

Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	St. Margaret's Collier Street CoE Primary School				
Academic Year	2019-20	Total PP budget	£6260	Date of most recent PP Review	Oct.19
Total number of pupils	120	Number of pupils eligible for PP	4	Date for next internal review of this strategy	Oct.20

2. Current attainment		
	<i>Pupils eligible for PP (our school – pupils from YR to Yr 6 just left)</i>	<i>Pupils not eligible for PP (national average – this is a comparison recommended by Kent)</i>
% achieving expected standard or above in reading, writing & maths	50%	63%
% making expected progress in reading (as measured in the school & SATs)	66%	63%
% making expected progress in writing (as measured in the school & SATs)	50%	67%
% making expected progress in maths (as measured in the school & SATs)	50%	73%
3. 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.	Gaps in understanding and application of Maths and English skills (including vocabulary), particularly for pupils with both Pupil Premium Funding	
B.	Aiming high; high expectations for pupils with PP funding	
C.	Pupils being ready and focussed to learn in school	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
D.	Consistent punctuality.	

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	<p>Gaps are identified and targeted teaching/interventions teach to gaps.</p> <p>For pupils with SEN, recommended strategies identified and used (including bespoke curriculum).</p> <p>(Measured with Pupil Progress Meetings, provision maps and monitoring progress)</p>	<p>Formative assessment will show gaps being addressed (see provision maps). Pupils will make, or exceed, expected progress, including those with SEN and PP funding.</p> <p>Advice sought from external agencies to identify best strategies to use in class and interventions (private professionals to be used to reduce waiting times).</p>
B.	<p>Children with PP funding to continue accessing exceeding booster groups and higher ability differentiation.</p> <p>(Measured with Pupil Progress Meetings, provision maps and monitoring progress)</p>	<p>Pupils will make, or exceed, expected progress.</p>
C.	<p>Pupils settled and ready to access learning.</p> <p>(Measured with Pupil Progress Meetings)</p>	<p>Pupils can access learning; interventions required to ensure pupils are ready to learn is reduced (e.g. behaviour charts or mentoring)</p>
D.	<p>Punctuality is maintained.</p> <p>(Measured with attendance figures and breakfast club register)</p>	<p>Pupils to have a low number of late sessions.</p> <p>Note: historically for our school attendance of pupils with PP funding is higher than nationally (see annual PP funding report July 2018).</p>

5. Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>Quality First Teaching for all (linked to SIP: Quality of teaching, learning and assessment)</p> <ul style="list-style-type: none"> All staff to visit colleagues and reflect on implications for their own practice Training to support TAs new to role (in school & external) <p>Note: SIP: Outcomes for children also focussing on CPD to ensure QFT.</p>	To share best practice and subsequently increase the % of teaching and adult support graded as outstanding	<p>Staff visited colleagues and shared examples of best practice.</p> <p>TAs</p> <ul style="list-style-type: none"> Training focussed on QFT, most achieved satisfactory observations (91% of TAs good/outstanding at Sept 19 – see SIP 2019-20). TA skills have improved over the year. See impact of training in SEN Information Report. 	<p>Due to changes in staffing this is to be continued.</p> <p>TAs have a firm foundation for QFT, next step will be training focussing on specific difficulties (ASD, dyslexia).</p>	<p>£0</p> <p>£700 (STS and T4W)</p>

Encourage a balance of setting and mixed ability groups in class.	Children experience a mixture of setting in ability groups (to support higher attaining pupils) and mixed ability groupings (to support low and mid-range attaining pupils).	PRMeetings show that all classes use a mixture of setting in ability groups and mixed ability groups. Progress for pupils across the school is appropriate. Progress for pupils with PP is mostly in line with, or above, national average for Non PP (see Table 2)	Continue to discuss as part of QFT in Progress Review Meetings. Progress in maths for pupils with PP funding to continue to be an area of focus for next year.	£0
Intervention groups to be setup for classes as required; to boost children to expected and greater depth.	Pupils with PP funding to make (or exceed) expected progress.	Progress for pupils with PP is just below or in line with national average for Non PP (see Table 2)	Continue to use.	£5992.20
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Daily breakfast club	Punctuality is improved; children are ready to learn.	Punctuality improved over the year; reduced to 7 late sessions in Term 5 (from 28 late sessions in a term)	Continue to offer.	£600.00

1 : 1 tutoring and bespoke curriculum	Pupils with PP funding to make (or exceed) expected progress (see individualised provision plan)	<p>Initially pupil with 1:1 tuition made some steps progress, but not expected. This led to further screening/assessments with private external professionals.</p> <p>Strategies suggested in place. Targets for memory intervention met, expected progress in reading and accelerated progress in writing (reading age is now above chronological age).</p>	<p>1:1 tuition to continue – focussing on visual perception skills and consolidating memory skills.</p> <p>Also small focus group daily for maths.</p>	£595.00
		<p>1 pupil with High Needs Funding has:</p> <ul style="list-style-type: none"> • Met targets set within personalised plan. • Some interventions have stopped as no longer required (social skills/behaviour). • Reading age has accelerated. (+15months in 12 months) • Some progress in writing and maths data (no progress previous year). 	<p>High Needs Funding 1:1 provision to continue (under supervision of SENCO and STS)</p>	<p>£12,382.30</p> <p>(HNF application 07/18)</p>

