

Pupil Premium strategy statement for Star of the Sea Primary School

1. Summary information					
School	Star of the Sea Primary School				
Academic Year	2019/20	Total PP budget	£57,700	Date of most recent PP Review	October 2019
Total number of pupils	406	Number of pupils eligible for PP	42	Date for next internal review of this strategy	April 2020

2. Current attainment		
2019 end of KS2 data	<i>Pupils eligible for PP (pupils)</i>	<i>Pupils not eligible for PP (national average)</i>
% at expected standard or above, in reading, writing and maths	13%	72%
% at expected standard or above, in reading	38%	80%
% at expected standard or above, in writing	75%	95%
% at expected standard or above, in maths	38%	82%
% at expected standard or above, in grammar, punctuation and spelling	63%	88%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Reading: lower reading standards in both KS1 and KS2 since last year. Standards only just above National in KS1.
B.	Maths: lower standards in maths
C.	Mental Health: focused and timetabled support in school to encourage emotional wellbeing and resilience amongst pupils.
External barriers	
D.	Attendance and punctuality for PP pupils is lower than for other pupils in school which limits their teaching time.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved reading results throughout school	Y2/Y6 Reading results are higher than summer 2019
B.	Improved maths results throughout school	That the Y6 data from 2019 reflects a narrowing of the gap between PP pupils and non PP in maths
C.	More resilience and improved emotional wellbeing throughout school supported by targeted strategies in class.	That pupils show a stronger sense of resilience and emotional wellbeing in all areas of their school life and a positive impact on behaviour.

5. Planned expenditure

Academic year

2019 – 2020

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?
A. To raise standards in reading across the school.	To ensure teaching staff know the level their PP pupils are at in reading. That staff use reading scores from the beginning of the year alongside their teacher assessment to ensure PP pupils are grouped and taught appropriately. Appropriate interventions are in place for identified PP pupils and TA's are timetabled for support.	<p>2019 KS1/2 data Ensuring consistency of approach in all areas of reading including how often children are heard read and by whom and the focused teaching of comprehension skills. Conduct an audit of reading resources and purchase additional books to ensure all year groups are adequately resourced. The purchase of class sets of novels to foster a love of books, improve the quality of guided reading and develop of higher order comprehension skills.</p> <p>Alongside this, all staff will be mindful of the need for neater presentation in all books which remains a focus across school. The purchase of Nelson online handwriting resources and the introduction of handwriting workbooks for Reception to support this.</p>	Monitoring within school, which will be organised by the PP champion, – including book scrutinies, observations, learning walks and using pupil voice. Reading Audit to be carried out by SLT and English Coordinator and results discussed and acted upon. Staff meetings will focus on this and experiences will be shared Pupil progress meetings with PP and reading focus each term.	SLT English Coordinator T&L lead PP lead	Ongoing
B. That maths results throughout the school are improved and pupils make accelerated progress in this subject	Provision of high quality teaching and effective assessing of children's abilities are embedded throughout the school. All year groups to attend NT maths training. Staff meetings to be held to disseminate information about the Mastery programme.	<p>2019 KS1/ KS2 data Consistent, effective and accurate assessments carried out regularly to enable staff to understand the needs of individual pupils and measure impact. CPD for all staff and TA's .Targeted interventions to clarify misconceptions and aid rapid progress.</p>	Monitoring within school – including book scrutinies, observations, learning walks and using pupil voice. Maths audit to be carried out by Maths Coordinator. Pupil progress meetings. Staff meetings to discuss impact. CPD will be offered to all staff – individual and whole school including TA's.	SLT Maths Coordinator PP lead T&L lead	Ongoing

<p>C. Continued support of the emotional well being of pupils in school.</p> <p>D. Promoting a culture of resilience</p>	<p>This area to be part of each year group's timetable.</p> <p>High quality strategies and interventions will be offered to the children by teachers and teaching assistants</p>	<p>Both nationally and within our own setting, the emotional wellbeing of children is one of the most important factors of achievement. Research shows building on pupil's self-esteem, self-worth and confidence impacts positively on academic achievement and attitudes to learning.</p>	<p>Pupils voice, monitoring of all activities linked to this (see below)</p> <p>Staff meetings to discuss impact</p> <p>Pupils progress meetings</p>	<p>SLT Well being Coordinator PP lead T&L lead</p>	<p>Ongoing</p>
Total budgeted cost					<p>£30,000</p>
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>That reading standards improve and that the Y6 results for PP children are at least in line with non PP children.</p>	<p>Y6 booster classes will take place in Spring and Summer terms. A teacher from First Class supply will work alongside the Y6 teachers</p> <p>A consistent approach to reading to be agreed and set out in a reading policy. Speech and Language support will be offered where necessary</p> <p>Targeted TA support</p> <p>TAs will be trained to deliver 'Better reading @ primary' this year</p>	<p>Small targeted reading groups to increase fluency, comprehension and higher order reading skills.</p> <p>Research shows that small group work supports and aids learning, addresses misconceptions and can have a positive effect on learners</p>	<p>Monitoring – see above</p>	<p>SLT Y6 teachers</p>	<p>Ongoing</p>

