

Pupil premium strategy statement: The Priory CE Primary School **Review July 2019**

1. Summary information					
School	The Priory CE Primary School				
Academic Year	2018/19	Total PP budget	£40, 240	Date of most recent PP Review	July 2018
Total number of pupils	218 April 2018	Number of pupils eligible for PP (based Jan 2018 Census)	29 (13.3%)	Date for next internal review of this strategy	Final July 2019

Current attainment KS1 test / assessments July 2019

	<i>Pupils eligible for PP 3 pupils</i>	<i>Priory School (ALL pupils)</i>
% achieving ARE in reading, writing and maths	66%	70%
% working at or above ARE in reading	66%	80%
% working at or above ARE in writing	66%	73%
% working at or above ARE in maths	66%	80%

Current attainment KS2 test / assessments July 2019

	<i>Pupils eligible for PP 4 pupils</i>	<i>Priory School (ALL pupils)</i>
% achieving ARE in reading, writing and maths	25%	
% working at or above ARE in reading	100%	83%
% working at or above ARE in writing	50%	83%
% working at or above ARE in writing (SPAG)	100%	97%
% working at or above ARE in maths	25%	80%

**1. Barriers to future attainment (for pupils eligible for PP, including high ability) (based on September 2018 group)
24 pupils (as yet new intake unknown)**

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	75% identified as having below (or significantly) writing skills appropriate for their age – poor written communication.
B.	54% of pp pupils are also on the SEND register. 12.5% have EHCP plans. 54% access or have accessed external professional support (13/24)
C.	42% of pupils who are eligible for PP are accessing or have accessed our ELSA for emotional support. These pupils have lower levels of self-esteem and resilience.

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Attendance of children in receipt of Pupil Premium was 91.5% September 2017 – July 2018 compared to whole school attendance 95.1% 21% of pp have an attendance of 96% or more (i.e. at the expected level of attendance). 33% of pp have an attendance below 90% so are classed as Persistent absent.
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2. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Progress of children in receipt of Pupil Premium is accelerated in writing and reading	From 25% currently, 55% of pp children to be ARE by end of July 2019
B.	Progress of children in receipt of Pupil Premium is accelerated in Maths.	From 67% currently to 75% of pp children to be ARE by the end of July 2019
C.	For PP children to be attending school on a regular basis and improved levels of punctuality and attendance	From 33%, our target is 8% of pp to be in persistent absent category. From 79%, only 33% of pupils to be below national attendance of 96%.

3. Planned expenditure					
Academic year		2018/19			
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?
Improve progress and attainment in reading and writing for pupils eligible for PP.	<p>Whole school staff training on Talk 4 Writing by in-house Literacy Team</p> <p>Whole school staff training on Maths No Problem!</p>	<p>Sir Michael Wilshaw's Annual Report on PP 2015/16 states that high expectations for ALL means high expectations for disadvantaged pupils. He also states that prioritising consistently good and outstanding teaching as the <i>first point</i> of intervention is evidenced in the most effective support for pupils in receipt of Pupil Premium. This approach links in with our School Development Plan.</p> <p>Sutton Trust report (2011) is widely used to evidence the positive effect of quality first teaching.</p>	<p>Use INSET days to deliver Talk 4 Writing and Maths No Problem training.</p> <p>Regular monitoring of progress and achievement AND implantation of new systems</p> <p>Triangulate evidence for monitoring progress.</p> <p>Regular progress meetings with SLT and teachers (termly).</p>	<p>SLT Reading Leader Writing Leader Inclusion Leader</p>	<p>July 2019</p> <p>Progress (making 1 year or above progress)</p> <p>Maths 82%</p> <p>Reading 86.5%</p> <p>Writing 81.5%</p>
Improve progress and attainment in maths for pupils eligible for PP -	<p>Quality First teaching to narrow the gap, fully resourced.</p> <p>Comprehensive monitoring schedule in place for core subjects, with a focus on children in receipt of Pupil Premium (lesson observations, pupil conferencing, monitoring books, learning walks)</p> <p>Buy core skills booklets to ensure teaching of fundamental Maths & English skills</p>			<p>SLT Maths Leader Inclusion Leader</p>	

