

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

| 1. Summary information | | | | | |
|------------------------|------------------------------------|----------------------------------|---------|--|----------|
| School | St Maddern's C or E Primary School | | | | |
| Academic Year | 201819 | Total PP budget | £22,440 | Date of most recent PP Review | n/a |
| Total number of pupils | 37 | Number of pupils eligible for PP | | Date for next internal review of this strategy | 15.12.18 |

| 2. Current attainment | | |
|---|---|--|
| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving expected standard or above in reading, writing & maths | 0% | 0% |
| % making expected progress in reading (as measured in the school over yr 1-6) * | 33% | 73% |
| % making expected progress in writing (as measured in the school over yr 1-6) * | 29% | 53% |
| % making expected progress in mathematics (as measured in the school over yr 1-6) * | 71% | 80% |
| *9 joiners during the school year are not included in this data but all were PP, this was 56% of total number of children eligible for PP | | |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
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| Academic barriers (issues to be addressed in school, such as poor oral language skills) | |
| A. | Social, emotional factors |
| B. | Engagement with learning from children and parents – low aspiration |

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| C. | Poor language skills, number of children with SEN who are also PP (2017-18 13% of children who were on roll for the whole academic year and 32% of all children) |
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Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

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| D. | Attendance to improve overall |
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| 4. Intended outcomes <i>(specific outcomes and how they will be measured)</i> | | Success criteria |
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| A. | Improved progress in learning for PP children in all year groups (including EYFS) | All PP children making at least expected progress in all subject areas. |
| B. | Improved engagement in learning and aspirations for PP children | Pupil conferencing show this has improved |
| C. | Improved parental/carers engagement in learning | Parent/carers engage are supportive of learning, supporting reading and engaging with school |
| D. | Improved attendance of PP children across the school | Improved attendance of PP children |

5. Planned expenditure

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| Academic year | 2018-19 |
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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 | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|--------|------------------|---|---|------------|--------------------------------------|
|--------|------------------|---|---|------------|--------------------------------------|

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|--|--|---|---|---|-------------------------------------|
| New approaches for Teaching and Learning Talk for Writing, Maths and new bespoke curriculum improves QFT. Profile of PP children raised across school with all staff Concrete apparatus purchased for Maths New maths resources Some curriculum | Improved outcomes for all children including Pupil Premium | Standards for all children need to improve. The school has been through rapid change and review of teaching and learning since Spring 2018 and these approaches are starting to take effect but need to be embedded with all staff. | Rigorous and regular monitoring of all aspects of learning through planning and work moderation and Learning walks with an emphasis on learning of PP. Are they articulate about their learning and what they are learning? children and interactions with all staff | Hilary Tyreman | 15.12.18 Pupil Progress meetings |
| Ensure that assessments are accurate and next steps in learning clear | Improved outcomes for all children including Pupil Premium | In 2017.18 some inaccuracies in assessment showed more moderation needed and also knowledge of expected level in writing and maths | Regular work moderation Implementation of marking and feedback policy ensure children responding to feedback and next steps are appropriate for every pupil. Joint moderation meetings with St Mary's C of E School for EYFS, English and Maths New assessment policy for school | Supported by subject leaders at St Mary's | 15.12.18 Pupil progress meetings |
| Total budgeted cost | | | | | £6,000 resources and training |
| ii. Targeted support | | | | | |

| Action | Intended outcome | What is the evidence and | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|--|--|---|--|--------------------------------------|---|
| To develop a staged approach to SME needs of children | Children's SEM is not a barrier for learning Children able to self regulate and show good attitudes to learning | Poor behaviour for learning was a factor in poor attainment and progress last academic year | Embedding Behaviour for Learning policy Implement new Outdoor Discovery Days using pupil conferencing (to include PP children) about this. New PSHE schemes of work being used to address SMEH areas Further development of whole school approach Lego Therapy training for key staff to deliver | Hilary Tyreman All class teachers | 15.12.18 |
| To develop personalised reading programmes to help accelerate reading where standards and rates of progress need to improve. | All PP children make at least good progress in reading | Poor progress in reading for PP children in 2017-18 | Use Project X Code as intervention for children who still need phonics in KS2 . | Emma Hope Class teachers | |
| Total budgeted cost | | | | | £2,000 resources £12,456 staffing £14,956 |
| iii. Other approaches | | | | | |

| Action | Intended outcome | What is the evidence and | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|--|--|---|--|----------------|--|
| Further engagement of parent and carers in learning Pupil Individual Planning meeting with each parent | All parents and carers of PP children understand barriers to learning and are engaging with the school are supportive of their child | Historic lack of involvement of parents and carers with learning | Open Door policy Opportunities for all to further engage – Topic homework, end of topic celebrations, outdoor day celebrations, Phonics Meetings | All staff | July 2018 but interim reviews each term |
| Irradicate financial barriers to learning by using PP funding to ensure all children have full access to opportunities | All PP children participate 100% in opportunities offered by the school | Low participation in extra curricular activities and enrichment activities e.g. Porthpean Camp by PP children | Clear information given to all parents and carers and approached individually to ensure all made aware. Cover this aspect in PP meetings with families | Hilary Tyreman | July 2018 Reviewed termly with class teachers |
| Total budgeted cost | | | | | £1,500 |

