

St Mary's

Church of England Primary School

Kirkby Lonsdale

Pupil Premium Strategy

2017-2018

Nurturing creative thinkers.....

Honesty

Trust

Respect

Perseverance

Responsibility

Pupil premium strategy statement:

1. Summary information					
School	St Mary's CE School, Kirkby Lonsdale				
Academic Year	2017/18	Total PP budget	£15,798.44*	Date of most recent PP Review	Sept 2017
Total number of pupils	201	Number of pupils eligible for PP	10 (5%)	Date for next internal review of this strategy	July 2018

2. Current attainment			
Attainment for KS2: 2016-2017 (3 pupils)	<i>Pupils eligible for PPG (our school)</i>	<i>Pupils not eligible for PPG (our school)</i>	<i>Pupils - National</i>
% achieving expected standard or above in reading, writing and maths	66%	84%	61%
% achieving expected standard or above in reading	66%	100%	71%
% achieving expected standard or above in writing	33%*	87%	76%
% achieving expected standard or above in maths	66%	97%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Low self confidence, low ambition
B.	Significant proportion of pupils with Dyslexia
C.	Low level language acquisition
External barriers	
D.	Parental support
E.	

- PPG includes post LAC PP, LAC PP funding, Service PP, and FSM PP

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Participation in activities which boost self-awareness and confidence</p> <p>Sporting opportunities provided to develop access to training eg music/sport depending on the needs of the pupil</p> <p>Think tank provides opportunities to discuss issues and develop responsibility</p>	<ul style="list-style-type: none"> • Higher self-confidence contributes to pupil engagement and motivation for learning. • Pupils celebrate their achievements in school with peers • Access to sporting activities provides talents to be discovered and celebrated as a result pupils feel engaged within the class and not isolated • Think tank provides space to give pupils strategies to manage dyslexia and/or spelling problems
B.	<p>Improved maths skills through intervention support enables pupils to access learning</p> <p>Maths progress within year and SATS</p> <p>Maths assessments prior to and after intervention</p>	<ul style="list-style-type: none"> • Gaps in mathematical knowledge are improved to ensure pupils are able to access learning • Pupils with PPG make progress at least in line with non ppg and in line with national average. • 1:1 support provides personalised learning to address gaps in learning
C.	<p>PP children's reading/writing improves in line with non-pp children</p> <p>PPG pupils monitored within year group progress and SATS</p> <p>Pupil Progress Meetings to monitor support</p>	<ul style="list-style-type: none"> • Think tank enables children to have strategies to support spelling issues including dyslexia • Writing intervention improves language and enables discussion to ensure PPG pupils achieve in line or greater with National Average achievement • Increased reading opportunities provides
D.	<p>Parents are more equipped to support their children and work with school to provide support with learning</p> <p>TA engagement with families in the mornings to provide support in the am</p> <p>Planners introduced to provide increased communication</p> <p>Improved parent support.</p>	<ul style="list-style-type: none"> • Planners/Home school books to support communication • TA support in the am to bridge arrival from home/school

5. Planned expenditure

Academic year

2017/18

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

With few pupils receiving pupil premium and this varying between, post LAC, LAC, FSM and Military PP, the needs of the individual are identified and personalised programmes identified. There are some common threads where pupils have similar needs eg, progress in reading, maths and writing. However each child is treated individually and provided with support which meets their specific family situation and needs.

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?
Children are able to talk about their feelings and develop strategies to manage spelling issues/dyslexia	Think tank lessons are regular Pupils will have opportunities to share and celebrate their success	Circle time allows a child to share anything on their mind and seek support or advice from children and adults in the room. Pupils take responsibility for group tasks together which is celebrated by whole school. EET +5 months Approaches which promote talk and interaction between learners tend to result in the best gains	Drop ins to lessons will show the class ethos Training will be offered to staff who are unsure about good quality circle time. Pre and post intervention assessment – IDL progress measures for spelling.	SENCO	January 2018
Pupils with Dyslexia improve language skills contributing to improved progress in writing and improved attainment at KS1 and KS2	Pupil progress meetings half termly will inform how the children are achieving. Yearly oral story telling leading to quick write intervention.	Bespoke writing programme focusing on language and oral story telling. From Year 2 – 6. Improving Literacy improves student outcomes overall therefore reducing variation of attainment and progress between PPG/NonPPG-Moderate impact at low cost +4 months Sutton Trust EET + 5months Overall, studies of oral language interventions consistently show positive benefits on learning	Regular TA review of intervention and monitoring of support provided. Impact measures pre and post intervention. Termly/ half termly assessment of writing.	HT	November 2017

PP children's reading improves in line with non-pp children	<p>Children will receive extra daily reading with an LSA.</p> <p>Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading.</p> <p>Books will be celebrated and enjoyed in school An author will be celebrated and children will be encouraged to read.</p>	<p>Reading comprehension group intervention to support oral language and comprehension strategies.</p> <p>Group and small group additional phonics intervention.</p> <p>EET = 5 months Low cost moderate impact - These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress. Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities, and ensure that texts provide an effective, but not overwhelming, challenge.</p>	<p>Pupil progress meetings will review intervention given (daily readers) and progress made.</p> <p>Drop ins will show books are celebrated and phonics is being used as a spelling strategy.</p> <p>Intervention progress measures including specific spelling and reading assessment.</p>	DHT	Jan 2018