<p style="text-align: right;">Total budgeted cost</p>	<p><u>Resourcing the delivery of quality first teaching</u></p> <p>Maths No Problem resource £5,815 Maths no problem whole staff training £736</p> <p>Talk 4 Writing training for staff (visit to Penn Wood teaching school + 1 member of staff to attend Fly high with Pie) £450</p> <p>Core skills booklets (CGP for Y6 boosters and Y2 – Y5) £550</p> <p>Purchase of new writing portfolio books to monitor progress in writing (from general stationary money)</p> <p>Total: £7551</p>
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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?
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<p>A. Improve progress and achievement in literacy for pupils eligible for PP.</p>	<p>Teachers to use additional adults in the classroom for dynamic interventions i.e. following up gaps in learning next day or previous day taking special note of pp pupils</p> <p>Additional adults to be used daily to hear pp children read.</p> <p>Pupil teacher conferencing to improve quality of feedback for improvement and to take into account pupil view of how they can improve.</p>	<p>Some of the students need targeted support to catch up, in addition to quality first teaching.</p> <p>In pupil teacher conferencing, additional support within a group was identified as a method of helping the children to progress.</p> <p>EEF shows that improving opportunities for feedback has the greatest potential to positively affect pupil progress.</p>	<p>Part of TA budget to be paid for by PP funding to deliver specific interventions to pupils in receipt of PP i.e. dynamic interventions, daily reading for those pp pupils below ARE</p> <p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Regular CPD given as identified, using our SENSS teacher and any additional outside courses deemed to be beneficial. Impact overseen by Inclusion Leader.</p> <p>Termly pupil teacher conferencing monitored by Inclusion Leader.</p>	<p>SLT Inclusion and Pupil Premium Leader Pupil Premium TA</p>	<p>July 2019</p> <p>Progress (making 1 year or above progress) Reading 86.5% Writing 81.5%</p> <p>Meeting ARE Reading 68.7% Writing 61.5%</p> <p>Progress (making 1 year or above progress) Maths 82%</p> <p>Meeting ARE Maths 64.4%</p>
<p>B. Improve progress and achievement in maths for pupils eligible for PP -</p>					
<p>Total budgeted cost</p>			<p><u>Allocation of additional adult time to support dynamic interventions and daily catch up reading</u></p> <p>Contribution of £12,000 towards educational support staff budget of £157,910</p> <p>Pupil teacher conferencing £2,580 (supply cover / HLTA cover)</p> <p>supply cover for Designated LAC lead teacher training £150</p> <p>Reading dogs to develop reading and listening comprehension and empathy (cost as yet unknown, allocated £500)</p> <p>TOTAL: £15230</p>		

iii. 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?
Behavioural issues of Year ___ pupils improved.	ELSA to identify and implement a targeted behaviour intervention for identified students. ELSA to engage with parents before intervention begins and afterwards to measure impact. Develop restorative approaches and focus on positive behaviours.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Use ELSA record sheets to monitor impact before and after the intervention. Monitor incidents of behaviour on CPOMS and whether improvements in behaviour translate into improved attainment.	SLT ELSA Inclusion Leader Yr ___ teacher.	Number of incidents recorded has increased – recording criteria has been clarified and expectations increased – more incidents are now regarded as serious. The number of pupils involved in reported incidents has decreased.
Levels of self-esteem and resilience improved for targeted pupils.	ELSA to identify and implement targeted interventions for identified students eg Change4Life. ELSA to engage with parents before intervention begins and afterwards to measure impact. ELSA to provide support for parents –parenting course.	Sir Michael Wilshaw's Annual Report on PP 2015/16 states that the most effective support values pupils' personal development, behaviour and welfare needs. He states that pastoral support makes a difference to children's achievement.	Evaluation questionnaires carried out before and after intervention to measure impact. Pupil self –evaluation. Monitor whether improvements translate into improved attainment. Feeling and looking smart with voucher for new school uniform from recognised supplier.	SLT ELSA Inclusion Leader	July 2019 (end of year data) Feedback from children form ELSA interventions showed that 100% of pupils felt that the intervention had helped them.
Equality of access to educational visits.	Pupil Premium funding to pay for residential trips and educational visits enabling access to all.	All pupils to be included in educational visits which enhance life skills, social skills and learning. Sir Michael Wilshaw's Annual Report on PP 2015/16 states that in most effective schools, support is given to ensure that all pupils have full access to broad educational experiences.	Children in receipt of Pupil Premium to attend all educational visits.	SLT Finance Manager	April 2019 All children accessed educational visits.
Close the gap in attendance between PP group (91.9%) and non-PP (95.6%)	Creation of Pupil Premium group on SIMS to closely monitor attendance.	Improved attendance will lead to improved outcomes for pupils.	Office staff receive training in SIMS. Weekly attendance report on attendance and punctuality of Pupil Premium groups.	Office SLT	Rigorous tracking and meetings with parents of low attendees take place with Attendance Leader.

