

# Pupil premium strategy statement (primary)

1. Summary information					
School	St. Paul's CE Primary School				
Academic Year	2018/19	Total PP budget	£191,000	Date of most recent PP Review	July 2018
Total number of pupils	343	Number of pupils eligible for PP	142	Date for next internal review of this strategy	March 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard in reading, writing and maths	28%	70% (49%)
Reading % achieving the expected standard/scaled score	56%	80% (63%)
Writing % achieving the expected standard/scaled score	61%	83% (67%)
Maths % achieving the expected standard/scaled score	50%	80% (63%)

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> )	
A.	Speech and language: standards continue to be well below expected when children enter school and this impacts in EY and beyond on reading, writing and overall development.
B.	Progress for all groups of disadvantaged children in all classes.
C.	Resilience/Emotional well-being.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Attendance rates for those eligible for PP are lower than the rest of the school.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve the speech and language skills in EY and beyond. To support parents in helping to develop Sp&Lang' skills of their children.	A higher % of disadvantaged children to be meeting expectations in reading/speaking & listening at the end of EYFS
B.	For all staff to continue to be aware of expected progress for all PP children and to deliver good progress in all subjects for all prior attainment groups.	Staff to have a clear understanding of who the disadvantaged children are in their class and to ensure that they make good or better than good progress from their starting points.
C.	For interventions (academic and pastoral ) to have clear success outcomes that enable children to focus, engage in learning and demonstrate good progress from starting points.	All interventions will show positive outcomes in terms of progress made, that is continued when the intervention stops. Pastoral support will allow children to feel positive and engaged in their

		learning, so allowing progress to be made.
<b>D.</b>	For our disadvantaged children to have better attendance.	Attendance for the disadvantaged to be equal to, or higher than the non-disadvantaged group.

5. Planned expenditure					
Academic year	2018/19				
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 Improved Speech & Language skills in Early Years	Sp&Lang therapist, Wellcomm and Speechlink, phonics support	Speech and Language therapy has proven to improve skills and outcomes. The Wellcomm and Speechlink interventions are used widely and there is a wealth of evidence to show how it helps to identify difficulties and plan appropriately to move children forward. Our phonics support and tracking has enabled us to target more effectively to achieve better outcomes.	The work of the Speech Therapist will be monitored closely by EY staff and the Inclusion Lead. Pupil progress meetings will raise the question of progress and attainment and the impact these interventions are having and the quality of the delivery by staff. All EY staff will have training on the Wellcomm/Speechlink packages.	Inclusion Lead EY staff Reading subject leader	December 2018/March, June 2019
B Good progress in all core subjects for all PP pupils from all PA groups	Small group teaching by specialist teachers, staff training around quality first teaching and data sharing with all staff using Capita and FFT Aspire.	The small group teaching will focus on all abilities of those eligible for PP. The outcomes from this support was analysed as successful from the previous year. Inset/staff meetings will focus on the quality of teaching, the flow of lessons, how to target all groups effectively and work around the curriculum and talk for writing. Extra support for the mixed age classes will be provided to ensure that teachers are confident in planning and meeting the needs of all children.	Pupil progress meetings will monitor and challenge progress. Specialist teachers will also attend those meetings and provide data for the children they are working with. Observations/Learning walks and book evidence will also be used.	Headteacher Subject leaders	Dec 2018, March/July 2019
<b>Total budgeted cost</b>					£10,109
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?