Children to be ready to learn by implementing strategies as appropriate (e.g. behaviour charts and mentoring)	Strategies to support children to be ready to learn reduced over time	Variety of charts used over the year, with some positive impact Mentoring showed good impact; behaviour and social skills improved. Stopped midyear as no longer needed.	Continue to use mentoring whilst change of year group. Continue to use charts if needed.	£384.00 £0
---	---	---	---	-------------------

iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Pupils will take part in visits; e.g. Venture week, swimming lessons	For pupils to access a range of social/cultural/sporting experiences, visits and activities	Pupils took part in all visits, including venture week and swimming lessons. Pupils won awards for sporting achievement; within and outside of school. All pupils can now swim beyond the national curriculum expectation of 25m (pupils achieved 100 - 400m).	Continue to fund this approach.	£630.00

6. Planned expenditure

Academic year

2019-20

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice? (see links to documents in 'Additional Detail')	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Encourage a balance of setting and mixed ability groups in class.	Children experience a mixture of setting in ability groups (to support higher attaining pupils) and mixed ability groupings (to support low and mid-range attaining pupils).	EEF Setting or Streaming: The EEF found that on average, pupils experiencing setting or streaming make slightly less progress than pupils taught in mixed attainment classes. The evidence suggests that setting and streaming has a very small negative impact for low and mid-range attaining learners, and a very small positive impact for higher attaining pupils.	Review at each Pupil Progress Review meeting, as well as through observations.	EF	Termly

<p>Developing children's vocabulary, especially through reading.</p> <p>By:</p> <ul style="list-style-type: none"> • T4W strategies (comprehension/ guided reading focussing on vocabulary before reading & answering questions, actions with story language, using high quality texts, wow words, core texts read to class daily). • Setting in mixed ability (hear a range of vocabulary) • Key vocabulary shared with parents in MTP • EF attend STS vocabulary training and disseminate to all staff 	<p>Children show a greater understanding in guided reading/comprehension and to begin to transfer wider vocabulary in writing.</p>	<p>EEF Oral Language Interventions: EEF found a positive impact on learning for all pupils by focusing on vocabulary strategies such as:</p> <ul style="list-style-type: none"> • Targeted reading aloud and book discussion with young children • Explicitly extending pupils' spoken vocabulary • Use of structured questioning to develop reading comprehension • Use of purposeful, curriculum-focused, dialogue and interaction. <p>Some studies show slightly larger effects for pupils from disadvantaged backgrounds (up to six months' additional progress).</p>	<p>Progress Review meetings – vocabulary strategies discussed at each meeting</p> <p>Learning walks</p> <p>Observations</p>	<p>EF & PR</p>	<p>Termly</p>
Total budgeted cost					£600

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Daily breakfast club	Punctuality is good; children are ready to learn.	EEF Magic Breakfast Club: The EEF found that the breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of 2 months progress per year.	Attendance and punctuality monitored	EF & PR	Termly
1 : 1 provision (tuition and bespoke curriculum)	Pupils with PP funding to make (or exceed) expected progress (see individualised provision plans)	EEF One-to-One Tuition: EEF states that one to one tuition can be effective, delivering approximately five additional months' progress on average. School to follow STS advice with HNF Provision.	STS termly visits Progress Review meetings and observations	EF & CT	Termly
Intervention groups (To be setup for classes as required; boosting children to expected and greater depth.)	Pupils with PP funding to make (or exceed) expected progress.	See above and: Evidence based interventions used; evidence from research (external) or from termly reviews of provision maps (internal).	See above	EF	Termly

Children to be ready to learn by implementing strategies as appropriate (e.g. behaviour charts and mentoring)	Strategies to support children to be ready to learn reduced over time	Strategies recommended by STS, EEF and within school behaviour policy. EEF Mentoring: The EEF states that some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	See above	EF & CT	Termly
Total budgeted cost					£6000
iii. Other approaches					
Action	Intended outcome	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 will take part in visits; e.g. Venture week, swimming lessons	For pupils to continue to access a range of social/cultural/sporting experiences, visits and activities.	EEF Sports Participation: The EEF states that participating in sports and physical activity is likely to have wider health and social benefits.	Reviewing access to trips	PR	Annually
Total budgeted cost					£630

7. Additional detail

The Pupil Premium Awards

<https://www.pupilpremiumawards.co.uk/>

EEF Making Best Use of Teaching Assistants:

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/>

EEF Setting or Streaming

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/setting-or-streaming/>

EEF Magic Breakfast Club

<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/>

EEF One-to-One Tuition

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/>

EEF Mentoring

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mentoring/>

EEF Sports Participation

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/>

EEF Oral language interventions (vocabulary)

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/>

Guide to acronyms:

PP: Pupil Premium

SEN: Special Educational Need

QFT: Quality First Teaching

SIP: School Improvement Plan

CPD: Continued Professional Development

STS: Specialist Teaching Service

CT: Class Teacher

TA: Teaching Assistant

NHF: High Needs Funding

MTP: Medium Term Plan

T4W: Talk for Writing