	A new flowchart system to be followed in line with CLF.		Parent meetings recorded on CPOMS. Focus on whole school attendance – attendance board, attendance reported in newsletter weekly, attendance cup weekly.		
Total budgeted cost			<p><u>Supporting provision of ELSA for our pp children</u></p> <p>A % of ELSA roles/time + annual training £11,022 <i>Resourcing the new nurture space will come from the healthy schools bid funding of £30,000</i> Behaviour support as necessary £565 (cost of SLA)</p> <p><u>Supporting pupils to access a broad and balanced curriculum</u></p> <p>Educational Visits IOW £2250 Rockley £900 Other year group educational visits £1000 New uniform vouchers = £1160</p> <p>TOTAL: £16897</p> <p>Total projected spend to date: £39,678</p> <p>£562 unallocated for reserve</p>		

4. Review of expenditure				
Previous Academic Year 2018 - 2019				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
Improve progress and attainment in reading and writing for pupils eligible for PP.	<p>Whole school staff training on Talk 4 Writing by in-house Literacy Team</p> <p>Whole school staff training on Maths No Problem!</p> <p>Quality First teaching to narrow the gap, fully resourced.</p> <p>Comprehensive monitoring schedule in place for core subjects, with a focus on children in receipt of Pupil Premium (lesson observations, pupil conferencing, monitoring books, learning walks)</p>	<p>July 2019 (based on end of year assessments 2018-19)</p> <p>PP Progress (making 1 year or above progress) Reading 86.5% Writing 81.5%</p> <p>PP Meeting ARE Reading July 2108 50% July 2019 68.7% Writing July 2018 27.2% July 2019 61.5%</p> <p>Target for R/W was 55%, so this has been exceeded.</p>	<p>Regular Learning Walks by SLT have a focus on pupils eligible for PP and ensured that all staff are aware of pupils eligible for PP in their class and have a focus on their progress.</p> <p>Half termly progress meetings between class teacher and SLT show high priority for pupils eligible for PP. These will continue.</p> <p>A comprehensive monitoring schedule will remain in place for core subjects, with a focus on children in receipt of Pupil Premium.</p> <p>Focus on children in receipt of Pupil Premium when marking. Also target these pupils when hearing children read.</p>	Total: £7551

<p>Improve progress and attainment in maths for pupils eligible for PP -</p>	<p>Buy core skills booklets to ensure teaching of fundamental Maths & English skills</p>	<p>July 2019</p> <p>Progress (making 1 year or above progress) Maths 82%</p> <p>Meeting ARE Maths July 2018 40.9% July 2019 64.4%</p> <p>Target for Maths was 75% so although improvement seen, this target has not been met.</p>	<p>We introduced the Maths No Problem scheme this year and staff training is planned for the next academic year to ensure differentiation/use of additional adults in maths is even more effective.</p> <p>We will continue to develop journaling to support all children in explaining their reasoning.</p> <p>We will need to ensure opportunities to develop maths fluency through software such as times tables rock stars are also available to pp children.</p>	
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Year group	R GLD	1 Phonics	2 Phonics	2 Math	2 Writing	2 Reading	6 Math	6 Writing	6 Reading	6 RMW
2019 School results <i>(forecast in brackets)</i>	80% (70%)	87% (87%)	93% (93%)	80% (87%)	80% (73%)	80% (80%)	80% (80%)	83% (83%)	87% (83%)	70% (80 - 63% worst)
2019 Pupil Premium result	100%	100%	66%	66%	66%	66%	25%	50%	100%	25%
2018 school result	77%	80%	93%	80%	63%	73%	85%	82%	82%	76%

2018 national benchmark	71.6%	83%	92%	76%	70%	76%	77%	78%	75%	64%
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ii. Targeted Support

