

## Pupil premium strategy statement St Saviour's CofE Primary

1. Summary information					
<b>School</b>	St Saviour's Church of England Primary				
<b>Academic Year</b>	2018 to 19	<b>Total PP budget</b>	£129,360	<b>Date of most recent PP Review</b>	October 2018
<b>Total number of pupils</b>	240	<b>Number of pupils eligible for PP</b>	98	<b>Date for next internal review of this strategy</b>	October 2019

2. Attainment 2017 to 18						
	School	National	Difference	Local TH LA	Progress	
<b>% achieving in reading, writing and maths</b>	73%	46%	+27%	66%	Dis	Non-dis
<b>% achieving standard in reading</b>	82%	60%	+22%	74%		
<b>% achieving standard in writing</b>	82%	62%	+20%	77%	+0.97	+2.79
<b>% achieving standard in mathematics</b>	77%	59%	+18%	77%		

3. Barriers to future attainment (for pupils eligible for PP, 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>	Poor oral communication skills in EYFS & KS1 which delays communication of needs and slows learning in reading and associated skills in later years.
<b>B.</b>	Emotional & behavioural issues in some of the pupils leading to slowed progress and not thriving or learning successfully
<b>C.</b>	High ability pupils needing to make better progress from KS1 to 2
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	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>
<b>A.</b>	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>B.</b>	Pupils across EYFS, KS1 & KS2 able to self-regulate, improve executive function and specifically memory, 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.
<b>C.</b>	Tracking progress for middle and higher attaining PPG and putting support in place so they can reach GD at KS2	Pupils eligible for PP identified as high ability / achievers, make as much progress as "other" across KS2. Measured through assessments and partnership moderation. Termly assessments track pupils across school whilst tracking is Y6 is half termly. PPG not SEND.
<b>D.</b>	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?
A: Confident communicators in the Early Years Improved oracy, vocabulary acquisition and reading for pupils in EYFS & KS1	Storytelling approach to teaching Talk Boost used to encourage and Speech & Language Therapist advising. Attention Bucket for key pupils and Specialist team advising. Early Words with training from specialist Guided & Shared reading for all	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) Mind the Vocabulary Gap book.  EEF Teaching & Learning Toolkit. EEF reports on Improving Literacy	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.  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.	SALT & EYFS Lead & team.  ENCo & AH & class teams FLO	March 2018  Also - rigorous half termly and at times weekly reports to ensure this is effective  EYFS & ENCo termly monitoring
B. Pupils across EYFS, KS1 & KS2 able to self-regulate, improve executive function and specifically memory, without adult support and engage in learning.	Improving memory in Y6 through games Neuron Learning - y2 to y6 How we teach changes to adapt to teaching with EF's and especially memory & attention in mind. SLS for behaviour & therapist for self- regulation strategies Art project on memory to learn how the brain works	Metacognition report EEF Executive Function in children and Adolescents Book by Dawson & Guare  Working Memory & Learning – A practical guide for teachers Gathercole & Alloway  The Neurodiverse Classroom by Honeybourne Creating memory as well as understanding it using sensory stimuli -	CPD for all staff at INSET and at PDMs  Policy changes to T&L rubric  Monitoring in Lesson obs Additional specialist time Audits and reviews termly	HT, SLT SENCo  HT AH Art lead Bow Arts	Peer review Spring 2019  Autumn 2018 to Spring 2019
C: Improve progress for high achieving pupils Track pupils 2A / 3C at Ks1 at risk (non-SEND)	Additional highly effective expert teacher working with key groups, librarian with key pupils & groups 11+ training in school Testing, analysing, amending provision.	Teachers make the biggest difference (Hattie – Evidence based learning) Expert teachers are highly effective in planning, delivering & feedback for key pupils. EEF  Evidence from previous analysis	Ensure leaders / expert teachers are non- class teachers who can have impact across. Timetable and resource effectively to ensure success.	AH	Termly moderation and assessments to see progress and review. Summer 2019 for outcomes.

Inclusive & targeted practice for going deeper with high achievers use NACE +	Healthy challenge for all and focus on key groups	Lead via SLT & middle leadership so that it is owned by staff with the leadership of the HT	HT ENCo MATHCo	Summer to Autumn 2019
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<b>Total budgeted cost</b>					
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increased Attendance rates Diminish any differences between groups	FLO focus daily, action plan, AWA in school every week to work with the FLO Analyse groups fortnightly	Decrease persistent absence, increase attendance and wellbeing.	Fortnightly SLT meetings with attendance team Allocated AWA, & Flo & ESW to ensure families do not slip through	AH / HT	Termly with GB Spring 2019 Summer 2019
<b>Total budgeted cost</b>					
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Sustain progress for pupils in year 1 phonics  To gain greater cultural capital through the provision of the arts.	African drumming or KS1  Specialist sport tuition and after school provision. Music tuition for all from years 1 to 6. Chess in KS2 Working with artists and going to concerts and museums and galleries.	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.  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	Weekly drumming tuition  Timetabled, taught by experts in their field. Part of school practice.	AH  AH	Summer 2018  Summer 2018
<b>Total budgeted cost</b>					

**6. Review of expenditure**

**Previous Academic Year**

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**7. Additional detail**