

# Pupil premium strategy statement (primary) 2019-2020

1. Summary information						
School	St Nicholas and St Laurence Primary					
Academic Year	2019-20	Total PP budget	£66480	Attendance 2018-19 Whole school -94.9% PP – 94.52%	Date of most recent PP Review	July '19
Total number of pupils	207	Number of pupils eligible for PP	45 (22%) LAC (3) Ever 6 service (6)	SEN and PP – 6.76% (14 of 207) National – 28 %	Date for next internal review of this strategy	July '20

2. Attainment of Year 6 Children at end of last academic year 2018-19			
9 children - 1 child =11%	Our school –PP	Our school - non PP	National - non PP
% achieving in reading, writing and maths	30%	33%	65%
% making progress in reading	55%	53%	73%
% making progress in writing	78%	77%	78%
% making progress in maths	33%	50%	79%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Starting school with poor language skills and limited vocabulary
B.	Progress and attainment in Maths
C.	Progress and attainment in reading
D.	Poor emotional resilience and self-esteem levels
<b>External barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
E.	Low attendance and poor punctuality
F.	Lack of opportunity outside school for extra curricular activities and visits.
G.	Low parental support and engagement- School is in an area of high deprivation and social mobility is extremely low in Weymouth. Constituency, England

<b>2. Desired outcomes</b>		<b>Success criteria</b>
<b>A.</b>	<b>To ensure outcomes demonstrate a diminishing difference between all children nationally and disadvantaged children in school in Maths</b>	<b>Attainment and progress in line with non-PP pupils</b>
<b>B.</b>	<b>To ensure outcomes demonstrate a diminishing difference between all children nationally and disadvantaged children in school in Reading</b>	<b>Attainment and progress in line with non-PP pupils</b>
<b>C.</b>	<b>To raise oral skills and receptive vocabulary skill.</b>	<b>Gaps will close between PP and non-PP children.</b>
<b>D.</b>	<b>To improve resilience and self-esteem</b>	<b>Chn are resilient learners with improved attitudes to learning and school.</b>
<b>E.</b>	<b>Disadvantaged pupils will be able to enjoy a wide range of enrichment activities at a reduced cost to improve their wellbeing, self-esteem, confidence, motivation and engagement with school.</b>	<b>More disadvantaged pupils will participate in after school clubs as well as participating in trips, particularly residential visits.</b>
<b>F.</b>	<b>To raise attendance and become in line with the target of 96% for all</b>	<b>Attendance and punctuality increased.</b>
<b>G.</b>	<b>To raise parental engagement in their children's learning and aspirations</b>	<b>Increased attendance at parent consultations. Increased opportunities for parents to learn how their children are taught e.g. maths and English workshops, parent information sessions, class assemblies.</b>

<b>3. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2018 -2019</b>		
<b>i. Quality of teaching for all</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
PP Lead to closely monitor and evaluate provision for children	Gaps closed or closing with ARE or ARE exceeded by HA pupils.	Progress in line with National expectations in KS1 and EYFS but inconsistent in KS2.	Greater accountability is required to ensure needs of pupil are quickly addressed and monitored. Profile of Reading for Pleasure also to be raised.	£32,200
Small group work to target support, led by teacher and TAs			Continue to target support to address gaps. More robust monitoring of data and tracking of objectives	
To raise oral language skills and receptive vocabulary measured using Talk Boost outcomes and BPVS.		Most children have increased their BVPS score. This has had a positive impact on their learning, however this still needs to continue in order to improve and close the gap.	Vocab training for TAs Expectation that children answer in sentences using stem sentences in maths. Early identification of speech concerned in EYFS	
To see an increase in reading comprehension scores for pupils eligible for PP through targeted 1:1 support by teacher.		Attainment at least in line with non-PP pupils, including GD for HA pupils	55% met the standard in Year 6 compared to National of 73% This is 1% below the previous year.	
AR to be used to support reading in KS2		National evidence shows that AR is an effective approach but frequency of reading needs to be closely monitored	Monitoring in reading needs to be more robust in KS2. Strategies in KS1 quickly identify those not reading. Guided reading planned in Autumn term for all staff.	£2778
Training to support children with emotional, social and behaviour issues.	Raise staff confidence, Improve mental health and well-being of children	Significant improvement in behaviour. Children ready to learn with less incidents of poor behaviour at break times. Some children still find break times the most challenging time of the day for friendships and social interaction	More provision is required during break to improve play experiences and make break times more positive. OPAL approach to be adopted.	£220
<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>impact</b>	<b>Lessons learned</b>	<b>Cost</b>

