1 at national or above.	SALT Dyslexia support Play therapist	We will continue with the play therapist and aspects of SPLD support but include memory support especially for pupils who have limited working memory and impacts on arithmetic too. This will continue to be a focus.	Pupils with SpLD did considerably well, outcomes show that this strategy worked for most of the pupils including ones with EHCPs. This years's pupils will SPLD including dyslexia need further support.	SALT £16,150 EP SPLD £8,000 SPLD £7,000 £3,000 for reading training
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)	Cost
PA decreased Attendance % 95.8 We will need to do more.	AWA, FLO, ESW Parental SLA	Attendance differences compounded by individual pupils who have a disproportionate statistical impact in different groups. This will continue to be a focus.	Continue with the approach and include fortnightly SLT meetings with AWA & FLO as well as reporting to GB every time. Raise profile more.	ESW £6,900 Parent SLA £5000. £35000
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)	Cost
High standards phonics in year 1 and in art recognized in Ofsted 2018.	Music provision Art provision THYSF	Increasing number of pupils aspirational about next steps, locally and including sitting and passing 11+ for grammar schools and other independent providers.	Powerful vehicle for change in aspirations beyond primary.	Music £7,122.01 Bow Arts £2,500

7. Additional detail				