

# Tonwell St Mary's CE Primary School Pupil Premium Strategy Statement 2018-19

1. Summary information					
<b>School</b>	Tonwell St Mary's CE Primary School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£10560	<b>Date of most recent PP Review</b>	Jul 18
<b>Total number of pupils</b>	41	<b>Number of pupils eligible for PP</b>	8	<b>Date for next internal review of this strategy</b>	Dec 18

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

In-school barriers	
<b>A.</b>	Lower attainment in English and maths for most KS2 PP pupils
<b>B.</b>	Lower attainment in communication and language and literacy for PP EYFS pupils
<b>C.</b>	Social and emotional difficulties for some PP pupils linked to home circumstances resulting in low self-esteem, difficulty building friendships, limited concentration in class and problems socialising with others
External barriers	
<b>D.</b>	Attendance repeatedly below 96% and persistent absenteeism
<b>E.</b>	Limited access to extra-curricular activities
<b>F.</b>	Difficulties accessing resources and uniform needed for school

## 3. Desired outcomes

	<i>Desired outcomes</i>	<i>Success criteria</i>
<b>A.</b>	Improve achievement for English and maths in KS2 so all children make expected or above expected progress across the Key Stage	All PP pupils will make expected or above expected progress across KS.
<b>B.</b>	Improve attainment for EYPP pupil in communication and language, literacy and maths	PP pupil will make above expected progress and meet ARE for CL, L, M
<b>C.</b>	Ensure no PP pupils are persistent absentees	All PP pupils will have over 90% attendance. Most will have over 96%.
<b>D.</b>	Enhance self-esteem and social skills through access to extra-curricular activities	All PP pupils will speak positively about activities.
<b>E.</b>	Provide resources and uniform needed for school	All PP pupils will make good progress.

4. 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?/Measure the effect?	Staff lead	When will you review implementation?
Improve achievement for English and maths in KS2 so all children make expected or better progress across the Key Stage	<ul style="list-style-type: none"> <li>➤ Two small KS2 classes every morning for English and maths to enable more frequent opportunities for feedback, small group instruction (2-5 pupils) and individualised instruction.</li> <li>➤ Teaching and Learning Advisors (TLAs) for English and maths to provide bespoke CPD for subject leaders and new Y5/6 teacher.</li> </ul>	<p>Education Endowment Foundation Teaching and Learning Toolkit includes 'Feedback' + 8 months' difference, 'Small Group Tuition' + 4 months' difference and 'Individualised Instruction' + 3 months' difference to pupil progress.</p> <p>Supporting the attainment of disadvantaged pupils November 2015 sites 'high quality teaching for all' as the third most important factor in 'Building Blocks for Success'</p>	<p>Formal, whole school pupil progress meetings every term will be used to track progress in English and maths. PP pupils will be tracked as a group as part of this.</p> <p>Data and pupil progress will be presented to governors termly. Governors will ask challenging questions and compare data to national averages.</p>	Headteacher /KS2 staff	<p>December 2018</p> <p>April 2019</p> <p>July 2019</p>
Improve attainment for EYPP pupil in communication and language, literacy and maths	<ul style="list-style-type: none"> <li>➤ Training for EYFS teacher on the Hertfordshire 'Early Years Foundation Stage leaders and staff Annual Programme'.</li> <li>➤ Wellcom intervention for PP pupil.</li> </ul>	<p>Education Endowment Foundation research states that 'Quality of teaching is the single most important driver of pupil attainment. Maximising the quality of teaching through the effective development of teachers will therefore be at the top of any school's priorities'.</p>	<p>Formal, whole school pupil progress meetings every term will be used to track progress in CL, L and M for this pupil and other pupils.</p> <p>Data and pupil progress will be presented to governors termly. Governors will ask challenging questions and compare data to national averages.</p>	EYFS Leader	<p>December 2018</p> <p>April 2019</p> <p>July 2019</p>
<b>Total budgeted cost</b>					<p>£6590 (2 KS2 classes + money from main school staffing budget)</p> <p>£1320 (EY training and resources + money from main school CPD budget)</p>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?/Measure the effect?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve achievement for English and maths in KS2 so all children make expected or better progress across the Key Stage	<ul style="list-style-type: none"> <li>➢ Reading comprehension groups with teaching assistant weekly.</li> <li>➢ Individualised instruction for maths with teaching assistant weekly based on diagnostic maths tests and teacher use of AfL.</li> </ul>	Education Endowment Foundation Teaching and Learning Toolkit includes 'Reading Comprehension Strategies' + 6 months' difference and 'Individualised Instruction' + 3 months' difference to pupil progress.	<p>Formal, whole school pupil progress meetings every term will be used to track progress in English and maths. PP pupils will be tracked as a group as part of this.</p> <p>Data and pupil progress will be presented to governors termly. Governors will ask challenging questions and compare data to national averages.</p>	Headteacher /KS2 staff	<p>December 2018</p> <p>April 2019</p> <p>July 2019</p>
Ensure no PP pupils are persistent absentees	<ul style="list-style-type: none"> <li>➢ New attendance policy</li> <li>➢ Attendance key aspect of School Development Plan</li> <li>➢ Individual plans written for any children with prior PA</li> </ul>	Supporting the attainment of disadvantaged pupils November 2015 sites 'addressing behaviour and attendance' as the second most important factor in 'Building Blocks for Success'	<p>Attendance to be a standing item reported to the Governing Body</p> <p>SLT to monitor attendance every fortnight, track figures for PP pupils and respond accordingly using the new attendance policy and SDP. SLT to contact home immediately if pupil is not in.</p>	Headteacher /Deputy Headteacher	<p>December 2018</p> <p>April 2019</p> <p>July 2019</p>
Enhance self-esteem and social skills through access to extra-curricular activities	<ul style="list-style-type: none"> <li>➢ Funded support for PP children to attend KS2 residential</li> <li>➢ Funded support for children to attend extra-curricular activities e.g. 1:1 cycling, football</li> </ul>	Education Endowment Foundation Teaching and Learning Toolkit includes 'Outdoor Adventurous Learning' + 4 months' difference to pupil progress.	Termly governor learning walks to include pupil voice with PP pupils to gather evidence for impact of these activities.	Headteacher	<p>December 2018</p> <p>April 2019</p> <p>July 2019</p>
<b>Total budgeted cost</b>					<p>£2000 (TA interventions + money from main school staffing budget)</p> <p>£100 (Attendance incentives for individual plans)</p> <p>£500 (extra-curricular activities)</p>

