

# St David's CofE Primary Pupil Premium statement 2019-20

1. Summary information					
<b>School</b>	St David's C of E Primary School				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£36,960	<b>Date of most recent PP Review</b>	July 2019 See separate document
<b>Total number of pupils</b>	101	<b>Number of pupils eligible for PP</b>	28	<b>Date for next internal review of this strategy</b>	Jan 2020

2. Current Attainment (2019 Outcomes)				
<i>In 2019 there were 6 PP children in Y6 of these the % achieving EXS is indicated below</i>	EXS	EXS Nat Benchmark	GDS	GDS Nat Benchmark
% achieving Expected in Reading (based on 6 PP pupils)	83%	80%	50%	33%
% achieving Expected in Writing	100%	83%	50%	24%
% achieving Expected in Maths	100%	81%	33%	28%
Average progress in Reading (based on 5 PP pupils) – 1 pupil has no KS1 data	-1.18		0.31	
Average progress in Writing	1.58		0.24	
Average progress in Maths	0.22		0.31	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Poor retention of knowledge and application of skills
<b>B.</b>	Specific gaps in prior learning
<b>C.</b>	Lack of parental support with home learning

<b>D.</b>	Social and emotional needs causing disruptions in developmental progress	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Poor attendance rates in some cases	
<b>F.</b>	Financial difficulties restricting opportunities to engage in extra-curricular activities and educational visits	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Disadvantaged pupils develop strategies for retaining key facts and applying these to pieces of writing, reasoning and comprehension questions. Outcomes will be measured through: Lesson Visits, Discussions with teachers during Pupil Progress Meetings. Data Analysis. Learning Conversations (As required)	Attainment in end of Statutory Key Stage assessments will remain above the national for disadvantaged pupils.
<b>B.</b>	The gap between disadvantaged pupils and their peers will remain closed. Outcomes will be measured through: Discussions with teachers during Pupil Progress Meetings. Data Analysis. Pupil attainment. Achievement health check. Learning Conversations (As required)	At the end of the academic year, there will be no discernible attainment gap between PP and Non –PP pupils. Disadvantaged pupils will make accelerated progress in the subjects where gaps are evident. Disadvantaged pupils achieve combined ARE.
<b>C.</b>	Parents feel included in their child’s learning and have a good understanding of how to support their child at home. Outcomes will be measured through: Parental engagement in meetings. Parental engagement through home – school communication (Reading records, planners etc) Termly parent meetings to further engage children and their families in learning.	Parents will be able to support their children with their home learning including reading, spellings and arithmetic homework. Parents will feel confident in discussing their children’s learning with them. Parents will know how to support their children with their learning.
<b>D.</b>	Disadvantaged pupils demonstrate positive learner behaviours which are conducive to maximised learning. Outcomes will be measured through: Lesson visits Discussions with teachers during Pupil Progress Meetings. Data Analysis. Pupil Questionnaires. Learning Conversations (As required)	Pupils will be ready and willing to learn. Pupils will participate in the learning process through contributions to class discussions; sharing their thoughts and ideas. Pupils will make, at least, expected progress.
<b>E.</b>	Disadvantaged pupils regularly attend school to enable them to access the provision made for them. Outcomes will be measured through: Attendance Monitoring. Discussions with EWO. Termly attendance awards. Discussions with parents (If required)	The attendance of disadvantaged pupils will be above national figures.
<b>F.</b>	Disadvantaged pupils to regularly access extra-curricular activities outside of school hours (eg clubs and visits). Outcomes will be measured through parental questionnaires SHEU survey, Questionnaires and feedback	Pupils will participate in extra-curricular trips and visits. Pupils will report enjoyment in a wider range of activities beyond the school day.

