

St. Nicholas C of E Primary School, Tillingham, Essex

Pupil Premium Strategy Statement 2018-2019

| 1. Summary information | | | | | |
|------------------------|--|----------------------------------|--------|--|-----------|
| School | St. Nicholas C of E Church of England Primary School | | | | |
| Academic Year | 2019/20 | Total PP budget April 2019 | £36960 | Date of most recent internal PP Review | Feb 2020 |
| Total number of pupils | 160 | Number of pupils eligible for PP | 29 | Date for next internal review of this strategy | Sept 2020 |

| 2. Current attainment | | |
|---|---|--|
| 4 out of 16 children in Year 6 were eligible for PPG | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving the expected standard in reading | 40% | 80% |
| % achieving the expected standard in writing | 80% | 83% |
| % achieving the expected standard in maths | 40% | 81% |
| Progress score in reading | N/A | 0.31 |
| Progress score in writing | N/A | 0.24 |
| Progress score in maths | N/A | 0.31 |

| 3. Barriers to future attainment (for pupils eligible for PP including high ability) | |
|---|---|
| <i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i> | |
| A. | Low teacher expectations in previous years |
| B. | School needs to use more strategies to engage parents in their child's education |
| C. | Pupils have limited opportunities outside of school to enhance and deepen their learning. |

| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
|---|--|
| E. | Low attendance rates for some PPG children |
| F. | Children suffer from poor parental support outside school, such as learning multiplication tables on a regular basis and this has resulted in slow progress in Maths |
| G. | Some parents of PPG children had low educational experiences themselves |

| 4. Outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Increased number of pupils meeting expected standards in Maths and English at the end of KS2. | PPG children at our school reach the same standards as those children nationally in reading, writing and maths at KS1 and KS2. |
| B. | Increased attainment in reading, writing and maths combined score for disadvantaged pupils in KS2, so that it is at least in line with pupils both in school and nationally. | Attainment in writing and maths improved for disadvantaged pupils so that it is at least in line or above others nationally when compared to pupils with similar starting points. |
| C. | Improvements in disadvantaged pupils in Year 1 phonics screening, so that it is at least in line with non-disadvantaged pupils both in school and nationally. | The gap between disadvantaged and all pupils diminish |
| D. | Provide a range of opportunities for pupils to access extra-curricular activities and school trips. | Pupils will participate in a range of activities to develop social skills and opportunities for 'mastery' learning outside of curriculum expectations. |
| E. | Effective analysis of internal data so that gaps in children's knowledge can be addressed very quickly in classroom teaching. This analysis will be shared with teaching staff offering PPG tuition sessions. | PPG pupils will make the same rates of progress as non-PPG pupils. |

| 5. Planned expenditure | | | | | |
|---|---|--|---|--------------------------------|--------------------------------------|
| Academic year | 2019/2020 | | | | |
| 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? |
| Increased number of pupils meeting expected standards in Maths and English at the end of KS2. | CPD on improving maths in KS2 and spelling across the school. | Teachers and support staff need training to enable them to develop strategies that will result in accelerated progress for disadvantaged children. | Climate walks, book scrutiny and data. | HT, DHT & Maths Subject Leader | Termly |
| | The schools will continue to purchase Power Maths to be used from Reception to Year 5. | Power Maths will be used to develop mastery and problem solving skills across KS1 and KS2. | Half termly Maths tests, climate walks, lesson observations and pupil perception surveys. | As above | Termly |
| | Teachers to plan lessons to fill 'gaps' in knowledge. TAs to deliver effective focused sessions to reinforce work covered in class lessons. | TAs will receive training to enhance their effectiveness in the classroom and teaching small groups. TAs record the outcomes of the interventions that we offer and pupils are assessed every half term. Test papers are analysed to identify areas of strength and development. | Maths planning, assessment test results, work in books and Pupil Progress Meetings. | HT & DHT | Termly |
| | Teachers to plan lessons to fill 'gaps' in knowledge using NFER and other assessments. There is a clear PPG timetable where HLTAs and teachers teach on a 1:1 or small group basis. | We want to invest some of the PPG in supporting all pupils across the school to fill gaps in knowledge. Pupils make less progress when gaps in prior learning are not addressed. Teachers and HLTAs carefully plan sessions to fill gaps in pupils' prior knowledge. | Timetable for PPG students and records kept by teaching staff of progress made in each session. | HT, DHT & SENCO | Termly |
| Raise attainment in phonics, writing and maths at expected and greater depth. | New whole school approach to reading in KS2. | The profile of reading will be raised in the school and PPG students will have greater opportunities to read at school | All classes will have a reading record check to ensure that all children are reading regularly at home. | Miss Follett & DH | Half-termly |
| | Read, Write, Inc. introduced in EYFS and KS1. Additional support sessions provided to some KS2 students. | Quality of teaching in phonics will improve due to staff training and adopting Read, Write, Inc. | English lead to monitor children's progress through half-termly assessments. | As above | Half-termly |
| Total budgeted cost | | | | | £24460 |

