

# Pupil premium strategy statement

St Paul's C of E Primary School



## School overview

| Metric                                      | Data                            |
|---|---------------------------------|
| School name                                 | St Paul's C of E Primary School |
| Pupils in school                            | 205                             |
| Proportion of disadvantaged pupils          | 9%                              |
| Pupil premium allocation this academic year | £23,760                         |
| Academic year or years covered by statement | 2018-21                         |
| Publish date                                | December 2019                   |
| Review date                                 | December 2020                   |
| Statement authorised by                     | Caroline Moore                  |
| Pupil premium lead                          | Caroline Moore                  |
| Governor lead                               | Carly-Anne Heaphy               |

## Disadvantaged pupil progress scores for last academic year

| Measure | Score                |
|---------|----------------------|
| Reading | n/a (too few pupils) |
| Writing | n/a (too few pupils) |
| Maths   | n/a (too few pupils) |

## Strategy aims for disadvantaged pupils

| Measure                                       | Activity  |
|---|---|
| Priority 1                                    | Ensure all relevant staff have received training to deliver the phonics programme and reading strategies effectively. |
| Priority 2                                    | Work with maths subject leader to ensure mathematical fluency across the school.                                      |
| Barriers to learning these priorities address | Consistency with skills and teaching strategies across the school; resources to support.                              |
| Projected spending                            | £7060   |

## Teaching priorities for current academic year

| Aim                     | Target  | Target date |
|-------------------------|---|-------------|
| Progress in Reading     | Achieve close to national average progress scores in KS2 Reading.                 | Sept 21     |
| Progress in Writing     | Achieve close to national average progress scores in KS2 Writing.                 | Sept 21     |
| Progress in Mathematics | Achieve close to national average progress scores in KS2 Maths.                   | Sept 21     |
| Phonics                 | Achieve close to national average standard at the end of Y1 and cumulative at Y2. | Sept 21     |
| Other                   | Improve confidence and engagement of disadvantaged pupils.                        | Sept 21     |

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

| Measure                                       | Activity   |
|---|--|
| Priority 1                                    | Buy and embed good quality reading books to: a) match/deliver the phonics scheme; b) encourage a love of reading and c) enhance different areas of the curriculum. |
| Priority 2                                    | Establish small group support who are falling behind age-related expectations.   |
| Barriers to learning these priorities address | Encouraging regular reading, particularly as children get older, and mathematical fluency and its application to problem solving.                                  |
| Projected spending                            | £12,000  |

## Wider strategies for current academic year

| Measure                                       | Activity   |
|---|--|
| Priority 1                                    | Create and embed a reading club; children select books to take home. Engage and involve parents – greater selection of books, regular news, displays, challenges. Positive modelling by staff.         |
| Priority 2                                    | Sharing pupil and family support workers within schools' partnership to support children with anxiety, confidence and low self-esteem, and support families to work with children and access services. |
| Barriers to learning these priorities address | Improving confidence and readiness to learn for the most disadvantaged pupils. Encouraging regular reading,  |

|                    |  |
|--------------------|--|
|                    | particularly as children get older, and mathematical fluency and its application to problem solving. |
| Projected spending | £4,700   |

## Monitoring and Implementation

| Area             | Challenge   | Mitigating action  |
|------------------|---|--|
| Teaching         | Ensuring enough time given for staff development.     | Resources to deliver content and ensure consistency.<br>INSET and staff meeting time.                                |
| Targeted support | Development of subject leads and time to train staff. | Courses and HIP support<br>INSET and staff meeting time.   |
| Wider strategies | Engaging families for targeted support.               | Engagement during parent consultation and additional meeting time. Raise profile of strategies in class to children. |

## Review: last year's aims and outcomes

| Aim  | Outcome   |
|--|---|
|  | <i>PP too few in each year group to be identified</i>   |
| Increased fluency in reading.  | KS2 just exceeded at expected standard and broadly in line with greater depth. KS1 was slightly lower for reaching the expected standard (this is cohort specific) but slightly exceeded at greater depth. EYFS was lower – again, cohort specific and these children were lower on entry.              |
| Increased fluency in writing.  | KS2 were broadly in line with writing reaching the expected standard, but higher at greater depth. KS1 was lower for reaching the expected standard (this is cohort specific) but just slightly lower at greater depth. EYFS was lower – again, cohort specific and these children were lower on entry. |
| Increased fluency in maths. The gap will continue to be narrowed between boys' and girls' attainment in Maths in EYFS, particularly those working securely. We will meet or exceed national and local data percentages for Maths in both KS1 and KS2 in 2019; progress data will be at least close to average. | KS2 exceeded for both expected and greater depth. KS1 was significantly lower for expected (cohort specific) and inline at greater depth.<br>EYFS: girls exceeded boys in reaching the expected standard +; the proportion was the same for exceeding.  |
| Mentoring of new teachers by experienced teachers, including SENCO, across the year to ensure appropriate provision for children to make good progress, including the pupil premium cohort.  | Observation of focus children showed appropriate differentiation – including targeted adult support – and general engagement in learning.   |

|  |  |
|--|--|
| <p>Cohorts to make positive/accelerated progress from relative starting points. Differentiated provision where required, including for PP children.</p>  | <p>Progress is varied: many of our PP pupils are also on the SEN. Smaller differentiated steps of progress have been made; interventions amended from discussions in PPMs.</p> |
| <p>Pupils will be more 'school ready' and able to access the curriculum following intervention programmes and pastoral support where appropriate.<br/>Children will be able to interact within the school setting, so accessing the full curriculum at school.</p> | <p>Programmes and support successful – greater confidence and willingness to come to school and be school-ready.</p>   |
| <p>Work continues on teaching children resilience, growth mindsets and mindfulness. Children articulate that their mistakes have helped them to improve and refine subsequent work.</p>  | <p>Greater understanding of 'mind growth' by stretching and making mistakes – not about a page of ticks.</p>   |
| <p>Greater engagement and enjoyment of school through attending extra-curricular clubs and activities.</p>   | <p>Opportunities available to all – clear on letters and parents have come in to have conversations. Uptake by many on extra-curricular clubs and residential trips.</p>       |