## 5. Planned expenditure

Academic year      2019-20

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### 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?
Improved staff knowledge and expertise re personalised approach to teaching	In school training and support. Peer guidance. Support from Ventrus colleagues through attendance at networks. SENDCo to lead meetings with TAs monthly. £2000 (inc cost of release for staff and CPD cost)	Important that all staff in school have appropriate training re QFT and the planning and implementation of interventions so that all pupils access the best teaching possible and that gaps in learning are spotted quickly and remedied at that point through bespoke interventions.	Monitored through PPMs Reviewed by Leadership Team termly Feedback from training attended by staff  SLT (inc SENDCo) have worked hard to support the delivery of QFT. There is a regular cycle of monitoring that allows the triangulation of evidence to take place.	SEND leader CB/RP FB	Termly and Annually to LGB
Interventions at the point of learning to be delivered in a timely manner – carefully matched to pupil needs	Provide high level of staffing within each class so that targeted support can be provided for pupils in a timely manner. Costed below	Targeted TA support enables the school to provide support at the point of learning – spotting misconceptions early and working to ensure that pupils remain on track with their peers	Routinely monitored by SENDCo (CB) who will support TAs in the delivery of interventions. Tracked through PPMs (half termly reviews). TAs are allocated across the school to reflect the needs of individual pupils and specific cohorts. PP children are known to staff and their progress is tracked carefully to ensure that it is in line with other pupils across the school & nationally.	SEND leader CB/RP FB	Termly monitoring Annual summary
Pupils to be supported in being emotionally healthy and confident learner	Implementation of whole class screening to identify those pupils in need of SEMH interventions. Individual Boxall assessments as required.  Implementation of interventions individually and/or in small groups	It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and mental wellbeing in adulthood.	Routinely monitored by SENDCo (CB) who will support TAs in the delivery of interventions. Implementation of Boxall – training for all staff and monitoring by CB/RP  All TAs and Teachers have received CPD in relation to Boxall. TAs have worked with the SENDCo to complete	SEND leader CB	Termly monitoring Annual summary

	Ongoing support within the classroom as part of QFT to support all pupils in developing emotional well-being. £2000 (inc staff training and Boxall subscription)		Boxall assessments for individuals and to set up interventions etc. - TAs report that they feel the assessment process once practised is easier than the THRIVE assessments and feel that the CPD re attachment has had a significant impact on their understanding of pupils with SEMH including challenging behaviours		
Improved parental engagement and increased access for Disadvantaged pupils to trips/visits/extracurricular activity	50% subsidy for activities (FSM) 25% reduction (PP/ PP+ only) – Clear strategy in place. Increase participation of families in parental engagement activities £3000	The quality of parenting and home learning environments in children’s early years has a significant influence on children’s level of development when they start at school.	Feedback from parents Staff discussions with parents and pupils Monitoring of parental engagement in activities Reviewed by Leadership Team termly The school continues to provide a wide range of extra-curricular activities. Parents and pupils report that they appreciate the wide range of opportunities provided and feel that this adds significantly to the children’s depth of learning.	SLT SEND leader	Termly and Annually to LGB
<b>Total budgeted cost to include staff training</b>					£7000

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?
Children accessing Pupil Premium to achieve expected progress	<p>In class support and targeted interventions for Disadvantaged pupils</p> <ul style="list-style-type: none"> <li>- Booster groups</li> <li>- Phonics interventions</li> <li>- Maths catch up groups</li> <li>- Social skills groups</li> <li>- Individual supported reading</li> <li>- Writing support groups</li> <li>-</li> </ul> <p>Training to be given to staff both in house and through Ventrus networks.</p> <p>£25,000 (approx.) £5000 of each TA salary</p>	Children work better with familiar well trained staff – these staff are best placed to deliver timely support and interventions.	<p>The Class Teacher to monitor progress</p> <ul style="list-style-type: none"> <li>- which will also be reviewed by the Leadership Team through PPMs</li> </ul> <p>Interventions and support groups are led by TAs under the direction of teaching staff. TAs are allocated to classes based on the needs of specific children and also the cohort re SEND/PP/EAL etc</p> <p>Class teaches meet with the SLT (inc SENDCo) for PPMs termly and teacher also meet with the SENDCo for IEP meetings where targets are written and progress towards these are monitored.</p>	SEND leader SLT	Termly
<b>Total budgeted cost to include allocation of teaching assistants</b>					£25,000
iv. 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?
Children accessing Pupil Premium to have access to support with SEMH development as needed	<p>In school pupils to be given support through weekly sessions as required</p> <p>£4960</p>	A number of children in school have social and emotional difficulties and need access to support which is unavailable through CAMHS	<p>We have a trained THRIVE practitioners in school who already know the children well. They will keep confidential notes of their work with the children and liaise with the Headteacher and SEND leader to monitor effectiveness.</p> <p>See above re Boxall interventions and support</p>	HT SEND lead	Half termly
<b>Total budgeted cost to include allocation of teaching assistants</b>					£4,960

