

Pupil premium strategy statement

1. Summary information					
School	St Just Primary				
Academic Year	2018-2019	Total PP budget	£47,969	Date of most recent PP Review	September 2018
Total number of pupils	175	Number of pupils eligible for PP	37	Date for next internal review of this strategy	April 2019

2. Current attainment – KS2 2018		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	60%	90%
progress in reading	-0.5	+4.1
progress in writing	+1.5	+3.0
progress in maths	-1.1	+2.2

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Pupils unable to fully access learning due to barriers predominately related to social, emotional and mental health issues.
B.	A number of pupils have a lack an intrinsic motivation to learn and a dependency on others to support their learning and organise for them.
C.	Mobility of PP pupils into the school impacting on continuity, pupils having to catch up and fit in with different learning programmes, styles etc
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance rates for PPG pupils.
E.	Low parental aspiration for some PPG pupils. Some pupils hold low life expectation for themselves.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Access to learning for PP pupils is enhanced as emotional needs are met and supported. Children have increased confidence in their own ability to achieve. Measured by pupil progress and individual TIS assessments/ outside agency work e.g Dreadnought for some pupils Access to Forest Schools 6 week programme for most vulnerable KS2 pupils</p>	<p>TIS assessments/ Counselling provision shows a decrease in need for emotional support. Forest School feedback and classroom observations show a positive attitude to learning</p>
B.	<p>Pupils to be self- motivated to achieve well in their learning. Children improve their independent skills for life.</p>	<p>Children showing a pride in their work and keen to share their learning with their peers, teachers and family. Less adult intervention needed for daily routines and class procedures.</p>
C.	<p>Pupils new to the school to settle quickly. Catch up if necessary by accessing targeted support – baseline assessment conducted in first 2 weeks. Positive home – school links.</p>	<p>Communication with previous school/setting Pupils are supported by flexible groups to support needs Positive feedback from parents if additional support identified.</p>
D.	<p>Attendance for all pupils eligible for PPG is in line with school attendance.</p>	<p>Attendance across the school is good Attendance for PPG pupils shows a reduction for PA pupils. Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 90.4% to 95% in line with 'other' pupils.</p>
E.	<p>Increase parental engagement through individual parent contact for targeted pupils. Give a PP allocation so that Parents are able to have some choice of how it is used to support their child e.g enable access to residential experiences, learn a musical instrument, go to breakfast club etc</p> <p>Children to have high aspirations for their life expectations</p>	<p>Increased number of parents attending termly Parent Consultations Parents support children with their learning (at school and home) Parents choose how some of PP allocation is used for their child</p> <p>Children able to articulate realistic goals for the future Have an understanding of how their learning/aspirations will impact on everyday life</p>

5. Planned expenditure

Academic year **2018 - 2019**

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?
Pupils to be self-motivated to achieve well in their learning. Children improve their independent skills for life.	Allocation of intervention group support TIS provision Additional TA support ICT Resources e.g Nussy, Sumdog, memory skills etc Specific and focused groups for PP pupils enable all pupils to work across cohorts to support needs.	Allocation of support beyond normal classroom grouping to ensure all PPG pupils receive focused intervention to support needs Engagement of pupils in active learning through collaborative learning structures to ensure focus and high levels of success are felt by PPG pupils	PPG and SEND leads to ensure Plan Do review cycle is used on a half termly basis to allocate additional adult support across classes. Classroom observations of teaching and learning	HT/PPG lead	Half termly
Pupils new to the school to settle quickly. Catch up if necessary by accessing targeted support	Baseline assessment conducted in first 2 weeks. Positive home – school links.	Meeting with HT and SENDCO if appropriate to ensure a smooth transition into school and identify any additional needs quickly and respond promptly.	Pupil Progress meetings Weekly SLT meetings – highlight any children who cause concern	HT/PPG Lead	
Pupils to attain at NARE in Maths & Literacy	Additional targeted support for Maths & Literacy. Focus on Y2 & Y6 in particular. TA support a.m TA support 45 mins – 1hour 15min daily p.m for intervention groups	Allocation of support beyond normal classroom grouping to ensure all PPG pupils receive focused intervention to support needs Engagement of pupils in active learning through collaborative learning structures to ensure focus and high levels of success are felt by PPG pupils	PM of TAs Class teacher directed – monitored by TA Line manager Pupil Progress data & tracking	SLT SD	PM Review April TA Meetings at least half termly Ongoing

Total budgeted cost					Targeted Interventions £12500 Additional TA support p.ms £16000 TIS Provision including supervision cover £4500 ICT £1000 TOTAL = £34000
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?
Access to learning for PP pupils is enhanced as emotional needs are met and supported. Children have increased confidence in their own ability to achieve.	Identify a targeted behaviour intervention for identified students e.g TIS. Use TIS practitioners/SENDCO to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours. Forest School Provision	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour/emotional well being & whether improvements in behaviour /self esteem translate into improved attainment. Weekly supervision between TIS practitioners and Headteacher Weekly feedback with Forest School Leaders and Headteacher Programme evaluation meeting (after 6 weeks) with Forest school leaders and staff	NR/SD	June 2019
Increase parental engagement through individual parent contact for targeted pupils Children to have high aspirations for their life expectations	Termly meetings with parents in conjunction with SEND meetings Focussed parent workshops Broad curriculum and additional enrichment opportunities in the local community	Increased parental engagement leading to higher aspirations for pupils/families School Motto Aspirations & Achievement; Together One and All	PPG Leads NR/SD have weekly meetings to monitor engagement of parents Follow up before and after each parents evening to ensure maximum participation	NR/SD	June 2019

Total budgeted cost					Forest School £6000 TIS Supervision £500 Supply Cover TOTAL= £6500
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?
Attendance for all pupils eligible for PPG is in line with school attendance.	First day response provision. Rewards for 100% attendance EWO SLA 2019	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Weekly attendance analysis – Headteacher & SD will collaborate to ensure new provision and standard school processes work smoothly together.	NR/SD	June 2019
Give a PP allocation so that Parents are able to have some choice of how it is used to support their child e.g enable access to residential experiences, learn a musical instrument, go to breakfast club etc	All PP children allocated a sum of £200 whereby parents can request it's use	Gives parents some ownership of experiences/support that their child may benefit from.	Options are given to parents on consent forms for trips/residentials to use their PP allocation where applicable Excel spreadsheet in place which records and monitors where allocation has been spent (BS)	NR/SD	July 2019
Total budgeted cost					Individual PP allocation £7.4k TOTAL = £7400

OVERALL BUDGETED TOTAL = £47900

Overspend = £-

**Please note current number of pupils eligible for PP = 37
September 2018**