To see improved resilience and self-esteem measured using Thrive on-line.	Children resilient in their attitudes to learning and overcoming barriers.	Chn are becoming more resilient but the Thrive approach did not work.	Thrive approach did not work as well as hoped. Staff to be trained in ELSA which is an evidenced-based approached support by our local EP service.	Cost covered in staffing cost above
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### iii. Other approaches

Action	Intended outcome	impact:	Lessons learned	Cost
To raise attendance for PP children at least in line with the target of 96% for all pupils.	Absence and punctuality issues diminished.	Targeted parents meet SLT, resulting in improved engagement. Greater take up for breakfast club. Improved attendance for many	Attendance improve in the early Summer term but persistent absence increased slightly by the end of the term. However, there is a robust system to monitor closely.	£3900 £1616
FSM and Cool milk – Introduction of new provider in school	Ensure children have a balanced diet in school.	Since food providers have changed, there is a greater up take of FSM	Ensure that parents are aware that, in KS2, PP are still entitled to free school meals.	£8000
Enhanced learning opportunities such as drama, music session, clubs, trips and extra-curricular activities in school and outside of school.	To raise aspiration and confidence	Children became more confident. Those with music lessons were confident to play in collective worship and special performance days.	Use a questionnaire to ensure that the interests of all PP children are considered both in school and outside.	£4170
To raise parental engagement in their children's learning and aspirations by attending parents evenings and progress days and supporting with learning at home	Parents of PP children attending parents evenings and supporting with learning at home.	Phone calls home ensured that all parents attended parents evening. Next step: how can they support their children's learning further?	Families need to feel welcome into school and recognise workshops as a positive experience for both themselves and the children. The greater the parental involvement, the better the children achieve.	£1616 (cost also covers monitoring calls for attendance and illness)
Uniform vouchers	Uniform vouchers for all PP children so that they feel worth and valued.	4. Most children well-presented and appropriately dressed.	At time of review, not all vouchers have been deemed although still valid. Need to monitor to ensure all are used before end date,	£2200

## 5. Planned expenditure

Academic year	2019-2020
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**Key priorities -To ensure outcomes demonstrate a diminishing difference between all children nationally and disadvantaged children in school.**

