

Pupil premium report for primary and secondary schools

Pupil premium spending 2019 - 2020

SUMMARY INFORMATION			
Date of most recent pupil premium review:	September 19	Date of next pupil premium review:	January 2019
Total number of pupils:	125	Total pupil premium budget:	£36,197
Number of pupils eligible for pupil premium:	24 (19.2%)		

STRATEGY STATEMENT

At St Andrew's we have high aspirations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realize their full potential and aspire to be the 'Be the Best You Can Be'. We are committed to meeting their pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is entitled to the Pupil Premium Grant, is valued, respected and entitled to develop to his/her full potential, irrespective of disadvantage.

Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups. As a school we consistently track all groups of pupils to ensure that they make good or better progress. Through targeted interventions, we are working to eliminate barriers to learning and progress. For new entrants that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil's achievement.

Identification, implementation and development of provision

Academic intervention in addition to social, emotional and behavioural support are identified through half termly Pupil Progress Meetings. Analysis of tracking and progress is used as a vehicle to identify concerns and presenting issues and also as a measure of impact during the review process.

In addition, the school regularly considers current provision available in school and seeks to expand the range of support on offer. This could be from training or by accessing external expertise. All PPG funded intervention and provision is assessed and evaluated to measure impact. Subsequently, activities are either maintained or modified for future implementation and any ineffective approaches are stopped.

Assessment information – Attainment and Progress Data

2018 – 2019 ATTAINMENT DATA FOR PP CHILDREN			
	Working Below Expectation	Working At Expectation	Working Above Expectation
Reading	28%	72%	52%
Writing	36%	64%	32%
Maths	24%	76%	40%

2018 – 2019 PROGRESS DATA FOR PP CHILDREN			
	Less than Expected Progress	Expected Progress	More Than Expected Progress
Reading	24%	76%	24%
Writing	24%	76%	28%
Maths	40%	60%	36%

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Literacy – less able writers in KS2 and difficulties with reading comprehension
B	Application of spellings in written work
C	Early intervention to close gaps in maths in KS1.
D	Lack of work space in which to carry out interventions in school

ADDITIONAL BARRIERS

External barriers

E	Attendance or late arrivals at school
F	Parental engagement in school and level of support at home with homework tasks and daily reading.
G	Low levels of self-esteem and anxiety surrounding school-based activities

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Ensure that children achieve exceptionally well when compared to pupils with similar starting points.	Pupils are achieving expected or above academic attainment
B	Pupils make expected progress, and in some cases rapid and sustained progress, in order to meet expectations in reading, writing & maths.	Pupils are making expected or above progress
C	Help pupils overcome identified barriers to learning in reading, writing and maths as well as across the curriculum	Strategies and appropriate interventions are provided to overcome barriers
D	Ensure pupils develop high levels of self-esteem and confidence leading to a secure feeling of wellbeing and confidence to tackle challenge.	Pupils have high levels of self esteem and feel confident to achieve and have a growth mindset
E	Engage and work closely with parents and carers of pupils, ensuring home support is consistent and home school partnership is strong.	Parents and Carers are fully involved in school life
F	Improve attendance of the most vulnerable pupils to in line with National average or better	Pupils attendance is in line or better than the national average

Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Designated Senior Leader Hours for PPG Pupils	To provide allocated leadership time to the progress and attainment of disadvantaged pupils in the school.	The Senior leader is able to monitor and organise interventions and provision for PPG pupils. During 2017-2018 this led to intervention being quickly amended or altered when it was clear it was not effective. Evidence Base: NFER Report (Whole school ethos, high quality teaching, clear responsive leadership) & Ofsted PP Report 2017 (designated senior leader & monitoring of interventions)	Careful planning and continued monitoring of impact. Reported regularly to Governors and headteacher	PP Co-ordinator	Jan 20
Emotional First Aider (EFA) Support	To provide emotional/ wellbeing support to vulnerable pupils on a weekly basis. To develop practice of EFA staff	EFA's able to provide one to one support for pupils and in-school case studies show this leads to an increase in engagement in learning. Individual pupils have been identified as having clear attachment needs. This training supports the adults working with the pupils to meet those needs effectively. Evidence base: EEF Toolkit (mentoring +2 months for disadvantaged pupils) NFER Report (meeting individual needs)	Careful planning and continued monitoring of impact. Monitoring of impact through pupil perception surveys	PP Co-ordinator	Jan 20

Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Support Worker	To provide our vulnerable PPG families access to a support worker & home based support.	The Family Liaison Officer works closely with families in the home environment and support on behaviour, attendance, wellbeing etc... In school case studies demonstrate positive results. Evidence Base: EEF Toolkit (Social & Emotional Learning +4 months), NFER Report (attendance) & Ofsted PP Report 2017 (link with families)	Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, SLT etc. will collaborate to ensure provision and standard school processes work smoothly together.	PP Co-Ordinator SLT staff	Jan 20
NACE					
Speech & Language Therapist	To meet the S&L needs of PPG pupils allowing them to access learning	Specialist speech and language programmes have been put in place during 2017-18 for pupils, leading to increase in language skills and access to classroom learning. Evidence Base: EEF Toolkit (Oral Language Intervention +5months), NFER Report (meeting individual learning needs)	SLT to create individualized support plans – implementation of these to be monitored by SENCo Use INSET days to deliver training.	SENCo	Jan 20

Music Fees Mersea Assistance Rock Steady Bursary (Music) Coach Travel	To support PPG families to meet the costs of extra-curricular activities	For our PPG families meeting the cost of significant extra curriculum activities can be challenging and mean the child is at risk of not being provided with that opportunity. PPG is used to support families in that instance. Evidence Base: EEF Toolkit (arts participation +2 months) & (outdoor adventure learning +3 months)	SLT to monitor and approve trips to ensure quality control. PP Co-Ordinator to identify and monitor impact on children involved Pupil voice to monitor impact of Rock Steady	PP Co-ordinator SLT	Jan 20
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Breakfast Club	To provide daily access to Breakfast club to ensure pupils are effectively prepared for the school day.	Recent research by the EEF indicated that Breakfast Clubs can make a significant impact on a child's progress at school. We sent a survey out to all parents which had a high return rate and clearly indicated that our PPG families were very interested in attendance at the club. 2017-18 the Breakfast Club was incredibly popular with our PPG families. Evidence Base: EEF Research (Magic Breakfast Project + 1-4 months)	Regularly monitor sessions to ensure a healthy breakfast is provided, behaviour is well managed and activities and engaging Monitor number of PP children attending breakfast club Promote breakfast club to PP parents and carers	SLT	Jan 20

Forest School	To develop speaking and listening skills, social interaction and problem-solving skills	The school have been running Forest School in Reception for a significant number of years and had clearly seen the benefits of the provision. Further research indicates that these benefits can extend into any age group accessing Forest School. With this in mind Forest School has been extended throughout the year groups with all classes experiencing a block of three sessions. Evidence Base: www.forestschoolltraining.co.uk/forest-school/thebenefits & Forest School: A Marvellous Opportunity to Learn, Research Summary at Forestry.gov.uk	Regularly monitor forest school sessions to ensure quality Staff and pupil feedback to review impact of sessions	PP Co-Ordinator	Jan 20
Total budgeted cost:					28,226

Review of expenditure from previous academic year April 19 – August 20

PREVIOUS ACADEMIC YEAR				
Quality of teaching for all				
Action	Intended outcome	Impact	Lessons learned	Cost

Designated senior leader support for Disadvantaged Pupils	To provide allocated leadership time to the progress and attainment of disadvantaged pupils in the school.			£3,054
Provision of Emotional First Aider Support	To provide emotional/ well-being support to vulnerable pupils on a weekly basis.			£374
Targeted support				
Action	Intended outcome	Impact	Lessons learned	Cost

Support Worker	To provide our vulnerable PPG families access to a support worker & home-based support.			£197
Speech & Language Therapist	To meet the S&L needs of PPG pupils allowing them to access learning			£768
Pebbles				£216
Music Fees Trips Rock Steady Bursary (Music)	To support PPG families to meet the costs of extra-curricular activities			£330
Coach Travel				£240
Other approaches				
Action	Intended outcome	Impact	Lessons learned	Cost
Breakfast Club	To provide daily access to Breakfast club to ensure pupils are effectively prepared for the school day.			£1703
Forest School	To develop speaking and listening skills, social interaction and problem-solving skills			£1000
The Lodge				£1130