<p>That maths results throughout the school are improved</p>	<p>High quality feedback by staff to pupils will be a priority Puzzle/ maths games are used with targeted PP groups, led by TAs and interventions are successfully delivered by TAs, guided by class teacher. Times tables workbooks purchased for KS2. Year 4 timetabled daily times tables practise sessions on the ipads in preparation for times tables assessment 2 days Maths Puzzle days will take place in the Summer term to make maths fun! Interventions and mop up sessions for maths throughout the school, Nursery to year 6, will take place regularly and this will be robustly monitored. This will ensure any gaps in learning for PP children will be filled. Year 6 booster classes Maths Mastery CPD</p>	<p>As already stated, 1;1 and small focus group sessions are important for many pupils. Research has also shown from the EEF Toolkit, that high quality feedback for pupils is an effective way to improve attainment. Booster classes do impact positively on pupil learning and is a time for reflection and addressing misconceptions</p>	<p>Monitoring within school – including book scrutinies, observations, learning walks and using pupil voice. CPD will be offered to all staff – individual and whole school.</p>	<p>SLT and Maths coordinator.</p>	
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<p>Pupils to be supported with emotional wellbeing and a 'can do' culture of resilience to be promoted.</p>	<p>Rainbows groups Attendance at the Rainbows conference Friendship groups 1:1 support time where appropriate Group work with adults on a regular basis Mindfulness sessions and daily time for reflection to be built into all timetables. Massage to be rolled out in every class Friendship Week will take place in the Autumn term (formerly known as anti-bullying week) Y4 PP children attend a retreat at the Youth village free of charge All year 6 pupils are offered the opportunity to go to Robin Wood – an outward bound centre and PP pupils do not pay for this Before and after school activities are paid for from PP money PP pupils are invited to be part of a Garage Band A travelling theatre company works with PP children, after the whole school enjoy a performance Pupils are able to be part of the School Council and Minnie Vinnie's helping to make decisions and changes in school. Creation of a quiet,time out zone.</p>	<p>As a staff we know one of the most important things for all children is good mental health and wellbeing. Research shows this impacts positively on learning, social interactions and relationships. All staff to be familiar with the updated 2019 guidance on teaching about mental health and emotional wellbeing through PSHE education.</p>	<p>Pupil voice will be used and careful monitoring by all staff at pupil progress meetings, feeding back to each other so we gain a full understanding of the whole child and their emotional needs.</p> <p>Circle Time sessions Mindfulness and reflection time built into the school day Massage Rainbows School Council PSHE curriculum will inform this.</p>	<p>HT, SLT PSHE coordinator</p>	
Total budgeted cost					£27, 700

6. Review of expenditure				
Previous Academic Year 2018-2019				
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
All pupils have higher G,P and S skills. Improved SATs results	Staff training New G,P and S scheme of work	G,P and S results improved overall however disadvantaged children remain slightly below national average and are a continued focus	To continue to monitor all areas of the curriculum closely to identify areas of concern and act on them. Use data effectively for tracking and identifying concerns.	£20,000
Improved maths results	Whole school CPD. High quality teaching Effective assessment	Maths results were above national average, but for disadvantaged children were below	Continue to ensure effective and accurate assessment is ongoing and high quality teaching and interventions are in place to ensure accelerated progress of all pupils.	£15,000
Pupils emotional well being is supported.	Use of high quality strategies and interventions.	Focus on mental health and emotional wellbeing across school. Timetabled mindfulness and reflection activities	Ensure high quality of provision around emotional wellbeing and mental health continues across school. Purchase resources and timetable sessions.advice.9	£1,000
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
S,P and G skills improved	Booster classes, focused TA training	End of KS2 results improved overall although disadvantaged pupils are slightly below NA	Focused and targeted interventions and 1:1 support aid learning and address difficulties and misconceptions.	£10,380
Improved maths results	Focused intervention, booster classes	End of KS2 results broadly the same as last year although disadvantaged results are below NA	Positive impact of booster classes and 1:1 intervention	£10,000
Improved emotional wellbeing	Many positive groups established	Mindfulness and reflection activities are having a positive impact on work and behaviour.	Pupil voice is important to monitor and ensure the needs of the whole child are being met.	
7. Additional detail				
<p>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</p>				