**i. Quality of teaching for all**

<b>Intended outcome</b>	<b>Action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>To be Reviewed</b>
High quality CPD impacts on quality first teaching in Maths.	Staff meetings for Power maths. Joint planning to raise confidence TA training in the scheme and the use of manipulatives. Subject leader CPD from experienced Maths lead.	EEF Guide to PP states 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for PP.'	Book scrutiny shows progress with feedback and the use of manipulatives, addressing any misconceptions and taking learning further Learning walks indicate	JC/VM/SL	Half termly
High quality CPD impacts on quality first teaching in reading	Whole school guided reading training. Vocab and Precision teaching training for TAs. Subject leader CPD from experienced English lead. LA training for Subject lead	Evidence shows that explicit teaching of the skills of retrieval and inference can have a direct impact on reading comprehension.	Learning walks show that children are responding to explicit teaching of reading skills Book scrutiny shows wider range of vocab in writing. Assessment tests (reading comprehension and reading ages – Salford or Accelerated Reading). Data	JC/JN/SL	Half termly
To see an increase in reading comprehension scores.	Focus on reading skills, staff meeting foci on teaching the key skills of retrieval and inference that pupils' need in order to improve their reading comprehension.			JC/ JN	Termly
To raise oral language skills and receptive vocabulary.	Work with pre-schools to provide support and early intervention. Investigate the use of WellComm as a joint approach.	EEF-studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.	Baseline and ongoing data	JC/JJ	termly
	Increased reasoning skills. Children speaking in sentences when answering. Vocab relating to topic displayed in classroom. Language rich environment	Evidence shows that daily teaching of new vocabulary increases pupils' understanding and use of more interesting words in their oral language and written work. Group focus and 1:1	Lesson observations by SLT. Learning walk Book scrutiny by Literacy and Maths leads (looking at reasoning in maths) BPVS Data.	JC/ JN/ VM	Termly
	Intervention, such as 'Talk Boost' and 'Time to Talk' be used to increase receptive language and articulation.		DATA – Vocab age Scrutiny – evidence of higher-level vocab used in writing.	JC/JN CH/GOV	End of programme

High level of accountability and robust monitoring of outcomes for children attracting PP.	Raised accountability and monitoring of subject leader action plans show high level of monitoring and evaluation of provision and progress of PP to ensure all staff have high expectations and aspiration.	By identifying disadvantaged pupils and by being aware of their specific set of needs, support can be offered which will have the maximum impact. Greater accountability and data developed among the staff team. Ofsted guidance states that ensuring “that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils” was an effective strategy. Ofsted Pupil Premium report into effective strategies - “class and subject teachers knew which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress” “discussions about pupils eligible for the Pupil Premium in performance management meetings”	Review PP strategy regularly with CH, Governor Regular reviews of action plans, , data and provision maps Impact of intervention closely monitored and evaluated	JC/ Subject leaders/	Half termly Book scrutiny/ DATA
	Medium term plans will include differentiated intentions to ensure appropriate provision for PP where necessary			JC/ SENCO	Half termly Book scrutiny/ DATA
	Pupil progress meetings with SLT and SENCO to discuss possible barriers and how they can be avoided/overcome.		Provision maps will detail effective Intervention. Monitoring will ensure that, If this is not sufficiently rapid, it will be quickly identified, and alternative provision put In place.	JC/ SENCO/ class teachers	Termly
	Detailed and up to date provision map of all the support offered to disadvantaged pupils in each class are reviewed termly. Teachers complete this half termly and discussions are held between PP lead, SENCO and teachers regarding impact of Intervention. Teachers are challenged where progress is less than expected.		Regular updates to governing body via the Governor responsible for PP	JC/WR/AM	Termly
To raise attainment for PP pupils to be at least in line with National average	Ensure Governors are well informed of the latest research relation to best practise and its impact for disadvantaged children.	SLT and SENCO to review progress of disadvantaged children at progress meetings and during performance management meetings. Information shared with governors	WR/JC/ SL	JC/JN/SL/ All teachers	Half termly
	Regular monitoring and analysis of progress of disadvantaged pupils. Teachers to complete data analysis termly to identify gaps in either progress or attainment and to plan interventions to address these. Assessment information from Star reading, Star Early Literacy, Lexia and AR informs planning to ensure tasks are effectively differentiated. White Rose end of unit tests and NFER test to inform planning in Maths				
	PP given priority for feedback and marking using agreed codes.				

