

Pupil Premium Strategy Statement 2018/19

1. Summary information					
School	St Jude & St Paul's CE Primary School				
Academic Year	2018/19	Total PP budget	£148,820	Date of most recent PP Review	n/a
Total number of pupils	183	Number of pupils eligible for PP	94	Date for next internal review of this strategy	Termly

2. Current attainment at the end of KS2		
	<i>Pupils eligible for PP (SJSP)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standards in reading, writing and maths	54.5%	64%
% achieving expected standards in reading	54.5%	75%
% achieving expected standards in writing	77.3%	78%
% achieving expected standards in maths	72.7%	76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Inconsistencies in pupil engagement in reading for pleasure
B.	Some PP children have additional needs
C.	Some PP children begin with lower levels of attainment on entry to EYFS
External barriers	
D.	Inconsistent attendance

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	By the end of Y1 pupils make expected progress in phonics.	Pupils can read confidently and accurately Pupils pass the Phonics Screening Check

B.	By the end of KS2 pupils make expected progress in reading.	Pupils are able read and comprehend confidently and accurately Pupils reach expected standards in Reading
C.	By the end of KS2 pupils make expected progress in mathematics.	Pupils demonstrate good reasoning skills Pupils reach expected standards in Maths
D.		

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?
By the end of Y1 and Y2 PP children make at least expected progress in phonics	Further training and team teaching for Y1 and Y2 staff School reviews of phonics by external consultants	Consistency and confidence in teaching methods across the KS1 team will support all children in making expected progress. A review of phonics periodically will ensure that standards remain high and areas for development will form half-termly actions.	Pupil's progress will be monitored half termly by Year 1 leader Phonics practice will be reviewed half termly	Y1 leader	Half termly
By the end of KS2 pupils premium children make at least expected progress in reading	Training for all staff in reading approaches by English lead, SLT and consultant Implementation of Supported Reading Programme in Y1 Encourage reading for pleasure via whole school schemes such as the Islington Reading Road Map	Consistency in teaching approaches throughout KS2 will support all children making better progress in reading. Evidence has shown that using a small group focused reading programme to be effective in developing reading skills at end of Y1, also contributing to progress in phonics. Whole school initiatives will motivate children to read for pleasure.	Half-termly monitoring and observation. Quality of children's responses to reading comprehension questions Pupil voice	English Leader & SLT Class teacher English Leader	Termly Half termly Termly

By the end of KS2 pupil premium children make at least expected progress in mathematics	Regular coaching and mentoring for staff Regular monitoring of books and teaching and learning by school staff and external consultants	Staff will be able to accurately reflect on teaching practice with support and adapt. Regular reviews of pupils' books and learning will allow for regular feedback. This will allow practice to be adapted quickly and issues to be addressed,	Weekly professional development meetings with staff Team teaching Feedback from pupils Regular monitoring	SLT Maths Subject Leader	Half termly
Total budgeted cost					£15,000
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?
Small group phonics in leads to PP children making at least expected progress	Experienced teacher and TA to lead additional teaching of phonics and after school boosters	Short and regular phonics practice has shown to be effective.	Assessment of pupils' progress. Monitoring and observation of small group sessions Pupil voice	Inclusion leader	Termly
Small focused reading comprehension groups and 1:1 reading leads to children PP making at least expected progress	1:1 reading support for KS2 children (Beanstalk) Additional teacher to support pupils in Y6 Additional morning boosters led by teaching staff for R, M and Phonics	An additional teacher allows for a smaller groups and focus on supporting PP children	Assessment of pupils' progress. Monitoring and observation of small group sessions Pupil voice	DHT	Half termly
All pupils including PP children read for pleasure	Reading Road Map Scheme encourages reluctant readers	Pupils are motivated to read recommended texts through a school wide approach. Pupils are rewarded for their reading	English lead to deliver and monitor impact before and after. Pupil voice	English lead	Spring and summer terms
Total budgeted cost					£122,320
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?

Pastoral care support removes barriers to learning and active participation for PP children	Support with and subsidies for breakfast and after school clubs, school uniform, trips, school journey and music tuition	Pupils are able to participate wholly in school wide activities. Extra-curricular activities such as music tuition made available for pupils Pastoral support for families is part of the ethos of our school.	Review the impact of subsidies through monitoring, e.g. attendance and punctuality, more able registers, attendance at school clubs Staff feedback and pupil voice	SLT	Termly
Total budgeted cost					11,500

6. Review of expenditure

Previous Academic Year 2017/18

Target Areas	Costs <small>all costs are approximate</small>	Examples of what is included in this provision	What was the Impact (2017-18)
Pupil Intervention Lead teacher/SENDCo	£38,649	<ul style="list-style-type: none"> Leadership time for research, analysis and identification Staff support and guidance Parental work Maths intervention in Year 6 	All staff have benefitted from the training provided to support inclusion, e.g. reading and MAPTA Parents are better supported in meeting their child's needs. Reading and maths intervention conducted. This led to borderline children making good progress and attaining in line with national.
Additional Teacher for Year 6	£19,500	<ul style="list-style-type: none"> 4 morning per week of an additional teacher (agency) working in Year 6 alongside the Year 6 teacher 	Attainment of PP children in line with national for writing Attainment of PP children broadly in line with national for maths
Learning Mentor	£34,546	<ul style="list-style-type: none"> Individual support/intervention Parent liaison Behaviour strategies Attendance follow up 	Children with behaviour needs able to access the curriculum and learning. Absenteeism followed up. Attendance for 17/18 95.1%
Action Tutoring Morning intervention Programme	£4,125	<ul style="list-style-type: none"> 1:1 and small group teaching for R, M 	Progress measures for 2017/18 broadly in line with national for reading, above national for maths. Attainment of PP children in line with national for writing Attainment of PP children broadly in line with national for maths
TA Support	£22,329	<ul style="list-style-type: none"> Class and individual support 	This allowed the class teacher to have greater focus on targeted pupil premium children at upper KS2.
Specialist Intervention Teacher	£22,200	<ul style="list-style-type: none"> Supporting teaching and learning across KS2 x 3 days a week Writing support for Y6 pupils 	The needs of the school changed and the support was provided for year 2 and Year 6 children for reading, writing and maths groups. PP attainment at KS1...
Beanstalk Readers	£1,120	<ul style="list-style-type: none"> 6 pupils targeted for reading support 	Progress measures tbc.
The Islington Reading Road Map Scheme	£3,150	<ul style="list-style-type: none"> School reading resources Books to encourage wider reading 	Children in Y1 to Y6 received bronze, silver and gold awards for reading 5, 10 and 25 books.
Breakfast Clubs	£3,510	<ul style="list-style-type: none"> 12 school funded places 	Improved attendance and punctuality and increased focus of children.
Sundry resources	£1,788	<ul style="list-style-type: none"> Concrete resources, training, school uniform, music lesson, school journey support 	PP children prepared for school and able to participate in the wider curriculum.
Total	£155,020		