**Pupil premium strategy statement (primary)**

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| 1. **Summary information** | | | | | |
| **School** | St Thomas’ CE Primary School, Heaton Chapel, Stockport | | | | |
| **Academic Year** | 2018-19 | **Total PP budget** | £85640 | **Date of most recent PP Review** | September 2018 |
| **Total number of pupils** | 551 | **Number of pupils eligible for PP** | 59 | **Date for next internal review of this strategy** | February 2019 |

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| 1. **Current attainment** | | |
| Data from end KS2 2018 | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP* |
| **% achieving national standard in reading, writing and maths (attainment)** | 70%( 7/10) | 78%(32/41) |
| **making expected progress in reading** | 80% (8/10) | 80% (33/41) |
| **% making expected progress in writing** | 90% (9/10) | 90% (37/41) |
| **% making expected progress in maths** | 70% (7/10) | 88% (36/41) |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** *– issues that affect some children include:* | | | |
|  | | Poor oral language skills | |
|  | | Delayed overall development, low starting points on entry | |
| **C.** | | Limited positive behaviours for learning ( attention, concentration, focus, self-control, resilience) | |
| **External barriers** *– issues that affect some children include:* | | | |
| **D.** | | Lack of experiences and parents lacking in confidence in how to support children at home, families in crisis | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Closing attainment gap between children eligible for PP and those who are not eligible for PP | | Higher outcomes for PP children |
|  | Raised aspirations of children eligible for PP and their families | | Raised aspirations- soft data |
|  | Increased parental engagement and participation in home/school learning | | Increased parental engagement |
|  | Increased participation of PP children in extra-curricular activities eg. Instrumental tuition. | | Increased number of PP children receiving tuition, improved self-esteem, enjoyment and general attainment |