	Use high quality Literacy programmes that impact on both phonics and reading such as 'Lexia' and 'Accelerated reading'. Programme will also create personalise learning programmes based on gaps identified for next.	Previously, completing Lexia levels proved to be a good indicator of who will achieve ARE in Year 6. The personalised follow up lessons identify and address gaps quickly EEF Research shows +3months progress for all children, but + 5 months for disadvantaged pupils	Monitoring of data which will indicate usage and impact.	JC/JN	Half termly
<b>Total budgeted cost</b>					<b>£6200</b>
<b>ii. Targeted support</b>					
<b>Intended outcome</b>	<b>Action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>To be Reviewed</b>
To diminish gaps and raise attainment of MA: PP achieve at least in-line with non-PP funded pupils.	More able children will be suitably challenged and motivated and will achieve their full potential. More able children will be identified and tracked in each class to ensure that they are making required progress.	Intervention has been targeted towards especially gifted students who, even though lessons are tailored to meet their needs, would benefit from additional opportunities to work with like-minded pupils on more challenging tasks. EEF toolkit – +4 months additional progress for Small Group Tuition, +5 months for Collaborative	Robust monitoring will ensure effective challenge and opportunity for the MA Data carefully analysed to ensure accelerated progress and attaining 'Greater Depth'.	JC/VM/ JN	Half termly
	Booster classes provided for Year 6 pupils in preparation for SATs. GPS, reading, ARE maths and greater depth maths and reading groups	Ofsted states school have "allocated their best teachers to teach intervention groups to improve mathematics and English, or employed new teachers who had a good track record in raising attainment in those subjects" EEF toolkit – +4 months additional progress for Small Group Tuition	Children make accelerated progress and achieve at least the expected standard in the Year 6 SATs	SENCO JC SLT	Termly
	Potential Year 6 GD children to be identified and targeted support put in place.				
Children who are SEN as well as disadvantaged will make accelerated progress due to effective, targeted interventions	PP lead and SENDCO to work collaboratively to ensure that interventions for individuals, who are SEN and disadvantaged, are effective and targeted correctly.	BVPS is used to assess a child's receptive vocabulary and can help identify any delay in vocabulary development, even for very young	Data analysis will show which interventions have had the most impact and those that have not. Interventions will be adjusted accordingly. Advice and/or support from other professionals/agencies needs to be considered alongside this provision.	JC/SL	Half Termly
	BPVS Screening on entry and at the end of EYFS for early identification of communication and language concerns.		DATA will show that children's vocab score significantly improve	JC	On entry and exit of EYFS
	Daily Speech and Language sessions take place focusing on targeted gaps. Each child has an individualised plan with targets and actions which have been developed following speech and language assessments.	Bespoke sessions delivered by TAs using materials provided by Speech and Language service.  EEF research – 5+ months additional progress on average for 1:1 tuition as an intervention	Children make progress towards specific targets. Regular internal and external assessments take place to inform next steps	SENDCO class teacher PP LEAD	Half termly