<p><b>A Improved Speech &amp; Language skills in EY</b></p>	<p>1-1 and small group work with these interventions and with the speech therapist across the EY, and other year groups if appropriate.</p>	<p>Small group interventions with qualified staff have been shown to be effective, as discussed in evidence sources such as the work of John Hattie.</p>	<p>All staff will be supported with training and have a qualified speech therapist to discuss issues with.</p> <p>The Inclusion Lead will track the work and progress of the therapist and monitor the quality of delivery and future needs.</p>	<p>EY Lead Inclusion Lead Headteacher</p>	<p>At the end of each term.</p>
<p><b>B Good progress in all core subjects for all PP pupils from all PA groups</b></p>	<p>Weekly/daily small group or 1-1 sessions focused in KSI on maths/reading/phonics. In KS2 the same, focusing on maths/reading/writing/spelling depending on the most need. Year groups will be targeted at different times of the year.</p>	<p>Using specialist teachers as support and the use of targeted small group/1-1 work has been evidenced to be successful in raising standards. This alongside teaching staff who have had training and support in how to deliver quality first teaching and using support staff in a more defined role, again with training, has been seen by groups like the Sutton Trust to be effective and cost effective in helping to drive up standards. There will be a change in the use of support staff to try and ensure maximum impact on standards whilst creating a non-dependent attitude in learners.</p>	<p>Observing lessons and tracking the data of PP children compared to non PP children through Capita and pupil progress meetings.</p> <p>Talking to staff at pupil progress meetings about the success of the interventions and the teaching that they are delivering. Raising questions about how likely children are to be reaching expected progress and if not on track, what is needed for support.</p>	<p>Headteacher Maths/Literacy Leads Inclusion Lead Phase Leaders</p>	<p>Following the monitoring/evaluation timetable. Termly pupil progress meetings. Intervention team meetings termly.</p>
<p><b>C Resilience/Emotional well-being: to focus on enabling our children to be more resilient and able to deal with the many issues that impact on their ability to focus and learn.</b></p>	<p>Use of our Pastoral Team – children will have time with these staff to explore feelings/emotions and supporting them in class and in the Nurture Room. Beacon Counselling will target our most vulnerable children in the hope of improving outcomes for them. All staff to continue focusing on the Growth Mindset work to create a culture of aspiration and 'I can do it'. 'Oak Room' to be developed to support vulnerable/SEN/PP children.</p>	<p>All evidence shows that children who are emotionally unstable or who have difficult issues in their home backgrounds are less likely to do well in school. Children are more successful when they feel safe and secure and when they have their emotional needs met in a consistent way and with people that they trust. Nurture rooms have been seen to be successful in many settings, providing that safe environment, allowing children to thrive and achieve more.</p>	<p>Ensure that the children identified have been done so in a fair and transparent way. Monitor whether their support is translating into improved attainment/progress rates.</p> <p>Regularly meet with staff to look at the children and review those receiving support to ensure that the impact on their learning and outcomes is evident.</p>	<p>Pastoral Team Counsellor Headteacher Inclusion Lead</p>	<p>Every half term</p>

<b>Total budgeted cost</b>					<b>£168,162</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>
<b>D Improved attendance for PP pupils</b>	<p>Remit of the Pastoral Lead is to monitor attendance and to do first day absence calls.</p> <p>Attendance will be discussed at TAS meetings and families identified for support by our school age plus worker.</p> <p>Half termly register checks with the EWO and below 90% meetings with parents.</p> <p>Rewards and prizes for good attendance.</p> <p>End of year 100% attendance prize.</p> <p>Half termly raffle draw for &gt;97%. (6 winners)</p> <p>Class attendance of the week trophy/prize.</p>	<p>We know that we can only improve attainment if children are actually at school. Research by NFER unsurprisingly identifies addressing attendance as a key step. Pupil progress meetings clearly demonstrate the link between poor progress/attainment and poor attendance.</p> <p>Intervention evidence shows the greatest impact when children attend all sessions and have good parental support.</p>	<p>Monitor attendance figures regularly through the year.</p> <p>Staff working together to ensure all procedures are followed through and SA+ worker to provide evidence of the support being put in place.</p> <p>Ensure teachers can access attendance data on SIMS to encourage and inform children.</p>	<p>Headteacher Pastoral Lead</p>	<p>Every half term.</p>
<b>Total budgeted cost</b>					<b>£ No cost</b>

6. Review of expenditure				
Previous Academic Year		2017-18		
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
<p><b>A Improved Speech &amp; Language skills in EY</b></p> <p><b>B Better rates of progress in all core subjects for all PP pupils</b></p>	<p>Speech &amp; Language therapist employed and targeted interventions.</p> <p>Small group teaching, specialist teachers and staff training on delivering quality teaching.</p>	<p>The impact of Sp&amp;Lang support remains consistent and data suggests we have maintained outcomes at the end of EYFS.</p> <p>KS1 data showed an improvement in outcomes in Reading and Maths and a slight dip in Writing. KS2 attainment was higher for the PP children in Reading and Writing and the same as non PP children in Maths.</p> <p>Across other year groups PP children attain well compared to non PP children, and where this is not the case there are other factors that influence outcomes.</p> <p>Further information on this is shared at the Governors Pupil Progress group meeting.</p>	<p>We will continue to employ the Speech Therapist, this makes a real difference to the children and we are all agreed that we would not want to be without this support.</p> <p>We will continue with the strategies that we have put in place but we do need to ensure that we are meeting the needs of the more able PP children as we don't do as well at greater depth as nationally.</p> <p>We also need to ensure a really tight focus to the intervention groups in terms of what is being covered and also ensuring that work is followed up between sessions and quality first teaching ensures that progress is maintained when the interventions have finished.</p> <p>At Key Stage 2 we are going to focus on Year 3/4 in the Autumn Term, Year 6 in the Spring up to SATS and then pick up Year 5 and other children from Y3/4 in the Summer for Mrs Parker.</p> <p>For the Maths intervention Miss Styan will start the Year with Y1/2, with a greater focus on Year 2 in the Spring Term. Her support will move to Reception in the Summer Term.</p> <p>We will monitor how this is working each half term.</p>	
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

