

Pupil Premium Strategy Statement 2019/20

1. Summary information					
School	St Jude & St Paul's CE Primary School				
Academic Year	2019/20	Total PP budget	£131,660	Date of most recent PP Review	n/a
Total number of pupils	176	Number of pupils eligible for PP	76	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	55%	65%
% achieving expected standards in reading	64%	73%
% achieving expected standards in writing	82%	78%
% achieving expected standards in maths	79%	79%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Inconsistencies in pupil engagement in reading and 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 PP Pupils reaching expected standards is in line with all children Children reaching greater depth standards is in line with all children nationally.
C.	By the end of KS2 pupils make expected progress in mathematics with more children reaching greater depth standards.	Pupils demonstrate and apply good reasoning skills Pupils demonstrate and apply good number skills PP pupils reaching expected standards is in line with all children.

5. Planned expenditure

Academic year 2019/20

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 PP children make at least expected progress in phonics	Further training and team teaching for Y1 staff	<p>Consistency and confidence in teaching methods in KS1 will support all children in making expected progress.</p> <p>Internal monitoring of phonics will ensure that standards remain high and areas for development will form half-termly actions.</p>	<p>Pupil's progress will be monitored half termly by Year 1 leader</p> <p>Phonics practice will be reviewed half termly</p>	Y1 leader	Half termly
By the end of KS2 pupils premium children make age-related progress in reading with more children reaching national standards than previous years.	<p>Training for all staff in reading approaches by English lead, SLT and consultant</p> <p>Continued provision Supported Reading Programme in Y1</p> <p>Encourage reading for pleasure via whole school schemes such as the Islington Reading Road Map</p> <p>Team teaching and support for pupils in reading and English across the school (interventions)</p>	<p>Consistency in teaching approaches throughout KS2 will support all children making better progress in reading.</p> <p>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.</p> <p>Whole school initiatives will motivate children to read for pleasure.</p> <p>Small group teaching allows for greater targeted support.</p>	<p>Half-termly monitoring and observation. Quality of children's responses to reading comprehension questions</p> <p>Pupil voice</p> <p>Half termly/termly monitoring of data</p>	<p>English Leader & SLT</p> <p>Class teacher</p> <p>English Leader</p> <p>SLT</p>	<p>Termly</p> <p>Half termly</p> <p>Termly</p> <p>Half termly/termly</p>

By the end of KS2 pupil premium children make at least expected progress in mathematics with more children reaching greater depth standards than in previous year.	Reviews of current framework including homework Small group teaching Maths leader presence across Y3-5 Regular monitoring of books and teaching and learning by school	Framework address gaps in teaching and learning. Quality homework provision will support number and reasoning skills 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 meetings to review practice Team teaching/ small group teaching Feedback from pupils Regular monitoring	SLT Maths Subject Leader	Half termly
Total budgeted cost					£45,660
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?
Phonics support for staff and small group phonics PP children making at least expected progress	Experienced teacher to model teaching and 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 Additional teacher to support pupils in Y6 Additional morning boosters led by teaching staff for R, M and Phonics	Additional teacher presence allows for a smaller groups and focus on supporting PP children 1:1 reading support allows for greater focus on individual targets	Assessment of pupils' progress. Monitoring and observation of small group sessions Pupil voice Termly data	DHT	Half termly
Pupils including PP children engage read for pleasure	Reading Road Map Scheme encourages reluctant readers Electronic Reading Apps	Pupils are motivated to read recommended texts through a school wide approach. Pupils are rewarded for their reading Reading for pleasure in different forms encouraged.	English lead to deliver and monitor impact before and after. Pupil voice	English lead	Spring and summer terms
Total budgeted cost					£74,500

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 2018/19

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)
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	High impact: 69% of PP children passed the phonics screening check. This in line with the progress of non PP children at 70%. Where children did not pass the phonics screening check, this was due to other factors.	This approach was successful as it allowed for reflective practice and upskilled all staff. Approach to continue.
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	Mixed impact: 57% of PP children met the expected standard, compared to 64% of all pupils. Age related progress for PP children was lower than that of non PP children. Consistent approaches to teaching reading now embedded across the school. Y1 reading progress effective in teaching early reading. Pupil voices indicates greater enjoyment of reading	It may take some time for newly embedded systems to have high impact. Approaches to the teaching of reading to continue. Reading Road Map to continue to build on successes of the previous year.
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	High impact: 75% of PP children met the expected standard compared to 88% non PP children Age related progress for PP children was in line with non PP children.	Approach to continue so that maths leader can drive improvements across the whole school effectively.

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)
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Small group phonics in KS1 leads to PP children making at least expected progress	Experienced teacher and TA to lead additional teaching of phonics and after school boosters	High impact: PP children made good progress and passed the phonics screening check.	Small groups phonics allowed for targeted, flexible teaching. Approach to continue.	
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	Mixed impact: All groups of children targeted which allowed all children to make progress across the year. (See impact above)	It may take some time for newly embedded systems to have high impact. Approach to continue.	
All pupils including PP children read for pleasure	Reading Road Map Scheme encourages reluctant readers	High impact: The reading road map was successfully embedded this year and pupil voice indicated high levels of enjoyment. Increasing numbers of certificates presented to children for completing reading challenges.	To continue in order to sustain and continue to develop a love of reading in all children.	

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)	
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	High impact: Where support is needed, families able to access it. E.g. breakfast club allows for a calmer start to the day and greater concentration and application. All children able to participate in trips. Extra-curricular activities provided for pupils who may not other be able to engage with this provision.	This is a valuable provision which is instrumental in removing barriers to access to wider school life. Approach to continue.	