**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?/Measure the effect?	Staff lead	When will you review implementation?
Provide resources and uniform needed for school	➤ Funded support to PP children to buy uniform and resources needed for school.	<p>Education Endowment Foundation research states that 'Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos'</p> <p>Supporting the attainment of disadvantaged pupils November 2015 sites 'whole school ethos of attainment for all' as the first most important factor in 'Building Blocks for Success'</p>	<p>Formal, whole school pupil progress meetings every term will be used to track progress in English and maths. PP pupils will be tracked as a group as part of this.</p> <p>Data and pupil progress will be presented to governors termly. Governors will ask challenging questions and compare data to national averages.</p>	Headteacher	<p>December 2018</p> <p>April 2019</p> <p>July 2019</p>
<b>Total budgeted cost</b>					£50 (uniform and resources)

5. Review of expenditure for 2017-18				
Previous Academic Year		2017-2018		
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
All PPG children to meet EXS for spelling and reading in KS1 and KS2	Targeted reading comprehension activities  New spelling scheme Targeted spelling intervention	All PPG children made good progress in English for 2017-18. End of KS1 results show all PPG children made good progress across the Key Stage and 2/3 achieved EXS or better. End of KS2 results show 1/3 PPG children made good progress in reading across the Key Stage and 1/3 achieved EXS or better. 2/3 PPG children made good progress in writing across the Key Stage and 2/3 achieved EXS in writing and GPS.	Y6 reading comprehension activities can work better 1:1 rather than in a group if attainment levels are different for children in the group.	£7000 staffing £600 spelling scheme and resources
Diminish the difference between PPG and non-PPG children at the end of KS2	Y6 early morning booster club  Teaching and Learning Advisor Support  Team planning and teaching project	1/3 PP children achieved GDS in reading 2/3 PP children achieved EXS in writing 2/3 PP children achieved EXS in GPS 2/3 PP children achieved EXS in maths 3/3 non-PP children achieved GDS in reading 2/3 non-PP children achieved EXS in writing 2/3 non-PP children achieved EXS in GPS 2/3 non-PP children achieved EXS in maths	Some PPG children did not always attend booster club before school.	£1500 training  £500 in school project  £2500 club
Experiences for PPG children enhanced through rich and varied curriculum	Funding for KS2 school journey  Funding for trips/workshops  Funding for extra-curricular clubs	Pupil voice shows all children enjoy their learning at school, including PP and non-PP pupils.  Governor learning walk reviews note positive attitudes of PP children and them talking positively about activities.  10/12 children attended at least one after school extra-curricular club.	Supporting the cost of KS2 school journey allowed 2 children to attend who never had previously.	£2000 trips, travel, clubs
Improve attendance and lateness for PPG children	Offering wraparound care/transport costs  Attendance reported in written format 3 times annually  Non-attendance followed up with phone call from SLT	Number of PP persistent absentees dropped from 6/12 in July 2017 to 2/12 in July 2018.	Support for these children depends on individual circumstances and must be planned accordingly. Strategies successful for one family did not work well for another family.	£1000 wraparound care, travel
PP children in EYFS will meet ARE for communication and language	Investing in and using Communication in Print and Makaton signing to support communication and language	All EYPPG children made good progress across the year in communication and language.	PPG governor training in Summer 2018 highlighted the importance of a focus on EYPPG children's communication and language. Although the EYPPG children made good progress in CL, their attainment was below ARE.	£250 for communication in print  £350 Makaton training