<b>TOTAL</b>	£36,960
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## REVIEW

### Outcomes in 2019/20

2020 attainment in EYFS	SCHOOL		NATIONAL	
	Pupils eligible for FSM (4)	Pupils not eligible for FSM (11)	Pupils eligible for FSM	Pupils not eligible for FSM
% achieved in a Good Level of Development				
Information not available due to Covid-19				
2020 attainment in Phonics screening	SCHOOL		NATIONAL	
	Pupils eligible for FSM (3)	Pupils not eligible for FSM (11)	Pupils eligible for FSM	Pupils not eligible for FSM
Information not available due to Covid-19				
Pupils in Y1 (june 2020 were unable to sit the Phonics Screen due to Covid shut down. As directed by the Government they completed the 2019 Screening test in October 2020 – these results have now been submitted but are no available to be used as a comparator – the reason for testing was to assess the impact of the Virus on this cohort of children as they progress through the school.				
2020 attainment in KS1	SCHOOL		NATIONAL	
	Pupils eligible for FSM ( 5)	Pupils not eligible for FSM (9)	Pupils eligible for FSM	Pupils not eligible for FSM
% achieving expected standard or above in reading				
% achieving expected standard or above in writing				
% achieving expected standard or above in maths				
% achieving expected standard or above in reading, writing & maths				
Information not available due to Covid-19				

Evaluation of School's pupil premium (pupil premium strategy statement from 2019-20)		
Desired outcomes	Success criteria	Evaluation of Impact
Improved staff knowledge and expertise re personalised approach to teaching	Staff will report increased understanding of teaching pupils with additional needs who require a more personalised provision. There will be a reduction in the number of behaviour incidents and number of FTEs. The SENDCO will support staff in the writing of IEPs, Planning of activities and in the provision of CPD to develop staff skill and expertise.	Monitoring of T&L in relation to pupils with SEND illustrates that the curriculum is appropriately pitched and adapted to meet their needs. Book scrutinies show the individualised approach evidenced in activities. There have been no FTEs this academic year. <b>Information not available due to Covid-19</b>
Pupils supported in being emotionally healthy and confident learners  Children accessing Pupil Premium to have access to support with SEMH development as needed	Assessments of pupils SEMH will take place termly. Staff will feel empowered to plan activities that will address the SEMH needs of individual pupils where assessments show there is a need. Re assessments of pupils will demonstrate progress in scores linked to emotional well being.	Class Boxall assessments are used to identify pupils with SEMH needs and are then used to plan activities for groups and individuals. Anecdotal evidence suggests that the school is a calm environment. Parent questionnaires report that 100% agree their child feels safe at school. <b>Information not available due to Covid-19</b>
Improved parental engagement and increased access for Disadvantaged pupils to trips/visits/extracurricular activity	There will be increase participation in extra curricular activities and trips. Anecdotal reports will illustrate pupil engagement and enjoyment.	All PP children have attended this year's trips upto March 2020 – Covid lockdown Mar – June and restricted school access June – Sept meant that residential were postponed or cancelled
Children accessing Pupil Premium to achieve expected progress	To close the gap to national at statutory points (EY Phonics KS1 and KS2) and to achieve positive progress scores for disadvantaged groups at the end of KS2	End of year outcomes are not available due to Covid-19 lockdown EYFSP/Y1 Ph Y2 SATs and Y6 SATs did not take place

### Summary

This academic year there have been 28 pupils in the school with PP funding, this includes 3 with PP+ and 1 with services premium.

The overall progress of pupils in receipt of premium funding – It was not possible to ascertain the differential between PP and non PP children due to the closure of schools as a result of Covid-19.

Feedback from our parental feedback questionnaire shows that of the PP parents who completed the survey 100% agree that their child was well supported during lockdown and that teaching and learning provided positively for their child whilst schools were closed.

Teachers have stated that for children in receipt of pupil premium their confidence and positive engagement with peers and staff continued to improve. PP children were monitored carefully during lockdown and engagement was tracked to ensure that families were accessing online learning.