

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

1. Summary information					
School	St. Margaret's Collier Street CoE Primary School				
Academic Year	2018-19	Total PP budget	£8900	Date of most recent PP Review	Oct.18
Total number of pupils	120	Number of pupils eligible for PP	6	Date for next internal review of this strategy	Oct.19

2. Current attainment		
	<i>Pupils eligible for PP (our school) As we have very small pupil numbers we have included data from last 2 year groups which have left school</i>	<i>Pupils not eligible for PP (national average – this is a comparison recommended by Kent)</i>
% achieving expected standard or above in reading, writing & maths	50%	63%
% making expected progress in reading (as measured in the school & SATs)	63%	63%
% making expected progress in writing (as measured in the school & SATs)	50%	67%
% making expected progress in mathematics (as measured in the school &	63%	73%
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Gaps in understanding and application of Maths and English skills, particularly for pupils with both Pupil Premium Funding and SEN	
B.	Aiming high; high expectations for pupils with PP funding	
C.	Pupils being ready and focussed to learn in school	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
D.	Consistent attendance and punctuality	

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	<p>Gaps are identified and targeted teaching/interventions teach to gaps.</p> <p>For pupils with SEN, recommended strategies identified and used.</p> <p>(Measured with Pupil Progress Meetings, provision maps and monitoring progress)</p>	<p>Formative assessment will show gaps being addressed (see provision maps). Pupils will make, or exceed, expected progress, including those with SEN and PP funding.</p> <p>Advice sought from external agencies to identify best strategies to use in class and interventions (private professionals to be used to reduce waiting times)</p>
B.	<p>Children with PP funding to continue accessing exceeding booster groups and higher ability differentiation.</p> <p>(Measured with Pupil Progress Meetings, provision maps and monitoring progress)</p>	<p>Pupils will make, or exceed, expected progress.</p>
C.	<p>Pupils settled and ready to access learning.</p> <p>(Measured with Pupil Progress Meetings)</p>	<p>Pupils can access learning; interventions required to ensure pupils are ready to learn is reduced (e.g. behaviour charts or mentoring)</p>
D.	<p>Attendance and punctuality is improved.</p> <p>(Measured with attendance figures and registers)</p>	<p>For the number of late sessions to improve as well as attendance.</p> <ul style="list-style-type: none"> • Attendance for PP Nov 18: 93.06% • Intervention period 2 2018: late 28 sessions. <p>Note: historically for our school attendance of pupils with PP funding is higher than nationally (see annual PP funding report July 2018).</p>

5. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>As previous Pupil Premium Strategy was not planned in this format it is not appropriate to review in this way.</p> <p>In 2017-18 we stated that:</p> <p>We identify the barriers to achievement on an individual basis and prioritise interventions based on this. Hence it is not appropriate at this stage to develop a 2 year plan.</p> <p>Please see attached document which reviews interventions which children with PP funding were involved in.</p> <p>Following an in school review of children with PP funding, reading the An Updated Practical Guide to The Pupil Premium by Marc Rowland and researching examples in the PP awards, we have decided to use this format for the year 2018-19.</p>				
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
n/a				
iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
n/a				

6. Planned expenditure					
Academic year		2018-19			
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 choice? (see links to documents in 'Additional Detail')	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Quality First Teaching for all (linked to SIP: Quality of teaching, learning and assessment)</p> <ul style="list-style-type: none"> All staff to visit colleagues and reflect on implications for their own practice Training to support TAs new to role (in school & external) <p>Note: SIP: Outcomes for children also focussing on CPD to ensure QFT.</p>	To share best practice and subsequently increase the % of teaching and adult support graded as outstanding	<p>Recommendations from The Teacher Gap by R. Allen and S. Sims.</p> <p>EEF Making Best Use of Teaching Assistants: The EEF found that when TAs are deployed effectively, with appropriate training and support, they can make significant contributions to pupil's learning. Seven EEF evaluations have shown that when TAs are used to deliver high quality structured interventions, they can typically generate 3 to 4 months progress for pupils struggling with literacy and numeracy.</p>	The school monitoring cycle, as part of SIP, will continuously evaluate provision.	PR & EF	Termly

Encourage a balance of setting and mixed ability groups in class.	Children experience a mixture of setting in ability groups (to support higher attaining pupils) and mixed ability groupings (to support low and mid-range attaining pupils).	EEF Setting or Streaming: The EEF found that on average, pupils experiencing setting or streaming make slightly less progress than pupils taught in mixed attainment classes. The evidence suggests that setting and streaming has a very small negative impact for low and mid-range attaining learners, and a very small positive impact for higher attaining pupils.	See above and: Review at each Pupil Progress Review meeting, as well as through observations.	EF	Termly
Intervention groups to be setup for classes as required; to boost children to expected and greater depth.	Pupils with PP funding to make (or exceed) expected progress.	See above and: Evidence based interventions used; evidence from research (external) or from termly reviews of provision maps (internal).	See above	EF	Termly

Total budgeted cost £6989

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Daily breakfast club	Punctuality is improved; children are ready to learn.	EEF Magic Breakfast Club: The EEF found that the breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of 2 months progress per year.	Attendance monitored	EF & PR	Termly

1 : 1 tutoring and support	Pupils with PP funding to make (or exceed) expected progress (see individualised provision plan)	EEF One-to-One Tuition: EEF states that one to one tuition can be effective, delivering approximately five additional months' progress on average. School to also follow STS advice.	The school monitoring cycle, as part of SIP, will continuously evaluate provision. STS termly visits Progress Review meetings and observations	EF & CT	Termly
Children to be ready to learn by implementing strategies as appropriate (e.g. behaviour charts and mentoring)	Strategies to support children to be ready to learn reduced over time	Strategies recommended by STS, EEF and within school behaviour policy. EEF Mentoring: The EEF states that some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	See above	EF & CT	Termly
Total budgeted cost					£5597
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils will take part in visits; eg. Venture week, swimming lessons	For pupils to access a range of social/cultural/sporting experiences, visits and activities	EEF Sports Participation: The EEF states that participating in sports and physical activity is likely to have wider health and social benefits.	Reviewing access to trips	PR	Annually
Total budgeted cost					£630

7. Additional detail

The Pupil Premium Awards

<https://www.pupilpremiumawards.co.uk/>

EEF Making Best Use of Teaching Assistants:

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/>

EEF Setting or Streaming

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/setting-or-streaming/>

EEF Magic Breakfast Club

<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/>

EEF One-to-One Tuition

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/>

EEF Mentoring

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mentoring/>

EEF Sports Participation

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/>

Guide to acronyms:

PP: Pupil Premium

SEN: Special Educational Need

QFT: Quality First Teaching

SIP: School Improvement Plan

CPD: Continued Professional Development

STS: Specialist Teaching Service

CT: Class Teacher

TA: Teaching Assistant