

Pupil Premium Strategy – St Andrew’s 2018-19

Amount of Pupil Premium funding received 2018-19

Total number of pupils in school	62
Number of eligible pupils FSM/Ever 6 £1,320.00 per pupil	4 (6%)
TOTAL PP received:	£5,280

Identified barriers to educational achievement:

The school has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Some pupils have specific social and emotional needs which affect their learning.
- Attendance rates for some Pupil Premium pupils are low, which reduces their school hours and the continuity and success of interventions put in place to improve attainment.
- Some families do not engage regularly with the school
- Some children have low prior attainment scores in EYFS or KS1 results

Key expenditure – how the allocation will be spent:

Area of Spend	Focus	Total allocation
TA support in classes and for focused interventions-small group and 1:1 sessions	Maths: <ul style="list-style-type: none"> • Power of 2 • Pre and post teaching groups • Phonics-Intervention Reading-1:1, Guided Reading Spelling-Intervention Guided writing lessons Y6 Transition	£4,080
Training/Resources	Transition Lesson Books	£50
Funding for school trips/residential	Personal and Social	£1,200

Area of spend	Intended outcomes-why these approaches were taken	Actions
TA support in classes and for focused interventions-small group and 1:1 sessions	<ul style="list-style-type: none"> • Narrowing the gap • Raising attainment • Higher rates of progress for pupils with SEND eligible for Pupil Premium • Higher rates of progress for high attaining pupils eligible for Pupil Premium • Targets for children are specific and 	<ul style="list-style-type: none"> • Quality first teaching in each Classroom • Specific consideration of the needs of pupil premium pupils to be included in all planning and lessons • Timely follow up with

<p>Pre- teaching and post-teaching of work with the class teacher</p>	<p>accurate.</p> <ul style="list-style-type: none"> • Children benefit from a boost of confidence and greater self-belief through pre and post teaching sessions 	<p>parents if no reading at home</p> <ul style="list-style-type: none"> • Regular meetings between TA/SENCO and teacher to review intervention • Termly pupil progress meetings between all staff to plan/review interventions • Progress of Pupil Premium children tracked effectively • Half termly analysis of assessments to identify strengths and weaknesses • TA timetables carefully planned • Pre teaching and post teaching sessions planned for target children to address misconceptions, gaps and weaknesses • Clear communication between teachers and TA's regarding expectations of lessons and evaluation of learning • Clear communication between all staff concerning pupil attendance and punctuality. HT to address concerns with parents.
<p>Training</p>	<ul style="list-style-type: none"> • Emotion Coaching Training for all staff as part of cluster schools INSET. Emotion mentor available in school. • SENCO/English and Maths updates • Chris Quigley Course-“Infusing Rich Vocabulary Across the Curriculum.” • Maths Hub training: “Developing Mathematical Language in the Early Years”. • Higher proportion of children reaching age related expectations in all subjects • SENCO and Maths & English Coordinators up to date with latest initiatives/interventions. up to date with latest initiatives/interventions • Marking policy reviewed with all staff to ensure consistency across the Federation and maximum impact on progress 	<ul style="list-style-type: none"> • Staff meeting time allocated for training • Targets for children are specific and accurate. Clear feedback is given which is meaningful and enables learners to identify the next steps and understand how they can improve
<p>Funding for school trips and residential</p>	<ul style="list-style-type: none"> • Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays at residential centres. • Learning is supported by trips that are carefully planned to enhance the 	<ul style="list-style-type: none"> • Letters to parents to include information regarding funding

	school's curriculum	
Funding for before and after school clubs	<ul style="list-style-type: none"> • • Pupils enjoy spending time with peers learning a new skill • Pupils have time to complete homework tasks if unable to do so at home • Improvement of self-esteem, social skills leading to increased confidence and attainment in the classroom • Improved attendance and punctuality-early morning club 	<ul style="list-style-type: none"> • Inform parents of Pupil Premium children that funding can be used for attendance at clubs • Purchase resources/games to support after school clubs
Workshops for parents	<ul style="list-style-type: none"> • Parents engaged with learning • Strategies developed so that parents can support learning at home • Attendance improved for some pupils 	<ul style="list-style-type: none"> • Workshops in developing reading and maths skills • Parents targeted for support

How will the school measure the Impact of Pupil Premium?

Each term, data will be reviewed using the PIRA, PUMA and SPAG tests alongside teacher moderation of writing using the writing grids. Data will be used to show impact of interventions (1st Class@Number and Calculation, FFT, Positive Play.) Boxall profiles used to show impact of positive play.

Individual education plans will be reviewed each half term with the parent and child.

Whole school review meetings will take place termly and will include all members of staff. At each meeting, the school will review the impact of actions taken and will plan how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium funding and the impact of this is discussed during the Standard's Committee meeting.