

St. Cedd's Church of England Primary School

Pupil Premium Strategy 2018 – 2019

Number of Pupils and Pupil Premium Grant Received	
Academic Year	2018 – 2019
Number of pupils on roll (October 2016 census)	
Number of pupils eligible for pupil premium funding	@ £1,320 per child
Amount of Pupil Premium Grant received	£18,480
Date of most recent internal PP review	July 2017
Date of next internal review of this strategy	July 2018

Summary of the main barriers faced by eligible pupils

Parental support with homework and encouraging their child in academic work in school. This leads to lack of aspiration in some children.

Some parents are unable to afford school visits and activities.

A small number of pupils have low attendance.

A small number of pupils have social, emotional or behavioural difficulties.

Outcomes

Desired outcomes and how they will be measured		Success Criteria
1	Parents will support their children to achieve their potential.	Teachers' records will indicate that parents attend all meetings with them and that they support their children in completing homework and reading at home.
2	Equal access to all areas of the curriculum and activities.	All children in receipt of pupil premium will take part in school visits and will attend at least one after school club or have music lessons.
3	The progress and attainment of pupils in receipt of pupil premium will be in line with all pupils.	Data will show that progress and achievement will be in line with all pupils in the school and the national average.
4	Pupils with Social and Emotional difficulties will make at least expected progress and will establish good relationships with staff and other children.	Termly teacher assessments will show that pupils make at least expected progress. Staff and pupil perceptions will provide evidence that they have good relationships with others.
5	Improve attendance.	Improve attendance to 96% and reduce the percentage of persistent absentees to 3%

Planned Expenditure					
Academic Year		2018-19			
Quality of Teaching for All					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How we will ensure it is implemented well	Staff Lead	When we will review the action?
Attainment is in-line with all pupils in each cohort and progress is at least expected.	<p>Additional time for support staff to: Work with identified pupils in class and to run intervention programmes. Enable the class teacher to work with the children. This will include time for teachers to spend time with individuals at least fortnightly to discuss their work.</p> <p>Time for support staff and teachers to meet at the beginning and end of the day to plan and discuss learning and progress.</p>	<p>Some pupils need additional support with specific areas to address areas in which their progress must be accelerated, including pupils that are more able. Programmes such as FFT and Toe by Toe need adult support.</p> <p>Pupils benefit from individual discussions with the class teacher to agree next steps.</p> <p>Clarification of planning and expectations for adults working with children.</p>	<p>Monitoring by the senior leadership team including observations of interventions led by teachers and teaching assistants. Pupil progress meetings with teachers to discuss support and any necessary adaptations. Half termly meetings with class teacher and SENCO, with input from support staff, to review progress of individual pupils.</p> <p>Support staff will know what they are doing and pupils will make good progress during lessons.</p>	All staff, Head of School, SENCO	Programmes are reviewed at the end of each half-term.
At the end of KS1 and KS2 attainment and progress will be in line	Payment of tutor for 1-1 tuition.	Support for individuals or very small groups of pupils is effective in	Accelerated progress is evident in work. Weekly	H/T, 1-1 teacher	Weekly discussion between staff. Termly

with the national average. Increase in the number of pupils achieving greater depth.	Qualified teachers to deliver booster sessions in GSP, Reading and Maths. Resources for Year 6 SATS revision. Pupil conferences with the teacher/H/T or 1-1 teacher.	raising attainment for identified children.	discussion and planning with 1-1 teacher.		progress data and half-termly Pupil Progress Meetings.
The % pupils meeting the required standard in Phonics will be in-line with the national average.	Additional sessions will be run by teaching assistants.	Additional support is needed for some pupils, particularly those joining the school mid-year.	Screening half-termly	Phonics leader.	June 2019
Improve attitudes to learning, self-esteem and confidence. Support pupils who do not complete homework.	Subsidise/fund educational visits and after-school clubs requiring payment. Additional reading for pupils who do not read at home or complete homework. LSA support within Homework Club.	Cost is prohibitive for some parents. Some parents do not have the space/resources at home.	No pupils will be unable to take part in visits or after-school clubs for financial reasons. All pupils will have the opportunity and support to read and complete homework.	H/T , Finance officer	Monitor for each visit. Teachers and Monday celebration assembly.
Teacher 1-2-1					£2,700
Classroom Support					£11,950
Provision of school trips					£2,500
Social, emotional well-being					£865
Total Budget Cost					£18,015
Targeted Support					
Desired	Chosen action	What is the	How we will	Staff Lead	When we