| 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? |
| A. Increased number of pupils meeting expected standards in maths at the end of KS1 and KS2. | Tuition offered to pupils in years 1-6 for maths. | We want to support pupils in raising attainment ensuring they meet expected standards at the end of Years 2 and 6. | Regular monitoring of assessments and written work in class. | DHT Maths subject leader SLT | September 2020 |
| Total budgeted cost | | | | | £8000 |

| 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? |
| PPG children attending Breakfast Club to improve poor attendance. | Use PPG funds to pay for Breakfast club sessions. | A minority of PPG pupils have attendance rates that are significantly less than their peers in school. | All PPG students to be offered daily breakfast club sessions, free of charge. | Office Manager | Monthly |
| PPG children attending school trips, residential trips and enrichment activities in school. | Use PPG funds to pay for activities. | We want to ensure that PPG children have the same chances to take part in all activities. | The offer to use PPG funding is on each letter sent home to parents. | Office Manager | September 2020 |
| To increase parental involvement with the school – developing a support network for parents and pupils. | To review current practice and provisions. | Ensure the school is doing everything possible to diminish the difference and highlight ways to accelerate progress. | To develop high quality teaching as a primary focus for improving outcomes for disadvantaged pupils. | HT, DHT, SLT | September 2020 |
| Total budgeted cost | | | | | £4500 |

| 6. Evaluation of expenditure | | | | |
|--|--|--|---|----------|
| Academic year | 2018/19 | | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | Evaluation | Cost |
| To maintain a high level of Teaching Assistant support to provide a small group support in and out of class. | Teachers to plan lessons to fill 'gaps' in knowledge. TAs to deliver effective focused sessions, to reinforce skills taught. | Pupils receiving PPG and those not eligible were supported to fill gaps in knowledge for maths and English. | Re-structuring of support staff focus within the classroom began to show impact towards the end of the last academic year. The approach will continue this year, with close monitoring to ensure effectiveness. | £31099 |
| Total budgeted cost | | | | £31099 |
| ii. Targeted support | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | Evaluation | Cost |
| For disadvantaged pupils to achieve their targeted levels in English and Maths in KS2 SATs. | To deliver small group tuition led by teachers for our oldest pupils. | 50% of pupils achieved the expected standard in reading, writing and maths at the end of KS2. When compared to non-PPG pupils this was the same. | Tuition will repeat this academic year, beginning earlier in the year, during the Autumn term instead of the Spring term. This is to support the increase of pupils achieving the expected standards in reading, writing and maths at the end of KS2. | £4790.45 |
| Total budgeted cost | | | | £4790.45 |
| iii. Other approaches | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | Evaluation – will you continue this strategy? | Cost |
| PPG children are not disadvantaged with the enrichment activities that the school offers. | Offer PPG funding for trips and activities. | All PPG children attended the Yr 6 residential, and were able to participate in the enrichment activities the school offered during the year. | Yes, we will continue. We will put more strategies in place to ensure that parents of PPG children are aware that funding is available for all enrichment activities. | £2174 |
| Ensure PPG children have the resources required to enhance their learning during 1:1 tuition. | Teachers to notify the office of any resources required. | All resources required are ordered and handed to teachers to enable them to deliver targeted and beneficial tuition. | Yes – if teachers have the resources they need, the pupils will gain far more from their tuition. | £2872.68 |

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|--|--|--|--|------------------------------|
| <p>Improve school attendance for PPG pupils</p> <p>The self-confidence of PPG pupils is improved by them wearing smart school uniform.</p> | <p>PPG pupils offered free breakfast club sessions</p> <p>The parents of PPG pupils who are in need, receive free school uniform</p> | <p>To reduce the number of late marks that PPG pupils receive.</p> <p>PPG pupils feel more confident in school and part of the school community.</p> | <p>It proved popular and some children's attendance has improved so from September 2019 we are offering free sessions 5 days per week.</p> <p>We will continue to offer this to parents in need.</p> | <p>£337.50</p> <p>£36.75</p> |
| Total budgeted cost | | | | £5420.93 |

The Impact of Pupil Premium Grant Spending 2018-19

| Number of pupils and Pupil Premium Grant received | |
|---|-----|
| Number of pupils on roll (October 2017 census) | 142 |
| Number of pupils eligible for pupil premium funding | 31 |
| Total Pupil Premium Grant received April 2018 | £ |

| What was the impact of the Pupil Premium Grant in Year 6 | |
|--|------------------------------------|
| | Pupil Premium Pupils: 4 |
| Reading | Age Related Expectations: 25% |
| | Deeper Level of Understanding: 25% |
| | Progress Score: N/A |
| Writing | Age Related Expectations: 75% |
| | Deeper Level of Understanding: 25% |
| | Progress Score: N/A |
| GPS | Age Related Expectations: 100% |
| | Deeper Level of Understanding: 0% |
| Mathematics | Age Related Expectations: 50% |
| | Deeper Level of Understanding: 0% |
| | Progress Score: N/A |

| What was the impact of the Pupil Premium Grant in Year 5 (4 Pupils) | | | | |
|--|---|---|---|--|
| | % 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% | 25% | 50% | 25% |

| | | | | |
|---------|-----|-----|------|-----|
| | | | | |
| Writing | 75% | 50% | 100% | 50% |
| Maths | 50% | 50% | 50% | 0% |

| What was the impact of the Pupil Premium Grant in Year 4 (6 pupils) | | | | |
|--|---|---|---|--|
| | % 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 | 50% | 0% | 66% | 50% |
| Writing | 33% | 0% | 50% | 33% |
| Maths | 50% | 17% | 50% | 50% |

| What was the impact of the Pupil Premium Grant in Year 3 (2 pupils) | | | | |
|--|---|---|---|--|
| | % 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 | 100% | 50% | 50% | 0% |
| Writing | 0% | 0% | 0% | 0% |
| Maths | 0% | 0% | 0% | 0% |

| What was the impact of the Pupil Premium Grant in Year 2 (5 pupils) | | | | |
|--|---|---|---|--|
| | % attaining age related expectations at the end of Year 2 | % working at a deeper level of understanding at the end of Year 2 | % making expected progress at the end of Year 2 | % exceeding expected progress at the end of Year 2 |
| Reading | 80% | 20% | 60% | 40% |
| Writing | 40% | 0% | 40% | 40% |
| Maths | 33% | 0% | 60% | 60% |

| What was the impact of the Pupil Premium Grant in Year 1 (4 pupils) | | | | |
|--|---|---|---|--|
| | % attaining age related expectations at the end of Year 1 | % working at a deeper level of understanding at the end of Year 1 | % making expected progress at the end of Year 1 | % exceeding expected progress at the end of Year 1 |
| Reading | 50% | 50% | 50% | 0% |
| Writing | 75% | 75% | 0% | 0% |
| Maths | 50% | 50% | 25% | 0% |