

Pupil premium strategy / self-evaluation (primary)

1. Summary information					
School	St Mary's CE VC Primary School, Thorncombe				
Academic Year	2018-19	Total PP budget	£17,160	Date of most recent PP Review	Sept 2018
Total number of pupils	55	Number of pupils eligible for PP	13 (24%)	Date for next internal review of this strategy	Summer 2019

1. Current attainment (as at the end of Summer 2019)		
Data not being published: N/A There was only 1 PP children in KS1 in 2018/19	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing & maths – KS1	100%	69%
% achieving expected standard in reading – KS1	100%	78%
% achieving expected standard in writing – KS1	100%	73%
% achieving expected standard in mathematics – KS1	100%	79%
% achieving expected standard or above in reading, writing & maths – KS2	57%	71%
% achieving expected standard in reading – KS2	57%	78%
% achieving expected standard in writing – KS2	57%	83%

% achieving expected standard in mathematics – KS2	71%	83%
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2. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Reading – Pupils eligible for PP do not reach the same level of attainment as their peers, due to inferior comprehension skills and opportunities to read at home.
B.	Writing – Pupils eligible for PP do not reach the same level of attainment
C.	Enrichment Activities – Pupils eligible for PP are unable to access additional enrichment activities, due to financial barriers.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP are below that of the rest of the school. This reduces their school hours and causes them to fall behind their peers.

Area of Spend	Cost	Intended Outcomes – Why were these Approaches Taken	Actions	Impact
Employment of an additional KS2 class teacher, with a Maths specialism to ensure gap between PP children and peers is narrowed, particularly by the end of KS2.	£11,500	Improved learning outcomes across all subject areas, but particularly in Maths.	<ul style="list-style-type: none"> - New KS2 Teacher works closely with HOS and KS2 lead to plan and deliver effective differentiated teaching to ensure the PP children make improved progress towards end of year expectations. - PP children are exposed to more Greater Depth opportunities to further develop their understanding their mathematical reasoning and arithmetic skills. 	<p>Differentiation afforded by additional KS2 class teacher enabled PP children in KS2 to narrow gap between peers and make accelerated progress across the curriculum (apart from PP SEND children).</p> <p>Average scaled score for PP children in Maths in end of KS2 assessments was 102.83 with 16% achieving the higher standard.</p>
Dedicated intervention 1:1 and in small groups – English & Maths (increased adult support).	£3,350	<p>Improved learning outcomes in reading, writing and maths in order to narrow the gap towards end of year age-related objectives.</p> <p>1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting)</p> <p>Improved confidence for pupils in specified areas</p> <p>Learning tasks tailored to specific needs of pupils – closing gaps in</p>	<ul style="list-style-type: none"> - Ta/Intervention timetable carefully planned to make best use of pre-teaching, in class and intervention support. - Regular communication between staff around individual pupils needs, progress, pre-teaching resources/materials, 	PP and SEND interventions implemented and run by designated staff to successfully improve specific skills, boost PP children's confidence in key curriculum area and enable them to play a more active part in whole class teaching.

		<p>understanding</p> <p>Consolidation of learning completed in classes – time for practice and application of skills</p> <p>Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology</p> <p>Tracking of pupils who are also on SEN register – teaching tailored to needs of pupils</p> <p>Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and targets set for their progress</p>	<p>learning to consolidate and sharing of resources.</p> <ul style="list-style-type: none"> - Daily Intervention timetable set up and reviewed regularly to address specific needs. - Teachers & TAs to review regularly where pupils require keep up, catch up or pre-teaching. - Lead Intervention TA to monitor and collect data on specific interventions and meet with Additional Needs Lead and Class Teachers to review progress/ impact and re-shape interventions/groupings where necessary. - PP pupils to be identified in planning by Class Teacher 	<p>Intervention targets met for children involved and progress made.</p>
<p>Dedicated small group support for Reading Inference & Spelling</p>	<p>Part of above cost</p>	<p>Improved learning outcomes in reading (meeting end of year age-related objectives) Priority reading with staff if pupils are unable to read at home</p>	<ul style="list-style-type: none"> - Careful tracking of reading journals – ensure regular reading takes place · Close communication between TAs, teachers and HT to track pupils of concern 	<p>Average scaled score for Year 6 PP children in end of year reading assessment was 102. 71 with 16% achieving the higher standard.</p>

Support with school uniform	£300	-To promote a sense of inclusion · To promote attendance, good behaviour	- Inform parents of PP pupils on entry that support is available	All PP children were provided with correct school uniform and replacements provided when necessary.
Funding for school trips and residential trips	£700	Pupils are able to participate fully in school trips and residential trips · Learning is supported by trips that are carefully planned to enhance the school's curriculum Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential	- Initial letters to include information for parents about available funding · School office to liaise with parents and HT regarding specific requests for funding · Teachers made aware of funding available – can approach parents if appropriate	100% of PP children took full part in school trips and residential with PP Grant support. Tangible progress in terms of PP children's SMSC development evident.
Support with Breakfast Club and After School Club	£1400	- Places fully funded for Breakfast and After School Clubs to provide PP children with wider scope of social/educational activities. - Social skills are developed through participation in a range of clubs provided by the school or external providers · Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities · Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence	• Annual analysis of number of pupils who have taken part in clubs · Staff to talk to children/parents about possible interests and available clubs · SLT to arrange funding (as appropriate) for clubs and resources required (i.e. musical instruments, sports clothing)	% of PP children attending breakfast and after school club increased. Holistic benefits of PP children involved and access to provision had less impact on parents/carers working life.

Support with Peripatetic Music Lessons	£500	PP children wishing to learn musical instruments are not prevented from doing	- Inform parents of PP pupils on entry that support is available	All PP children offered opportunity to enjoy benefits of music lessons using PP grant.
Summary				
Total Expenditure	£17,750			

