# Pupil premium strategy statement –Galmpton Church of England Primary School

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| 1. **Summary information** | | | | | |
| **School** | Galmpton VA Church of England Primary School | | | | |
| **Academic Year** | 2018 - 2019 | **Total PP budget** | £40,920 | **Date of most recent PP Review** | Nov 18 |
| **Total number of pupils** | 220 | **Number of pupils eligible for PP** | 36 | **Date for next internal review of this strategy** | Nov19 |

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| 1. **Current attainment** | | |
| **Achievement Criteria** | *Pupils eligible for PP (your school)17/18* | *Pupils not eligible for PP (national average)* |
| **% achieving the expected standard or above in reading, writing & maths end of KS2** | **75% (4)** | 64% |
| **% achieving expected standard or above in reading at end of KS2** | **75% (4)** | 75% |
| **% achieving expected standard or above in writing at end of KS2** | **100% (4)** | 78% |
| **% achieving expected standard or above in SPAG at end of KS2** | **75% (4)** | 78% |
| **% achieving expected standard or above in maths at end of KS2** | **75%(4)** | 76% |
| **% achieving the expected standard or above in reading, writing & maths end of KS1** | **80% (5)** | 65% |
| **% achieving expected standard or above in reading at end of KS1** | **80% (5)** | 76% |
| **% achieving expected standard or above in writing at end of KS1** | **80% (5)** | 70% |
| **% achieving expected standard or above in maths at end of KS1** | **80% (5)** | 76% |
| **% pass the phonic screening test in Y1** | **100% (3)** | 83% |
| **% achieving a Good Level of Development at the end of EYFS** | **100% (2)** | 71% |

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| 1. **Barriers to future attainment (for pupils eligible for PP)** | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | |
|  | We need to ensure that we have a good understanding of the nature of our disadvantaged children in our locality. |
|  | Some of our PP children and their parents have low expectations around learning, which has contributed to them falling behind |
| **C.** | In some classes, teaching is not yet sophisticated enough to explicitly target the needs of PP children. |
| **D** | In some cases PP children join us mid year and we do not have sufficient time to make the rapid progress required of these children to reach ARE |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |
| **D.** | Low aspirations of child and family – lack of support at home. |
| **E.** | Disruption and trauma for CLA children |
| **F.** | Lack of access to wider opportunities |
| **G** | Historically strategies for intervention have not had impact, the interventions have not been finely tuned to a child’s needs |

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| 1. **Desired outcomes** *(Desired outcomes and how they will be measured)* | | **Success criteria** |
|  | To enable all children eligible for PP to achieve at least in line with ‘non disadvantaged’ groups nationally. | % PP children achieving “Good Level of Development’ is above national.  % PP children passing Phonics Screening test is above national  % PP children achieving expected standard or Greater Depth at KS1 and KS2 is above national  At the end of KS2 all PP children make at least ‘0’ progress scores. |
|  | To enable our children in receipt of Pupil Premium to have higher aspirations and increase the amount of parental involvement with the school | PP children demonstrate the school learning value of ‘aiming high’ – to be measured through pupil interviews. |
|  | To improve the behaviour and social/ emotional well-being of our most vulnerable PP children | Vulnerable children are supported to access learning more effectively. As a result, children achieve more learning time and impact less on other children in the school |
|  | To provide additional enrichment opportunities for PP children, especially those who are already achieving well in core subjects or who have lack of opportunity to access quality enrichment activities | Children have opportunities to attend extra-curricular clubs e.g. music, sports, art and drama, and to provide them with a rich curriculum. |