To see an increase in reading comprehension scores.	Small group tuition planned by literacy lead. 1:1 reading with an experience teacher Robust monitor of AR of the frequency of reading and that the levels children are reading are sufficiently challenging.	The EEF toolkit reports a gain of 4 extra months progress over a year for children receiving small group tuition where teaching can be tailored to the learners' needs.	Outcomes monitored regularly with standard assessments. AR reports scrutinised to ensure rapid progress and high attainment	JN/JC	Termly
To increase children's reading rates so 100% of PP children read at least 3 times a week	Targeted reading using volunteers and older children. Regular 1:1 reading with pupils in Years 1 to 6 who are working below the expected standard. Focus linked to reading assessment analysis. Ensure robust monitoring systems to record frequency of reading are used consistently across the school, where non-readers are correctly identified and addressed.	Children who find reading a challenge often need more bespoke support outside a guided reading group.  EEF research – 5+ months additional progress on average for 1:1 tuition as an intervention and +5 months for Reading Comprehension Strategies,	Outcomes monitored regularly with standard assessments. Class teachers and SLT to monitor the impact of the intervention. DC to promote the use of the library. Whole school reading events show Reading records monitor frequency of school and home reading.	JC/ JN/ Class teachers	Half Termly
High quality targeted phonics intervention	Booster sessions in KS1 to ensure all meet phonics check by the end of KS1.	There is a strong and consistent body of evidence demonstrating the benefit of one-to-one or small-group tutoring using structured interventions for children who are struggling with literacy.	DATA	JC/JN/SL	Termly
To promote a love of reading	£1 book sale to provide high quality books at low cost. PP lead to ensure that all PP receive a book by school funding one book per PP child. Each child to take a library book home. Parents encouraged to support their child use the library.	DfE 2012- positive relationship between reading frequency, reading enjoyment and attainment	Librarian to monitor who attends sale and ensure that unaccompanied children choose appropriate texts.	DC	Termly
To raise attainment, Maths	Small group for targeted support to ensure gaps in learning in Maths are addressed and the children make accelerated progress Pre-teaching of skills before whole class lessons  Additional number fluency, reasoning and calculation sessions.	EEF research indicates that focusing on specific areas of learning is more effective than intervention schemes EEF- 'The quality of the teaching in small groups may be as or more important than the precise group size (there is evidence of the benefits of staff professional development on pupil outcomes).'	DATA Learning walks Book looks	JC/VM CH/GOV	Half termly
	CPA approach to be used, particularly in KS1 and lower ability children. Marking code indicates manipulates used.	CPA- highly effective approach to teaching that develops a deep and sustainable understanding of maths in pupils	Learning walks Book looks	JC/VN	Half termly
	Children to be encouraged to use TT Rock stars to improve times tables. Staff to ensure time allocated in school as well as home, either in class time or break.	DfE have introduced testing for Year 4 as times tables are an important mathematical skill	DATA Learning walk show skills being applied. Certificates	Class teachers JC/JN	On-going

**Total budgeted cost** 22,800

### iii. Other approaches

<b>Intended outcome</b>	<b>Action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>To be Reviewed</b>
To raise attendance to meet national target of at least 96%	Same day phone calls for all unreported absences and prompt execution of persistent absence procedures. Breakfast club to be offered to persistent absentees and register of attendance of BC closely monitored. Lateness to be monitored to ensure it does not become an issue.	Whole school data for attendance of 94.9% with 94.52% for PP is below the national target of 96%. Parents are less likely to keep their children home from school, for reasons other than illness, if they know they are going to be held to account for persistent absences. Research also shows that improving attendance can have a significant impact on progress.	Half termly monitoring of attendance will show that attendance is at least in line with National with children regularly attending breakfast club. Register completed by BC staff	WR/GB/ JC	Half termly
	Personal invitation to breakfast club for those identified as vulnerable, most at risk of low attendance or poor performance in class.	Evidence shows that breakfast clubs have a positive impact on children's 'readiness to learn'. We have seen improved attendance, emotional well-being and 'readiness to learn' for children who come to breakfast club.	Class teachers and JC to identify target children. Delivered by staff who are ELSA trained. Overseen by SLT and JC.	WR/ JC	On-going
To raise parental engagement in their children's learning and aspirations resulting in	Invitation by telephone call for parents evenings and information evenings. Copies of handouts and slides to be sent for those not attending. Reminder phone calls to hear children read or complete homework.	Evidence shows that parental involvement has a big impact on children's performance in school. We need to engage with these 'hard to reach' families and share with them the education of their children.	JC to identify families who need personal invitations and follow up with class teachers.	JC/JN/ VM	Termly- after parents evening
Parents will understand how they can better support their children at school.	Maths and English workshops and information evenings planned to share expectations and show parents the new methods and examples of children's work. Parent consultations throughout the year to keep parents fully updated of their children progress.	As children move further up the school, often parental engagement reduces as parents are often unsure of how best to support their child's learning. Methods change and with the increased expectations on children, it is sometimes difficult for parents to know what the best thing to do is. EEF Toolkit – Parental involvement +3 months additional progress.	Attendance records to be kept for these events and evaluations completed.	All	Twice yearly
To ensure parents quickly access support when needed.	Prompt referral to outside agencies such as CFPZ or DFM.	(Social Mobility Index by Constituency, England, October 2018) indicates that the school sits within an area of the country that is significantly disadvantaged. We aim to identify families needing help and arrange support so that pupils can be in school.	JC to liaise between families and service providers.	WR/JC	As required
Early help strategies will be offered to families	Uniform vouchers for all PP children so that they feel worth and valued.	Although there is no specific evidence that having a school uniform has a positive impact on progress, we feel that it is important that all children should feel part of the school and wearing the correct uniform is therefore important.	Records are kept showing who has used the uniform vouchers.	GB	