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| 1. **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. | | | | | |
| 1. **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?** |
| Continue to raise attainment in all aspects of English and Mathematics of children eligible for PP and close attainment gap  To encourage children to ‘learn to learn’, taking greater responsibility for managing their own attitudes towards learning, becoming more aware of their next steps in learning. | TA in class at least 1x English and Maths session per week allowing teacher to focus developing children’s self-regulation ( e.g. Chilli challenges), small group tuition and providing individual high quality feedback.  Peer marking/tutoring in reading, maths and writing. United Improvements in writing in line with Growth Mindset. | Ongoing successful strategy.  Teaching and Learning Toolkit strand  ‘Feedback’ ( +8 months impact),  ‘Small group tuition’ ( +4 months impact)  ‘Meta-cognition and self-regulation(+8 months impact)  ‘Mastery learning’ (+5 months impact) | Termly monitoring in school by SLT and subject leaders.  PP champion and governor termly monitoring ( Inclusion Committee)  Pupil voice.  Formal and informal lesson observations.  Learning walks.  Book reflections and scrutinies. | **LL**  **FDS**  **VS**  **CK**  **LH** | **February 2019**  **July 2019** |
| Continue to raise attainment of EYFS  children eligible for PP | EYFS TAs support PP children within class and deliver interventions in phonics, reading, maths, writing and differentiated support programmes related to improving key skills to achieve a good level of development.  Parent workshops | Ongoing successful strategy.  Teaching and Learning Toolkit strand ‘ Early Years Intervention’ (+5 months impact)  Increased support from parents | LL  LH Keep in Touch days during maternity leave | **February 2019**  **July 2019** |
| Continue to raise attainment in:  phonics in Year 1,  progress in Maths at end of KS1 and GDS writing and GDS maths at end of KS2 of children eligible for PP and raise attainment for LAC | TA support to develop essential phonic, maths and reading skills for identified children. | Audit of phonics and need to improve outcomes in Y1 phonics screening.  Teaching and Learning Toolkit strand ‘ Reading comprehension strategies’ ( +5 months impact)  ‘Phonics’(+4months impact) |  | LL  LH  CK  VS  FDS | **February 2019**  **July 2019** |
| 1. **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?** |
| Further close the attainment gap between targeted individual children eligible for PP and those who are not eligible for PP. | TAs trained in reading, phonic and maths and writing interventions in EYFS, KS1 and LKS2. | Ongoing successful strategy.  Leicester Inference reading intervention data  Motivational Maths data  Improved phonic scores  Teaching and learning Toolkit strand ‘ Small group Tuition’ ( +4 months impact) | Termly monitoring in school by SLT and subject leaders.  PP champion and governor termly monitoring ( Inclusion Committee)  Pupil voice.  Formal and informal lesson observations.  Learning walks.  Book reflections and scrutinies. | LL  LH  CK  VS  FDS | **February 2019**  **July 2019** |
| Further close the attainment gap between targeted individual children eligible for PP and those who are not eligible for PP, in UKS2 | Weekly sessions for eligible children in the form of small group tuition and booster groups throughout Autumn, Spring and early Summer terms. | Teaching and learning Toolkit strand ‘ Small group Tuition’ ( +4 months impact) |  |  |
| Continue to raise the aspirations of children eligible for PP and their families and develop essential life skills and social skills for learning. | Learning Mentor to deliver support for our children eligible for PP. | Ongoing successful strategy.  Teaching and learning Toolkit strand ‘Behaviour Interventions’ (+4 months impact)  ‘Social and Emotional Learning’ ( +4 months impact)  ‘Parental Involvement’ ( +3 months impact) | EB  LL | **February 2019**  **July 2019** |
| To further overcome specific barriers to learning for individual children. | Employment of Educational Psychologist to work in school with targeted individuals who have identified barriers to learning. | Ongoing successful strategy.  Teaching and learning Toolkit strand ‘Behaviour Interventions’ (+4 months impact)  ‘Social and Emotional Learning’ ( +4 months impact) | LL  EB  DP | **February 2019**  **July 2019** |
| To further overcome specific barriers to learning for individual children. | Employment of Speech and Language Therapist to work in school with targeted individuals who have identified barriers to learning.  Purchase and use of Language Link  Multimedia package for assessment of pupils with difficulty understanding language | Ongoing successful strategy.  Teaching and Learning Toolkit strand  ‘Oral Language Interventions’ ( +5 months impact)  Following assessments, a tailored intervention support programme is followed. | LL  DP  EB  LH | **February 2019**  **July 2019** |
| Children have equal opportunity to benefit from enrichment activities. | Curriculum Enrichment activities eg. After school sports clubs and educational visits  Additional Sports Coaches to promote healthy lifestyles for all children and to target PP children. | High impact allowing children to experience activities that they may not otherwise access eg. Residential trips | Termly monitoring in school by SLT and subject leaders.  PP champion and governor termly monitoring ( Inclusion Committee)  Pupil voice.  Formal and informal lesson observations. | LL  AB, TB ( sports coach) |  |
| 1. **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?** |
| Increased parental engagement and participation in home/school learning | Meet the Teacher in Autumn term.  Workshop sessions on specific curriculum areas.  Transition workshop sessions.  Statutory Assessment information evenings.  Class Dojo system throughout school. | Ongoing successful strategy.  Teaching and learning toolkit strand  ‘Homework’ (+2months impact ) |  | All staff | **February 2019**  **July 2019** |
| Increased participation of PP children in extra-curricular activities eg. Instrumental tuition. | Instrumental tuition with Royal Northern College of Music and Stockport Music Service.  PP funds to support tuition from Stockport Music Service | Teaching and learning Toolkit strand  ‘ Arts participation’ (+2months impact ) | LL | **February 2019**  **July 2019** |
| Develop systems to ensure children experience outdoor learning activities and develop a range of skills. | Forest schools training and resources | Teaching and learning Toolkit strand  ‘ Outdoor Adventure learning’ (+3 months impact) | KJ  VG  LL | **February 2019**  **July 2019** |
| **Total budgeted cost** | | | | | **£ 85640** |
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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2017-18 £77,400** | | |
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| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Closing attainment gap between children eligible for PP and those who are not eligible for PP | Each class continued to have TA allocated to support individuals and small groups formed from pupils including those eligible for PP.  Weekly sessions for eligible PP children in the form of 1-1 or small group work throughout year, using two regular supply teachers ( Maths and English) and  Senior Learning Mentor  EYFS TAs supporting PP children throughout differentiated phonics lessons to ensure good progress and a good level of development is achieved.  Interventions also in Reading, Writing, Maths at EYFS | High impact- high level support within each class, particularly in Literacy and Mathematics sessions.  Class Teachers plan for their TA to specifically support PP children for a minimum of one Literacy and one Mathematics lesson.  Enables combination of TA support and teacher support to different groups. | Successful – Continue 2018-19 | £17635  TA One morning per week for 13 weeks |
| High impact  End Of KS2 Data ;  Expected Progress in Reading 80%  Expected progress in Writing 80%  Expected progress in Maths 70% | Successful – Continue 2018-19 | £16808 |
| Increase in GLD | Successful – Continue 2018-19 | £14472  4x30mins=2 hours each subject  £3618 x4 |
| Purchase of resources (including ICT) to support intervention programs and individuals. | High impact | Successful – Continue 2018-19 | £350 |
|  | Phonic, Reading, maths, Writing, SPAG interventions in KS1 and KS2 | Year 1,2,3,4,5 | Successful-Continue 201-19 based on end of year data per year group | £25326 |
| Overcome specific barriers to learning for individual learning | Employment of NQ Educational Psychologist and Speech and Language Therapist to work in school with targeted individuals who have identified barriers to learning. | Effective due to follow up work by TAs following programmes developed by SALT. | Successful – Continue 2018-19 | £3960  ( £1980x2) |
| Children have equal opportunity to benefit from enrichment activities. | Curriculum Enrichment activities e.g. After school sports clubs and educational visits  Additional Sports Coaches to promote healthy lifestyles for all children and to target PP children. | High impact allowing children to experience activities that they may not otherwise access e.g. Residential trips | Successful – Continue 2018-19 | £200+  (Sports Premium Budget) |
| Designated PP Champion to monitor progress, evaluate interventions which significantly narrow the gaps between children eligible for PP and their peers. | Termly Pupil Premium progress meetings with LL | Gaps narrowed and interventions reviewed for effectiveness. New interventions put in place to address the needs of children. | Successful – Continue 2018-19 |  |
|  |  |  |  | **£78, 751** |
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| **Designated PP Champion monitors progress of PP children, holds termly meetings with Teaching staff, evaluates the impact of interventions and reports to Governing Body on a Termly basis.** | | | | |
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