

Pupil premium strategy statement (primary)

1. Summary information					
School	St Ursula's Federated School				
Academic Year	2018-19	Total PP budget	£110,200	Date of most recent PP Review	November'18
Total number of pupils	452	Number of pupils eligible for PP	73	Date for next internal review of this strategy	November'19

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	43%	%
% making progress in reading	52%	%
% making progress in writing	49%	%
% making progress in maths	61%	%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor receptive and expressive language skills in EYFS need addressing before progress can continue in core subjects
B.	High levels of children who start school with English as an additional language
C.	Poor phonic knowledge on entry to school, which still needs addressing and consolidating throughout KS1
C.	A gap in attainment between FSM and Non FSM in Year 3 (Reading/Writing and Maths) focus group as a result of PPM's
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Home learning environments, parenting skills, needs to be developed for a number of pupils eligible for PP across the school in order to develop confidence, resilience and improved behaviours for learning.
E.	High mobility in KS1
F.	High levels of families with EAL who require additional support to help their children
G.	Some families in need of additional support to organise and manage their home situations. (HSSW)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved language skills both expressive and receptive.	This will be addressed through targeted language groups via Language Link resources as well as NHS SALT advice and guidance where necessary. Progress will be measured pre and post intervention to ensure pupils are responding to intervention. Language work will also be supported in class to ensure transference of learning and wider opportunities for this to enhance progress.
B. F.	Improved links with EAL advisory teacher and how best they can support us as a school	EAL visits and reports, suggestions to be implemented.
C.	Good progress and response to new Read Write Inc phonics programme. Pupils will be assessed and monitored every 6 to 8 weeks following targeted group phonics teaching daily. Read Write Inc manager will track. Read Write Inc program extended to KS2	Pupils will be assessed and monitored every 6 to 8 weeks following targeted group phonics teaching daily. Read Write Inc manager will track progress of all pupils, especially PP and review and remediate needs so that progress continues. Pupils will pass the phonics screener at the end of the academic year and along with those in Year 2 who need to re-sit.
D.	Pupil Premium pupils meeting expected or better in Key Stage 1 writing assessment in line with National expectations.	All PP children demonstrate progress within writing being made across the year from their starting point with at least 3 pupils meeting expected or better at end of year 2 assessment
E.	Pupil Premium pupils meeting expected or better than in Key Stage 2 in Reading, Writing and Maths, with the exception of the Year 3 focus group of FSM pupils Improved confidence for parents from parenting courses	Autumn 2 focus pupils interventions and in depth discussion at CAP meetings Number of PP pupils to achieve expected to raise following success implementation of skills learnt at parenting course.
G.	Improved support for families from the HSSW which will support their home life and allow children to achieve better in school.	Pupils will be monitored closely and regular meetings held to ensure support is making a difference to children.

5. 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?
Improved reading skills for all pupils through implementation of Read Write Inc	Voluntary parent readers in EYFS & KS1 Whole school streaming in EYFS & KS1 Daily supported reading all year groups Three Year 3 focused phonics sessions	Research shows that being a reader is the best life enhancer a child can be given. Improved reading also improves writing and spelling outcomes as a by product – Research Margaret Snowling (Oxford University)	Staff all trained as Read Write Inc School.	Asst Head and English lead/manager	Beginning of academic year 2018-19
Total budgeted cost					
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?
KS1/2 Improved spelling, writing & maths skills	100 licences for Nessy programmes	Improvement of targeted interventions for focus groups of children identified in PPM's	We will baseline, set groups, monitor, train staff and measure progress	SENco, CT/TA's	Beginning of academic year 2018-19
EYFS & KS1 Improved receptive language skills	Language links/speech links programme licence	SALT recognise and approve intervention used. Language difficulties can impact on emotional development with resultant behavioural difficulties and problems forming friendships.	We will baseline, set groups, monitor, train staff and measure progress regularly	SENco, CT/TA's	Beginning of academic year 2018-19
Total budgeted cost					
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?
<p>Improve social and emotional need along with learning behaviours.</p> <p>Quality First Teaching- Speech/Language, phonics, lower attaining pupils, intervention timetable</p>	<p>1:1, group counselling, targeted work- Mindfulness sessions, Rainbows, HSSW, Gross motor skills development combined with social skills at playtimes and lunchtimes</p>	<p>Emotional need is hard to remediate therefore require outside agency support too .Quality provision will ensure better outcomes for all.</p>	<p>Baseline, undertake emotional wellbeing assessment – THRIVE Discussion and adaptation of approach to ensure best outcomes</p>	<p>SENDco – every 6 weeks – update meetings</p>	<p>End Academic year 2018-19</p>
<p>Raise aspirations and increase experiences (healthy life choices) Increased number of school trips (3 per year)</p>	<p>Brilliant Club; LAMDA;</p> <p>Trips and visits- Year 6 residential to Wales (x5 pupils FSM funding= £1,000);FSM (full payment or Ever 6 (part payment)</p> <p>Additional in house opportunities-</p> <p>Year 5 pupil karate £30 half term worth</p> <p>Year 4 dinosaur dome for FSM pupils (£8.20 x7 pupils)</p> <p>Year 4 Stubbers Trip May'19 (£20.80 x7 pupils)</p> <p>Year R Hopefield Animal Sanctuary Trip (5 pupils)</p>	<p>Developing resilience, raising attainment and ensuring good progress (either pastorally or academically)</p>	<p>Planning for pre and follow up work Vocabulary check</p>	<p>SENDco, SBM, Ex HT</p>	<p>End Academic year 2018-19</p>

<p>Support for families</p> <p>Increase attendance of identified pupils to enable greater access to learning</p>	<p>Home School Support Worker offering support and advice to families to access further external agencies and support networks.</p> <p>Regular attendance reviews and support for parents to encourage attendance</p> <p>School uniform credit vouchers £100</p>	<p>Research shows that effective parental support for education is key</p> <p>Continued ongoing support for families helps children to achieve better in school.</p>	<p>Performance management, regular meetings with senior staff to look at caseload.</p>	<p>Ex HT, SENDCo</p>	<p>End Academic year 2018-19</p>
<p>Drama</p>	<p>Funded after school weekly club specifically for pupil premium children to improve their confidence and offer alternative life experiences.</p>	<p>Developing resilience, raising attainment and ensuring good progress (either pastorally or academically)</p>	<p>Regular feedback meetings</p>	<p>HSSW Ex HT</p>	<p>End Academic year 2018-19</p>
<p>Breakfast club</p>	<p>Funded breakfast club for pupil premium children to ensure they have a good breakfast and a smooth and settled start to the day</p>	<p>Research shows that children learn better when they have had breakfast and the time in breakfast club allows them to prepare for school and start the day quickly once school begins.</p>	<p>Regular feedback meetings</p>	<p>Ex HT, Ass HT,</p>	<p>End Academic year 2018-19</p>
<p>Nursery top up session</p>	<p>Funded top up sessions for pupil premium Nursery child to ensure good attendance</p>	<p>Support allows parent to attend college further life chances for the family.</p>	<p>Feedback from teacher</p>	<p>Ex HT, Ass HT, HSSW</p>	<p>End Academic year 2018-19</p>
<p>Milk</p>	<p>Pupil premium children have milk provided in KS1.</p>	<p>Healthy and filling snack half way through the morning promoting more opportunity for learning.</p>	<p>Promotion to parents, feedback from teachers</p>	<p>Ex HT, Ass HT, HSSW</p>	<p>End Academic year 2018-19</p>
Total budgeted cost					

6. Review of expenditure

Previous Academic Year

i. 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

ii. 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

iii. 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

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk