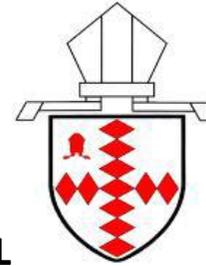




St PAUL'S (C OF E) PRIMARY SCHOOL



Pupil Premium Strategy Statement

Respect, Trust, Compassion

Summary Information					
Academic Year	2018-2019	Total PP budget for the academic year	£179,520	Date of most recent pupil premium review, as instructed by Ofsted	June 2018
Total number of pupils	263	Year Number of pupils eligible for PP	100	Review dates of this strategy	Jan2019 April 2019 July 2019
Staff Lead: Mrs Gadd (Deputy Head) With Mrs Crannitch (Deputy Head), Miss Case (SENCO & Phonics Lead), Mrs Cleaver (English Lead), Miss O'Sullivan (Reading Lead), Miss Pollard (Maths Lead) and Miss Mills (EYFS Lead),					

These actions have been identified from the school's Post Ofsted Action Plan (POAP), which was informed by the February 2018 Ofsted Report, and the Southwark Local Authority Statement of Action (which followed the inspection). An analysis of current progress and age related expectations have also informed actions. We adapt our pupil premium spending each term to meet the ongoing needs of the children and based on the evidenced effectiveness of each intervention.

Baseline Attainment of Pupil Premium Children who are achieving Age Related Expectations (ARE)				Baseline Attainment of Non Pupil Premium Children who are achieving Age Related Expectations (ARE)		
	Reading %	Writing %	Maths %	Reading %	Writing %	Maths %
In EYFS						
In Year 1	57	57	71	81	81	89
In Year 2	71	59	65	90	85	80
In Year 3	61	67	50	83	78	91
In Year 4	69	62	62	55	55	65
In Year 5	23	23	31	44	44	56
In Year 6	55	38	24	80	67	47

(i) Quality first teaching for all and raising of expectations						
	Desired outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Expected Cost	How will it be reviewed?
1	For our children's learning outcomes to be good or better	Embed a culture of commitment to raising attainment across the whole school by developing and equipping middle leaders who will: 1) Raise attainment across the school and ensure excellent progress for all pupils 2) Maintain a systematic approach across the year 3) Grow and empower leaders to manage key areas of school development	In Ofsted's 2014 report: <i>Pupil Premium: an update</i> found that positive outcomes for disadvantaged pupils was especially noteworthy in schools with outstanding leadership and a school wide commitment to raising achievement.	Supported by SLT, Middle Leaders will follow a programme of monitoring. They will report findings in half termly reports to SLT and class teachers.	£28000	This will be reviewed termly upon receipt of the whole school data. The performance of pupil premium children and non-pupil premium children will be reviewed termly. The data of the two groups will be compared with the baseline data to identify if the gap between them is closing.
2	For accurate tracking of all vulnerable groups (e.g. SEN and Pupil Premium) by leaders and teachers to ensure attainment and progress is measured accurately and children's needs are addressed.	Following our research into a number of educational data systems, we will introduce the Sinnott Learning Solutions' Tracker for all year groups - Nursery to Yr 6 All leaders and teachers will be trained by Gwen Sinnott (the leader of the company) to enter, manipulate and analyse data using the new tracker.	Gaps for key groups are not narrowing quickly enough. The current system does not break down or present information in a user friendly way. A comprehensive analysis will now be carried termly by Sinnott Learning Solutions.	Termly data input by teachers. An analysis of this data will follow by the company. Analysis and reports of findings by Middle Leaders will be presented to governors, SLT and class teachers. Assessment and Inclusion Leads will ensure interventions meet children's needs.	£5000	This will be reviewed termly upon receipt of the whole school data.

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	Desired outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Expected Cost	How will it be reviewed?
3	For the outcomes of Pupil Premium children in mixed aged classes to be consistent with Pupil Premium children in straight year classes.	Employ a teacher to teach across the school for the Spring Term One to target specific groups of children who are not making good progress.	Ofsted identified the difficulties of teaching in mixed aged classes. Having a teacher to support these classes would enable the teachers to focus on the individual children and priorities at planned times.	A timetable for the teacher will be drawn up to identify learning concerns to be addressed in classes, in small groups and for individuals.	£5,000	The performance of pupil premium children and non-pupil premium children will be reviewed termly. The data of the two groups will be compared with the baseline data to identify if the gap between them is closing.
4	For the Outcomes of phonics in EY and KS1 to be raised to ensure at least national expectations are achieved.	For the Phonics Lead (a focused interim role this year) to develop the monitoring and leading of the delivery of phonics across EY and KS1.	Last year when Phonics was separately led, the results improved for 2017/2018 and were in line with national results. There had been a significant drop in 2016/2017 when a leader had not lead phonics as a separate area.	There will be half termly tracking of children in every phonic phase for EY, Year 1 and Year 2, to ensure Year 1 children and those children in Year 2 who are retaking the phonics test are on track	£13000	This will be reviewed termly upon receipt of phonic assessments results and observations.
5	Children in EYFS will achieve a Good Level of Development (GLD) particularly boys and non EAL children who had not achieved as well across Communication & Language and in Reading	Early Years pupils will have high quality teaching input specific to their needs enabled by an additional staff member.	Data in Nursery from June 2018 show boys and non EAL children were not achieving as well across C&L and in Reading.	Monitoring of provision in EY regularly Look at termly progress and GLD data in Communication, Language and Literacy areas and Reading.	£8500	Percentages of boys and non-EAL children achieving expected levels in Communication, Language and Reading will increase from last year.

(i) Quality first teaching for all and raising of expectations						
	Desired outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Expected Cost	How will it be reviewed?
6	Children in EYFS will develop higher levels of the spoken language.	The EYFS leader and team will identify where additional resources are needed to support children's learning. Adults will role play language when playing with new small world equipment and maths games.	Children begin our school often at a low starting point in their speech and would gain from first hand experiences to develop specific nouns, dialogue and positional language.	We will increase the range of small world play equipment to link with EYFS topics, new English books and Maths learning	£2000	Percentages of children in reception achieving expected levels in Communication and Language will increase from last year.
7	Children in Lower Key Stage 2 will widen and extend their vocabulary, develop their comprehension skills, and improve their expressive and receptive language in a variety of roles and contexts.	To use our partnership with the Blue Elephant Theatre Company to provide weekly drama sessions which focus on improvisation and storytelling skills	Research from EEF into arts participation and academic learning shows that it is particularly beneficial for younger learners and for disadvantaged pupils. There is evidence between a positive link between drama and writing. Wider benefits such as more positive attitudes to learning and increased well-being have also been consistently reported.	Develop oracy linked to current Literacy tree text. Class teachers to communicate this with Blue Elephant Staff and be in sessions to support delivery of this and follow up in English.	£3500	This will be reviewed termly upon receipt of the whole school data. Progress for Pupil Premium children in LKS2 will show expected progress from KS1.

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	Desired outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Expected Cost	How will it be reviewed?
8	To ensure increased ARE in Reading	To improve the quality of home reading for Years 3 and 4, and for less able readers in Years 5 & 6 by purchasing banded books	ARE is not raising over time in all year groups. Children were not always motivated to read at home nor were they reading appropriate level books.	Half termly monitoring of home learning scheme and checks of sample children to ensure correct level of challenge.	£2000	This will be reviewed termly upon receipt of the whole school data.
		To improve the experience and quality of whole class guided reading by purchasing class sets of all guided reading books (linked to Literacy Leaves)	The impact of collaborative approaches on learning is consistently positive. Approaches which promote talk and interaction between learners tend to result in the most impact.	Guided Reading texts have been planned for the year & purchased. The Middle Leader for reading will monitor planning and books to ensure School & Literacy Leaves' sequences are being followed.	£3000	
		For children to read non-fiction books to support their understanding of topics and the themes of guided reading books	There is extensive EEF evidence that reading comprehension approaches are more effective than phonic or oral language approaches, so it is essential for children to understand the context and themes of their reading achieved by reading non-fiction texts linked to fiction & topics.	Weekly guided reading sessions give children access to non-fiction books.	£3000	

(i) Quality first teaching for all and raising of expectations						
	Desired outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Expected Cost	How will it be reviewed?
	For our children to develop a love of reading which will support their reading progress	The library will be refurbished with new seating, and shelves to accommodate new books alongside quality existing books.	The aim is to change the library from a limited range of books to a space with an increased range of books displayed in an appealing way, in order to motivate young readers to read more widely and frequently.	Children will have time in the library to read and to borrow from the wider choice of selected books.	£5000	This will be reviewed termly upon receipt of the whole school data.
9	We want children to be motivated to work independently on carefully matched tasks to increase their progress and age related expectations (ARE) in KS2 Maths.	To subscribe to MyMaths for all children to consolidate learning through homework. Children have individual logins so the tasks meet the individual child's needs.	Age Related Expectations in Maths has dropped in the last year across KS2 compared to previous years. Children achieving Greater Depth has not been increasing.	Class teachers will plan differentiated tasks for homework. Class teachers will check children's outcomes in homework and follow up with further practice as appropriate.	£325	This will be reviewed termly upon receipt of the whole school data.
		Purchase of Maths resources for all classes to support the mastery approach and deepening of understanding around number.		Learning walks and pupil voice reflect the use of resources and understanding of number.	£1500	
10	We want to deepen the understanding of our children in all core subjects, particularly concepts and topics, which we are unable to provide first hand experiences.	Each child to have access to videos, interactive games, images, sounds, fact files and articles, to support their understanding in all curriculum areas.	Pupil voice shows that our children respond well to videos and are able to recall the learning and articulate it more clearly by learning in this way. Teacher's feedback confirms that children are	Through training, Teachers will be competent with using the range of resources within this product, to enable children to strengthen their understanding in all	£2375 for a yearly subscription	This will be reviewed annually in a learning walk by the Deputy Head responsible for curriculum. Evidence will be collected from Pupil Voice, teacher feedback and children's

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	Desired outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Expected Cost	How will it be reviewed?
			engaged when using digital resources. Espresso was chosen for its range of quality resource types for children aged from EYFS to Year 6.	curriculum subjects. These resources will be used as appropriate, individually for independent learning or as a class for direct teaching and discussion.		books; focusing on topics which are challenging to teach through first hand experiences.
11	For Pupil Premium children to be able to participate in trips and visits	We will ensure Pupil Premium Children have access to trips and events, including the Year 6 residential.	We feel that it is important that Pupil Premium children learn from first hand experiences that they may not experience elsewhere, giving them an enriched curriculum. Only 1/3 of Year 6 children have taken part on the residential trip in the last 2 years.	Individual children requiring financial support will be identified by class teachers and SLT. The inclusion Team will follow up concerns sensitively with parents to enable an affordable arrangement. Some trips and visitors will be subsidised for the whole group by discretion of SLT.	£10000	This will be reviewed annually. The number of children who attend the Year 6 residential trip this year will be compared to the number who attended the last couple of years.
						Total Cost £92200

(ii) Targeted support						
	Desired outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Expected Cost	How will it be reviewed?
1	For our children to achieve at least national expectations in the Phonics test	Daily phonics interventions will be led by TAs for small groups. We will focus on addressing gaps and reinforcing class teaching for Year 1 and 2 children (who didn't pass the test last year).	This intervention aims to close the gaps early in their primary school life as many of our children have limited language and low starting points,	Prior to starting the interventions, our Phonics leader will carry out baseline assessment and then plan appropriate activities to address the gaps. Children will be assessed half termly to monitor progress towards children's target.	£6000	This will be reviewed upon receipt of half termly assessment data.
2	For our children to achieve at least national expectations in the KS2 Maths SATs	To introduce an online maths intervention - Third Space - for 22 children who will benefit from a 1 to 1 tutor.	Progress has been poor across KS2 for a few years. There are gaps in knowledge across KS2, so it is essential to address the gaps from Years 3 & 4 and continue to reinforce Maths learning in Years 5 & 6.	The Year 6 TA will manage the on line programme which is tailored to each child. Following feedback from the tutors, an additional session will be carried out in the week using Third Space materials.	£12,250	This will be reviewed termly upon receipt of Year 6 maths data.
3	For our children to achieve at least national expectations in the KS2 Writing SATs.	A weekly writing intervention to give children, who are working 1 and 2 steps behind, quality supported time to address next steps & redraft if necessary.	Children benefit from having time to discuss their writing and discussing how to improve it.	TA will discuss next steps, written by teachers, with each child to ensure an understanding of what is being asked and how to achieve it.	£2500	This will be reviewed termly upon receipt of KS2 data.

(ii) Targeted support						
	Desired outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Expected Cost	How will it be reviewed?
4	Families with poor punctuality and attendance are supported to ensure children achieve above 96% attendance and persistent absences will be decreased.	The Inclusion Team will execute a tiered system to address lateness and poor attendance informed by monthly monitoring of all children.	Children's absence for many days leads to extensive gaps in their learning across the curriculum. When late, children are not prepared for the day because key messages and learning opportunities are missed. By tracking attendance It is often linked to social and emotional difficulties.	The Learning Mentor will follow with up poor attendance and lates with daily conversations and weekly phone calls The Attendance Officer and Deputy Head will use feedback from the verbal conversations and monthly monitoring of children below 90% attendance to inform meetings with the parents. When attendance and lateness does not improve outside agencies will be used.	£7000	At Academy Action Groups, the schools termly figures for attendance, persistent absence and lateness will be presented and analysed.
5	For our children to receive support for social and emotional issues	We will implement a graduated system of in house Behaviour and Emotional Support and Mentoring. A Play and Arts therapist will be employed for higher need cases.	There is extensive EEF evidence to show that Social Emotional Learning have an identifiable & valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	Staff will be vigilant about children's well-being and share with the Inclusion team any concerns. The Inclusion Lead, with parents will identify the most appropriate support for children.	£35,000	This will be reviewed comparing data from baseline and end of intervention assessments.

(ii) Targeted support						
	Desired outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Expected Cost	How will it be reviewed?
6	Speech and Language therapy (SALT) supports progress in reading and writing.	We will contract a fortnightly therapist to assess and implement interventions with a team of TAs.	Oral language interventions aim to support learner's articulation of ideas and spoken expression. Both skills are essential for reading and writing development. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for children from disadvantaged backgrounds (up to 6 months additional progress).	The SENCo will liaise with the therapist to assess, plan for and review the Speech and Language Needs of identified children from the age of 5. TAs will be trained by the therapist to ensure they can implement interventions.	£15,570	This will be reviewed termly upon receipt of Reading and Writing data for children who have had therapy.
						Total cost £75320

(iii) Other approaches						
	Desired outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Expected Cost	How will it be reviewed?
1	To provide wider opportunities and experiences for disadvantaged pupils through extracurricular clubs	To provide additional clubs: Ukulele, drama, cooking & sports clubs at lunch and after school. To provide free places as appropriate.	First hand experiences support all aspects of a child's learning and provide opportunities for children to excel. These clubs also have the potential to build children's confidence and vocabulary.	The Clubs lead will manage the clubs and communicate to parents of the range, days and costs. The Clubs Lead will liaise with the Inclusion Lead to ensure free places are provided as appropriate.	£700	This will be reviewed termly, analysing the number of clubs and the number of attendees overall and children with free places.

(iii) Other approaches						
	Desired outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Expected Cost	How will it be reviewed?
2	Parents with EAL can access information about their children and school life, and understand how they can help them.	Current part time TA to interpret at meetings.	It is recognised that some of our Portuguese and Spanish speaking parents, who have newly arrived in the UK are not familiar with our school systems, making it difficult to develop good home-school partnerships.	Luisa will work with the Inclusion team and Class Teachers to translate for meetings as required.	£1500	This will be reviewed termly through feedback in the Chairman's fortnightly Parent's Group
3	An inclusive approach to school life and the school community.	To promote high expectations for school uniforms and to provide accessibility to learning resources at home.	It is a fundamental part of the inclusive ethos of St. Paul's School that no child is prevented from participating in school activities or gaining from extra learning resources on the grounds of cost. It is essential that children eat breakfast daily in order to concentrate at school. Some of our families have limited budgets for providing sufficient food for the children.	The Inclusion Lead will liaise with the Inclusion Team, teachers and TAs to identify any resource needs for children. The Inclusion Lead will liaise with the Breakfast Club Leader when places are required in the club for children with safeguarding, punctuality or attendance concerns. Parents who fill in the pupil premium form will receive a free sweatshirt and book bag.	£1000	This will be reviewed termly with the Learning Mentor using the social and emotional records' progress measures.
4		To ensure children are ready to start their learning by offering free places in Breakfast Club as appropriate.			£5800	
Total cost £12000						
Total spend of pupil premium budget: £179,520						