

Saltford Primary School Pupil Premium Strategy Statement 2018-19

1. Summary information						
Academic Year	2018-2019	Total PP budget	£20,960	Date of most recent PP Review	July 2018	
Total number of pupils	434	Number of pupils eligible for PP	19	Date for next internal review of this strategy	Nov 18	

July 2018

EYFS end of year	PP School (2 Pupils)	Other Pupils School	School Gap	PP National (2017)	Other national (2017)	National Gap (2017)
Good Level of Development (2 pupils)	0%	82%	+82%		71	

	School PP at expected standard	School Other at expected standard	School gap	Other national at expected standard	Gap between school PP and national other
Year 1 phonics (1 Pupil)	0%	88.3%	+88.3%	%	%

Progress KS2 2018	Reading	Writing	Maths
Disadvantaged (3 pupils)	-0.75	3.23	4.2
Non-disadvantaged (National)	TBC	TBC	TBC
Gap			

Attainment KS2 2018	Reading	Writing	Maths
Disadvantaged (3 pupils)	67%	100%	100%
Non-disadvantaged (National)	75%	78%	76%
Gap	-8%	+22%	+24%

Although there were only 2 disadvantaged pupils in 2017, large gaps exist in all subjects, especially writing.

Attainment KS1 2018	Reading	Writing	Maths
Disadvantaged (2 pupils)	0%	50%	100%
Non-disadvantaged (National)	75%	70%	76%
Gap	-75%	-20%	+25%

*Because of the low numbers of disadvantaged children at our school, comparisons with National Figures are not statistically valid.

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	In KS1 (2017-18) pupils eligible for pupil premium are not achieving as highly as their peers in Reading.
B.	A small minority of pupil premium children are making less progress in their maths (1) and writing (2) across Key Stage Two.
C.	The social and emotional health and well-being needs of pupils which affects engagement in learning experiences and own self-esteem.

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Frequency and consistency of home learning experiences affecting progress in reading, writing and maths. Pupil's speech and language skills are under developed on entry to primary school (EYFS – Yr 1) and this limits progress in communication, language and literacy.
E.	Some pupils eligible for the Pupil Premium have lower attendance rates in comparison with the majority of pupils who maintain an above average attendance.

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve pupils' reading skills and ability and develop confidence for pupils to access all areas of the curriculum.	Pupils eligible for pupil premium will make rapid progress in reading. There will be an increase in the proportion of pupils achieving expected standard and greater depth in Yr 1-6. Differences will diminish between PP and other pupils from end of year 2017-18 to 2018/19. Reading scores in standardised tests will increase demonstrating pupils' improved reading ability.
B.	Pupils who are eligible for pupil premium and were low/middle prior attainers at KS2 are making less progress in their Maths (one child) and writing (two children) across Key Stage 2.	Pupils eligible for pupil premium will receive targeted support from TAs and Teachers. This work will be based on ongoing assessment data. In end of year group tests, pupils who are eligible for the pupil premium will feel well prepared for these tests and gaps between them and their peers will diminish when comparing 2017-18 outcomes to 2018-19 outcomes.
C.	Some pupils eligible for the Pupil Premium are experiencing difficulties in their home lives and find emotional regulation difficult and this can result in a negative attitude towards their learning.	Thrive assessments will provide evidence that gaps in emotional development have been addressed and good progress has been made from their starting points. Therapeutic interventions / in class support will be given to children who need it and this will enable them to regulate their emotions and access learning.
D.	Frequency and consistency of home learning experiences affecting progress in reading, writing and maths. Pupil's speech and language skills are under developed on entry to primary school (EYFS – Yr 1) and this limits progress in communication, language and literacy.	Pupils eligible for pupil premium will be assessed on entry to EYFS. This will enable early identification of need where required and targeted support, in partnership with parents/carers. Across Yr 1 – 6 those pupils eligible for the Pupil Premium who have speech and language barriers, will receive a tailored package of intervention and support. Additional support will be given to ensure parents have the right tools to support at home – including projects to enthuse such as 'get caught reading.' This will be evidenced in Reading Records.
E.	Some pupils eligible for the Pupil Premium have lower attendance rates	Careful tracking of attendance by the Head teacher and Office Manager will show improved attendance for Pupils with low attendance rates. Attendance rates of PP children for 2018/19 will be better than 2017/18.

Total budgeted cost					£3,925
ii. Quality 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?
B) Pupils who are eligible for pupil premium and were low/middle prior attainers at KS1 are making less progress in their Maths and writing, across Key Stage 2.	<p>Additional Intervention groups – Year 6 – targeting low/middle prior attainers who are eligible for Pupil Premium.</p> <p>TA – focusing on pupils in closing the gaps interventions (3 afternoons per week).</p> <p>Morning TA support - Providing daily pre/post tutoring, instant verbal and written feedback, flexible teaching groups.</p>	<p>EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>TA knows these pupils very well. This approach enables targeted learning and emotional support.</p> <p>Early intervention research – SEN approach. EEF toolkit provides evidence that earlier identification of need and targeted support is effective to close learning gaps.</p>	<ul style="list-style-type: none"> • Lesson observations • Book Scrutiny • Termly data tracking and Pupil Progress Meetings 	<p>DS/ES/GG</p> <p>TAs</p>	Termly
					£13,500
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?
C) Some pupils eligible for the Pupil Premium are experiencing difficulties in their home lives and find emotional regulation difficult and this can result in a negative attitude towards their learning.	<p>Purchase equipment– Thrive intervention.</p> <p>Thrive programme for individuals and groups delivered by Thrive practioner and TAs</p> <p>Use of 1:1 mentoring for individuals following programmes advised by support agencies</p>	<p>Proven research for the use of Thrive. Assessments, action plans and support for child at home and at school establishes emotional connections in the brain and reduces barriers to learning.</p> <p>EEF Toolkit suggests programmes which have a clear structure and expectations and provide training and support for mentors are most effective in areas such as attitudes</p>	<ul style="list-style-type: none"> • Thrive plans and review data • Pupil conferencing feedback and parental feedback • Behaviour log monitoring • Inset briefing for all staff – Term One 	GG	Termly

		to school, attendance and behaviour			
D) Frequency of home learning experiences. Pupil's speech and language skills are under developed on entry to primary school (EYFS – Yr 1) and this limits progress in communication, language and literacy.	EYFS pupils' needs identified and interventions put in place as required. Communication with Pre-School settings to encourage early intervention.	Data from 2017-2018 and 2018-2019 provided evidence that early intervention and identification of speech and language needs in EYFS had a positive effect on outcomes for pupils in this phase and into KS1.	Speech and Language target review and tracking of provision map	GG	Termly
E) Some pupils eligible for the Pupil Premium have low attendance rates	Fortnightly monitoring of PP attendance by PP champion. Twice a term review and attendance meetings held. PP champion to work to support families. Nurture time for PP children who struggle to come in to school in the mornings.	Previous monitoring of attendance by EWO showed improved attendance when attendance is tracked and meetings are held. Parental voice showed they value a staff member to support them with attendance issues.	<ul style="list-style-type: none"> • Tracking grid from ES • Reports from EWO • Parent feedback • PP children settle more quickly to learning in the mornings 	DS/ES/LT	Termly
					£3535
Total budgeted cost					

Review to be carried out July 2019

4. Review of expenditure				
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
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

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)	Cost