Desired outcome	Chosen action/approach	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
Improve progress and achievement in literacy for pupils eligible for PP.	Teachers to use additional adults in the classroom for dynamic interventions i.e. following up gaps in learning next day or previous day taking special note of pp pupils	Data as above.	Dynamic interventions help to support children in receipt of Pupil Premium i.e. keep up not catch up sessions the following morning during core skills time. We will continue to do this, although due to budgeting restraints & increase in number of 1:1 EHC plans, we have less staff available.	TOTAL: £15,230
Improve progress and achievement in maths for pupils eligible for PP -	Additional adults to be used daily to hear pp children read. Pupil teacher conferencing to improve quality of feedback for improvement and to take into account pupil view of how they can improve.			

iii. Other approaches																
Desired outcome	Chosen action/approach	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												
Behavioural issues of Year ___ pupils improved.	ELSA to identify and implement a targeted behaviour intervention for identified students. ELSA to engage with parents before intervention begins and afterwards to measure impact. Develop restorative approaches and focus on positive behaviours.	<p>Behaviour improved, as evidenced by Learning Walks and monitoring and CPOMS behaviour log. However, issues still exist and require ongoing monitoring and intervention.</p> <p>Target partially met.</p> <table border="1"> <thead> <tr> <th></th> <th>Autumn 2018</th> <th>Spring 2019</th> <th>Summer 2019</th> </tr> </thead> <tbody> <tr> <td>Total Behaviour incidents logged</td> <td>62</td> <td>83</td> <td>44</td> </tr> <tr> <td>Specific incidents related to Bullying</td> <td>4</td> <td>6</td> <td>6</td> </tr> </tbody> </table>		Autumn 2018	Spring 2019	Summer 2019	Total Behaviour incidents logged	62	83	44	Specific incidents related to Bullying	4	6	6	ELSA has helped to support behaviour. This has helped support individual pupils and will continue this next academic year. We will be developing new, more focussed behaviour plans, with more input from the pupil.	
	Autumn 2018	Spring 2019	Summer 2019													
Total Behaviour incidents logged	62	83	44													
Specific incidents related to Bullying	4	6	6													
Levels of self-esteem and resilience improved for targeted pupils.	ELSA to identify and implement targeted interventions for identified students eg Change4Life. ELSA to engage with parents before intervention begins and afterwards to measure impact. ELSA to provide support for parents – parenting course.	<p>100% of pupils who received ELSA interventions reported increased scores on ELSA impact questionnaire.</p> <p>Target achieved</p>	Continue with ELSA interventions for specific pupils.	A % of ELSA roles/time + annual training £11,022 Behaviour support as necessary £565 (cost of SLA)												
Equality of access to educational visits.	Pupil Premium funding to pay for residential trips and educational visits enabling access to all.	<p>All pupils accessed educational visits.</p> <p>Target achieved</p>	Continue this strategy to continue equal access.	Educational Visits IOW £2250 Rockley £900												

				Other year group educational visits £1000
Close the gap in attendance between PP group (91.9%) and non-PP (95.6%)	Creation of Pupil Premium group on SIMS to closely monitor attendance. A new flowchart system to be followed in line with CLF.	<p>Rigorous tracking and meetings with parents of low attendees take place with Attendance Leader. Children with good attendance over the term are also given a certificate.</p> <p><u>Whole School (11.07.19)</u> Target 97% (national expectation 96%) Current attendance is 95.93%.</p> <p><u>Persistent absence: whole school (90% or below)</u> Target: 8% Current persistence absence is 7% (15 children). 7 of this group are also pupil premium children.</p> <p><u>Pupil premium attendance (Pupil analysis by attendance category – user pp)</u> Target: 67% to have attendance of 96% or more Target: 66% Target met Current pp attendance: 91.52%</p> <p><u>Persistent absence pupil premium</u> Target: 8% Current: 7 pupils out of 22 = 31% persistent absence category. FSM persistent absent 2018 37.5% / 2019 43.8% (national 19.2%) Target NOT met – persistent absence of pp</p>	<p>The same few families continue to be poor attenders, despite meetings and support from the Attendance Leader & social services.</p> <p>It is also true that an increasing number of pp families take unauthorised holidays in term time (and have been fined).</p> <p>We will continue to monitor and intervene with poor attendance following new BCP guidelines.</p>	

New uniform vouchers = £1160