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| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | **2018 - 2019** | | | | |
| 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 | | | | | | |
| 1. **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?** |
| To enable all children eligible for PP to achieve at least expected standards and to make at least expected progress. | Prioritise PP children-first books marked, targeted support in class  High quality professional development and coaching for teachers and TAs to ensure high quality teaching, learning.  Ensure assessment is rigorous allowing teachers to identify gaps in learning for PP children and target these through their teaching and use of interventions.  Ensure interventions are well matched to the needs of the pupils. | | EFF toolkit identifies the following strategies are being particularly impactful:   * Collaborative learning (moderate impact +5) * Feedback (high impact +8) * Mastery learning (moderate impact +5) * Meta-cognition and self-regulation (high impact +8) * Phonics teaching (moderate impact +4) * Reading comprehension strategies (moderate impact +5) | * Review each week in SLT – review of lesson observations, pupil interviews, book scrutiny, assessments * Careful tracking of progress through data and regular progress meetings with teachers * Each teacher to have specific identified goals – this will be monitored through regular evaluation and through meetings with school leaders * Progress meetings and flight paths half termly with a focus on PP children and their progress across the curriculum and their current needs * Focused CPD on meta-cognition and mastery. | KB, JS,NH,FB, | End of each term |
| **Total budgeted cost** | | | | | | £11,500 |
| 1. **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?** |
| To improve the learning dispositions, attitudes and social/ emotional well-being of our most vulnerable PP children | Establish a pastoral provision for vulnerable children based around their needs and interests.  Ensure there is sufficient high quality pastoral support | | EEF toolkit identifies the following:  Behaviour interventions (moderate impact +4)  Social and emotional learning (moderate impact +4)  Outdoor adventure learning (moderate impact) | Regular evaluation of how well provision is meeting children’s needs –half termly meetings between KB/ VC / JF | JF,VC,KB | Every half term– review how provision is meeting the current needs of children. |
| **Total budgeted cost** | | | | | | £24.500 |
| 1. **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?** |
| To enable our children in receipt of Pupil Premium to have higher aspirations | Parental workshops and school engagement projects (everybody write) to involve children with their families  Residential trips for Y5 and Y6– Children to be targeted for outdoor learning activities progress | | EEF toolkit identifies the following:  Parental involvement (moderate impact +3)  Outdoor adventure learning (moderate impact +3) | Hold reading and phonic workshops for parents to ensure parents have a good understanding of how their parents can best support their children.  Lead teacher on residential to ensure visits meets the needs of the children and consider tailored provision for PP children. | JS  AS ST KB | To be reviewed at SLT meeting at least once a half term. |
| To provide additional enrichment opportunities for PP children, especially those who have lack of opportunity to access quality enrichment activities | Participation in arts, drama, music and sports extra curricular clubs (including breakfast club).  Social events eg PTFA Santa train  Participate in enrichment opportunities for core subjects with other children | | Collaborative Learning (moderate impact +5)  Arts participation (low impact +2)  Sports participation (low impact +2) | PP children identified on register of support. Additional opportunities offered to targeted pupils both in school, after school and with other schools including Fizz Pop, Art club, Performing arts Club and Multi skills clubs | LR KB | To be reviewed at SLT at least once a term |
| **Total budgeted cost** | | | | | | £4,920 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2017 – 2018 (£41,800)** | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action / approach** | **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** |
| To enable all children eligible for PP to achieve at least expected standards and to make at least expected progress. | High quality professional development and coaching for teachers and TAs to ensure high quality teaching, learning and assessment, | See data data below | 1 to 1 precision teaching interventions continue to have the most impact. Interventions having most impact include catch up/keep up where teacher and TA are working with a range of groupings and individuals. 1 to 1 short bursts of learning have had impact. Train all staff in precision teaching this year. The need to invest in quality pastoral support is an absolute must for many of our PP children to progress. Skilled TA support and teachers that develop excellent bonds and rapport (and know what their learners need) have great impact.  CPD for teaching assistants eg Maths workshop attended by Y6 TA have had direct impact on progress for PP. | £6472 |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action / approach** | **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** |
| To enable all children eligible for PP to achieve at least expected standards and to make at least expected progress. | Targeted  intervention      Arts participation | Through a range of interventions including RWInc, Fresh Start, Maths Catch up, THRIVE our PP children, on the whole, made excellent progress. Only 7 of the 32 children on our PP register failed to make age related expectations, with 7 children achieving greater depth and exceeding ARE. | * Monitoring progress made in interventions more frequently * Ensure interventions closely match the needs of the pupils and delivered by fully trained members of staff * Review and make changes to the interventions that are being used for impact * Regular PRAISE meetings with Senior HLTA and SLT | £39,468 |
| To improve the behaviour and social/ emotional well-being of our most vulnerable  PP children | Establish a pastoral provision for vulnerable  children |  | * Vary support given ensuring that needs are met of all children. (some children have more than 1 type of intervention) * Parental involvement – ensure parents are clear on expectations and how they can be involved in support and what is available to them. Family THRIVE continues to have great impact and feedback from parents undergoing the training is very supportive and has changed how they parent and manage challenging behaviour. Pastoral Care team works effectively to ‘build a team’ around a child. There is a first response adult for many children and this allows us to effectively deploy staff so that every TA is making a valuable contribution |
| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action / approach** | **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** |
| To improve attendance of children who are eligible for PP | A range of attendance incentives and rewards | Cumulative Attendance from 5.9.16-11.11-16 for PP children was 96.57% (97.6) for non Pupil premium  Cumulative attendance for the same period this Year is 96.7% (96.68% non PP)  In 2015 PP attendance for the same period was 95.2% (96.4% for non PP) so year on year there continues to be improvements. | * Incentives such as Attendance Ted, certificates, stickers, regular notices in the monthly newsletter do make a difference. * Holding parents to account and not authorising any holidays has brought about a gradual cultural change over the two years (although there are some parents who continue to take term time holidays, but not our PP families. * Class teachers still need to ask more questions and track their PP children’s attendance themselves. | £1000 |

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| 1. **Additional detail** |
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