Outcome	/ approach	evidence and rationale for this choice?	ensure it is implemented well		will review the action?
To support pupils with social and emotional difficulties so that they establish positive relationships and make good progress.	Staff to provide support for pupils who have social and emotional difficulties to develop friendships and self-esteem and to access the curriculum.	A small number of pupils have challenging behaviour and find developing and sustaining relationships difficult. 1-1 support and mentoring is needed for a couple of pupils.	Discussions with staff, pupils/carers. Lesson dips and observations.	H/T and SENCO	During individual pupil reviews. SENCO Friday meetings with teaching assistants. Review at least fortnightly.
Improve attendance of persistent absentees.	School Attendance Officer to: Liaise regularly with parents, teachers and the H/T to discuss concerns and actions needed. Attend regular support meetings with local schools to discuss strategies. Be responsible for rewards system during Monday Celebration Assembly.	Some persistent absentees are PPG pupils. Staff need to understand reasons in order to provide advice and support.	Attendance Officer monitors attendance of identified pupils weekly.	Attendance Officer H/T	Review at least half-termly.

Review of Expenditure 30 children @ £1,320 per child				
Academic Year		2017-18		
Quality of Teaching for All				
Desired Outcome	Chosen action / approach	Impact (Was the success criteria met? Include impact on pupils not eligible for PP if appropriate.	Lessons Learned (will this approach be continued)	Cost
Attainment in all subjects is in line with all pupils.	Additional support to provide interventions for small groups of pupils or to enable the teacher to work with individuals. Support for pupils with social and emotional difficulties from trained TAs.	The majority of pupils made at least expected progress. A small minority of pupils did not achieve as well as expected.	Support must be monitored and reviewed for individual pupils very regularly.	Classroom Support £37,415.65
Targeted Support				
Desired Outcome	Chosen action / approach	Impact (Was the success criteria met? Include impact on pupils not eligible for PP if appropriate.	Lessons Learned (will this approach be continued)	Cost
Attainment in all subjects is in line with all pupils.	1-1 provided by a qualified teacher.	Pupils made good progress.	Pupils benefit from this approach and can work in pairs effectively for some activities.	1-2-1 cost £3,345.90
Other Approaches				
Desired Outcome	Chosen action / approach	Impact (Was the success criteria met? Include impact on pupils not eligible for PP if appropriate.	Lessons Learned (will this approach be continued)	Cost

All pupils are able to take part in school visits. Clubs to support pupils with homework, boosters and revision.	Subsidise visits for pupils in receipt of PPG.	No pupils missed a school visit for financial reasons. Clubs were attended regularly and valued by pupils and parents.	To be continued	Trip provision £1,478.45
			Total cost	£42,240

2017-18 Academic Impact

What was the impact of the Pupil Premium Grant in Year 6	
	Pupil Premium Pupils: 7%
Reading	Age Related Expectations: 71%
	Deeper Level of Understanding: 14%
	Progress Score: -3.32%
Writing	Age Related Expectations: 71%
	Deeper Level of Understanding: 0%
	Progress Score: -4.9%
GPS	Age Related Expectations: 71%
	Deeper Level of Understanding: 29%
Mathematics	Age Related Expectations: 57%
	Deeper Level of Understanding: 29%
	Progress Score: -4.7%

What was the impact of the Pupil Premium Grant in Year 5				
	% attaining age related expectations at the end of Year 5	% working at a deeper level of understanding at the end of Year 5	% making expected progress at the end of Year 5	% exceeding expected progress at the end of Year 5
Reading	50%	0%	100%	0%
Writing	50%	0%	50%	50%
Maths	50%	0%	50%	50%

What was the impact of the Pupil Premium Grant in Year 4				
	% attaining age related expectations at the end of Year 4	% working at a deeper level of understanding at the end of Year 4	% making expected progress at the end of Year 4	% exceeding expected progress at the end of Year 4
Reading	0%	75%	75%	0%
Writing	25%	50%	50%	0%
Maths	25%	50%	25%	0%

What was the impact of the Pupil Premium Grant in Year 3				
	% attaining age related expectations at the end of Year 3	% working at a deeper level of understanding at the end of Year 3	% making expected progress at the end of Year 3	% exceeding expected progress at the end of Year 3
Reading	0%	100%	100%	0%
Writing	100%	0%	100%	0%
Maths	100%	0%	100%	0%

There were no pupils in receipt of PPG in Years R, 1 or 2.