Additional Forest schools and gardening club be available to PP children.	Children to participate in Forest school and gardening club to improve behaviour and engagement with learning.	Current research suggests that Forest School/Outdoor Learning has numerous positive outcomes for all pupils. Forest schools seek to encourage, motivate, engage and inspire children through positive outdoor experiences EEF – Outdoor Adventure Learning+4 months additional progress	Class teachers and VH to liaise to consider the impact of the intervention of the behaviour, motivation, self - esteem and confidence of the children participating in the outdoor group.	JC/VH/ BT Class teachers	Termly
To use ELSA to support Social, Emotional and Mental Health (SEMH) needs and enable children to	ELSA to be made available to address issues. Training will enable the school to meet the specific needs of children, including service children whose families may be away.	Interventions that focus on SEMH needs impact on both individuals and whole school. Evidence also shows that if these needs are met, children are more focused and are successful in their learning.  EEF Toolkit – Social and Emotional Learning +4 months additional progress	Pre and post intervention questionnaires are completed to assess impact and need for ongoing support.	SL/ JC	Ongoing – children will access intervention depending on the need.
To encourage reliance and perseverance	Touchline –Values through sport. This term through Rugby. 6-week programme		Pupil voice	JC/ES	By end of programme
To raise aspirations for all and create equal opportunities- Disadvantaged pupils will be able to participate and enjoy a wide range of enrichment activities	Trips, including residential visits to be offered at subsidised costs to improve wellbeing, self-esteem, confidence, motivation and engagement	Outdoor learning and residential trips are known to have a positive impact on children’s wellbeing, confidence and self- esteem. By removing some of the financial barriers, disadvantaged children will be able to experience these opportunities. EEF – Outdoor Adventure Learning+4 months additional progress	Pupil voice will indicate the impact on their SEMH.	JC	on-going
	Wide range of after school clubs offered to all pupils. Questionnaires to be used to ensure clubs match the interests of target children. Spaces to be offered to disadvantaged pupils before whole school. As appropriate, disadvantaged pupils will be encouraged to attend in order to promote their wellbeing.	Encouraging children to participate in a new sport or activity has a positive impact on their general wellbeing and enables them to development important life skills such as leadership, teamwork and co-operation. EEF – Sports Participation +2 months additional progress	Class teachers keep records of children attending sports clubs. Attendance of PP children is monitored.	JC	Half termly
	Music lessons will be funded by the Pupil Premium to allow disadvantaged children to have the opportunity to learn a musical instrument.	EEF Toolkit – Arts Participation = +2 months additional progress	Engagement will be monitored by specific music teachers and class teacher. Children will be asked their opinions (pupil voice) about their	JC/RW	Half termly
Effective transition to next school in Year 6	Ensure that arrangement meet the needs of the individuals to ensure there is an effective and smooth transition	Best practise shows that the more support children received during this time, the smoother the transition. This is particularly important for vulnerable children.	Pupil voice Information sharing between schools and families	JC/JN/ GB	End of year

Effective transition for EYFS from preschool	Planned transition with pre-schools for our PP (EYPP) and our SEN/D chn and other disadvantaged children		Information sharing between schools and families	JC/JJ	
<b>Total budgeted cost</b>					<b>£37,600</b>