<p><b>A Improved Speech &amp; Language skills in EY</b></p>	<p>Speech &amp; Language therapist employed and targeted interventions.</p>	<p>The impact of Sp&amp;Lang support remains consistent and data suggests we have maintained outcomes at the end of EYFS, although the overall GLD figure was slightly lower, the reading result 7% higher and speaking slightly higher.</p>	<p>We will continue to employ the Speech Therapist. We have a new therapist who has been a real asset to us, much more focused and engaged with staff, and making a real difference. She is going to begin some parenting groups in EY next year.</p>	
<p><b>B Better rates of progress in all core subjects for all PP pupils, especially at greater depth.</b></p>	<p>Small group teaching, specialist teachers and staff training on delivering quality teaching.</p>	<p>KS1 data showed a slight dip in the attainment of the PP children, due to the fact that we had 5 new children in this year group in Y2, all of whom were working well below ARE. KS2 attainment was higher for the PP children in Reading, Maths and SPAG from the previous year, with a slight dip in Writing. Across other year groups PP children attain well compared to non PP children, and where this is not the case there are other factors that influence outcomes. In some year groups/subjects they perform better than the non PP children. Further information on this will be shared at the Governors Pupil Progress group meeting.</p>	<p>We will continue with the strategies that we have put in place but we do need to ensure that we are meeting the needs of the more able PP children as we don't do as well at greater depth as nationally. We also need to ensure a really tight focus to the intervention groups in terms of what is being covered and also ensuring that work is followed up between sessions and quality first teaching ensures that progress is maintained when the interventions have finished. At Key Stage 2 we are going to focus on Year 6 in the Autumn/Spring Term, and Year 4/5 in the Summer Term for Mrs Parker. For the Maths intervention Miss Styan will start the Year with Y1/2, with a greater focus on Year 2 in the Spring Term. Her support will move to Reception in the Summer Term. We will monitor how this is working each half term.</p>	
<p><b>C Emotional well-being: the issues that many of our children deal with have an impact on their ability to focus and learn and their resilience.</b></p>	<p>Use of pastoral staff and counselling services. Stockport Family, SA+ worker.</p>	<p>School pastoral staff continue to support children very well and this is a strength of school in making children feel safe, secure and able to learn. Stockport Family has improved and we are supporting a number of families who are in the TAC/CP process.</p>	<p>We will continue to use our Pastoral support in school to help children struggling emotionally and also who have some challenging behaviours linked to a range of conditions. The Nurture Room was a really good addition to our provision, and has provided us with space to have children who are finding school difficult for a range of reasons. However, we have constantly reviewed how we use this room and there will be a change to its core purpose next year which will be discussed with Governors. Our new SA+ worker has started, as has our new link social worker, and TAS meetings take place. I am yet to be convinced that from an LA perspective, this is a really effective way of working!</p>	
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p><b>D Improved attendance for PP pupils</b></p>	<p>Role of the Pastoral lead. Stockport Family support. Rewards and prizes.</p>	<p>At the end of the year we had more children with 100% attendance. Whole school attendance was 93%, PP attendance was 93.3%. This is positive in that it shows we have no difference according to this deprivation indicator. PP have slightly more unauthorised absence compared to non PP 3.5%/3.1%.</p>	<p>Although we are clearly still below national attendance figures, I feel that we have improved the attitude to attendance in many of the children and engaged more parents positively. We still have work to do, and hopefully with the new initiatives in place and the re-introduction of the EWO in supporting school attendance and a tighter focus on the &lt;90% children we will improve attendance for PP and non PP children next academic year.</p> <p><b>I must add the comment that our EWO has said that she doesn't feel there is any more that we can do over and above our current practice, which meets all the LA standards and requirements.</b></p>	
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<p><b>7. Additional detail</b></p>
<p>This data shows the % figures for the PP children and all children in brackets.</p> <p>Reception Good level of development 50% (54%) Listening and attention 62% (67%) Speaking 65% (67%) Reading 65% (64%)  Y1 Phonics Screening check 67% reached the expected standard</p> <p>The following data is our school data followed by the national disadvantaged compared to the national non-disadvantaged.</p> <p>Y2 SATS Reading 43% (63%) at expected (61%/79%) 14% at greater depth (14%/28%)  Writing 43% (58%) at expected (54%/74%) 0% at greater depth (7%/18%)  Maths 43% (58%) at expected (62%/80%) 0% at greater depth (11%/24%)</p> <p>Y6 SATS Reading 56% (61%) at expected+ (63%/80%)  Writing 61% (68%) at expected+ (67%/83%)  Maths 50% (61%) at expected+ (63%/80%)  GPS 61% (68%) at expected+ (65%/82%)</p> <p>We have also used money to provide 1-1 LSA support for a LAC Pupil Premium Plus child to ensure that he remains in school without exclusions. This has cost currently £12,195 but we do expect to receive some of this money back from Tameside and through high needs top-up funding as an EHCP has now been approved.</p>