

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	July 2019
Total number of pupils	37	Number of pupils eligible for PP	16	Date for next internal review of this strategy	15.12.18

2. Current attainment		
	<i>Pupils eligible for PP 2017-18</i> <i>2018-19</i>	<i>Pupils not eligible for PP</i> <i>2017-18</i> <i>2018-19</i>
% achieving expected standard or above in reading, writing & maths	0%	0% <i>33%</i>
% making expected progress in reading (as measured in the school over yr 2-6) *	33% <i>49%</i>	73% <i>63%</i>
% making expected progress in writing (as measured in the school over yr 2-6) *	29% <i>38%</i>	53% <i>50%</i>
% making expected progress in mathematics (as measured in the school over yr 2-6) *	71% <i>62%</i>	80% <i>75%</i>
*9 joiners during the school year 2017-18 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)		
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	
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	
Additional barriers (including issues which also require action outside school, such as low attendance rates)		
D.	Attendance to improve overall	
4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
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	
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	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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 expenditure and	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	Review 8 PP children 5 SEN and PP When PP is the only barrier to learning overall children are making good progress. In reading 100% made good progress, in writing 67% and in maths 100%, SEN barriers add to PP have a huge impact on progress
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 to E School for EYFS, English and Maths New assessment policy for school	Supported by subject leaders at St Mary's	

Total budgeted cost					£6,000 resources and training
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	Review of implementation July 2019
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 THRIVEapproaches (thunk time at the start of the day)	Hilary Tyreman All class teachers	Behaviour for Learning policy is fully embedded in across the school. There has been a marked decrease in behaviour incidents at lunchtime and during lesson times. PSHE and character values work is strengthening social behaviours. Lego therapy training complete and THUNK time (with toast) for all has provided a settled start to the day and means children are ready for learning. Outdoor days successful building risk taking and resilience and pupil conferencing shows how children enjoy learning outside. Secure more independent learning is next goal.

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	Project X code used for Year 2 children as well as KS2. Some success here with improvement in progress in reading scores (improvement of 14%. Where children have not progressed this is because of significant SEN needs. Ensure this is used systematically next year across Yr 2- 6
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	Review
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	Improved involvement. All families attended review meetings and school events. Majority involved in home learning projects. Need to further this with focusing on learning now and building aspiration with families.

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	All children have participated in all events in school and extra-curricular activities. All children have had full access to trips and visits in the school, Trips and visits positively comments on in parent and carers reviews.
Total budgeted cost					£1,500
Total predicted pupil premium 201819 £22,440 Total pupil premium actual 201819 £24,440 Carry forward from 201829 to 201920 £3,857					