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?
To ensure pupils make appropriate progress from KS1 starting points or baseline assessment on entry to school	1:3 additional tuition support focus: reading and maths (January to May)	<p>Specific and individualised gaps in learning linked to close communication with the class teacher ensure clearly planned and targeted 1:1 support.</p> <p>EET – High cost moderate impact + 5 months Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	<p>From January – May pupils will receive additional teacher support 1 x 1 hour per week in both reading and maths.</p> <p>There will additional after school support 1 x hour per week for target groups to support the gaps in learning.</p>	HT	April 2018

<p>Pupils with Dyslexia and Language difficulties to receive specific support based on Dyslexia Diagnostic advice enables pupils to improve spelling age in line with on dyslexic pupils.</p>	<p>Think Tank provides support including IDL opportunities, strategies and support to improve writing skills and self-confidence.</p> <p>Writing groups to target language development and vocabulary extension.</p>	<p>Pupils' spelling and language is consistently low and is demonstrated both in their oracy skills and in writing.</p> <p>A 2011 review by Snowling and Hulme outlined the evidence that pupils can experience two different forms of reading problem: decoding difficulties caused by problems with phonological processing and reading comprehension difficulties including problems with semantics and grammar</p> <p>EET +4 months Low cost Moderate impact</p>	<ul style="list-style-type: none"> Individual targets set for pupils will be tracked and assessed IDL tracking and assessment to monitor specific 	<p>DH/SL T</p>	<p>Dec 2017 April 2018 June 2018</p>
<p>Accelerate progress of all PPG pupils in maths and reading</p>	<p>Accelerating progress through targeted support including additional support from specialist TAs staff providing interventions where needed in reading, writing and maths</p> <p>Improved teacher and TA discussion weekly enabling targeted support.</p>	<p>Some pupils need targeted support to diminish differences and to have individual support matched to their needs</p> <p>Data for 2016 in the school showed very positive progress measures where additional support and interventions were implemented</p> <p>EET +1 In the most positive examples, it is likely that support and training will have been provided for both teachers and TAs so that they understand how to work together effectively, e.g. by making time for discussion before and after lessons.</p>	<ul style="list-style-type: none"> Groups will be tracked termly and assessment information analysed Focused pupils identified through pupil progress meetings and outcomes tracked to measure the impact of the support 	<p>SENC O</p>	<p>Dec 2017 April 2018 June 2018</p>

<p>Improve and maintain communication to enable pupils to make the transition from home to school.</p> <p>Provide emotional support in association with parents and carers regarding emotional regulation.</p>	<p>TA morning provision to support and enable PPG pupils to make a home – school transition.</p> <p>Parent support classes to enable parents to support home learning.</p> <p>Improved carer/parent communication to support daily progress and support.</p>	<p>Pupils' confidence and engagement in lessons is improved by providing pupils with time to talk prior to participating in learning.</p> <p>This proved to be very successful with PPG pupils in need.</p> <p>EET- +4 months On average, SEL (Social and emotiona Learning) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p> <p>Although parental involvement is consistently associated with pupils' success at school, the evidence about how to increase involvement to improve attainment is mixed and much less conclusive.</p> <p>This has proven to be very effective in our context.</p>	<ul style="list-style-type: none"> • TAs/teachers discussions • Lessons observations • Home school planner communication • Improved behaviour for learning • Home diaries 	<p>HT</p>	<p>Dec 2017 April 2018 July 2018</p>
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6. Review of expenditure				
Previous Academic Year		2016/17		
Funding		£17,660		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Accelerated progress in writing for pupils	Writing group support to provide tailored package to improve language and writing skills.	100% of PPG pupils achieved expected standard in writing. Pupils supported one another and the group provided teacher led support to enable pupils to develop language to develop and improve writing.	The collaborative group provided individual personalised learning which enabled pupils to develop their language. As a result they improved their writing skills to a significantly higher standard from the Year 6 baseline assessment. Importantly pupils were able to build their confidence to believe they could write and for a purpose.	Writing Intervention £6,698.25
TA writing groups supported Y3-6 to build long term development of language	Targeted writing groups and spelling through small group work	Pupils throughout Year 3-6 made significant and secure progress in writing	Improved TA training to deliver new programmes ensured that staff were able to develop pupils' knowledge of sentence structure and imaginative writing. This in tandem with IDL software and Think Tank ensured that pupils with dyslexia were provided with a planned route to improve spelling.	Think Tank £2273.50
Enable children to access activities and rich experiences to build self-confidence and enhance learning experiences	Support planned access to sporting, musical or residential activities to develop self confidence.	In communication with parents, develop a plan to nurture PPG pupils' talents to boost confidence.	Pupils have accessed sporting activities or music lessons which would not be typically available. As a result their confidence to engage and celebrate their talents has improved. Indirectly this has improved their behaviour for learning and engagement in academic development.	

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
<p>Improved staff training ensures high quality intervention</p> <p>Regular Pupil Progress meetings ensure fluid and targeted interventions support gaps in learning.</p> <p>Provision Map ensures that pupils and interventions are monitored and supported by Senco/HT.</p> <p>Pupils are able to access activities to support self confidence</p>	<p>Maths interventions target gaps in learning, targeting groups eg PPG and Mobile pupils.</p> <p>IDL software programme targets those with spelling difficulties.</p> <p>Additional 1:3 support provides individual self confidence improvement</p>	<p>Pupils with Statements/EHCP did not make expected progress for very particular and specific reasons.</p> <p>Pupils with PPG attained expected standard except in one situation for reading.</p> <p>Internal tracking highlights rapid improvement in progress and attainment to ensure pupils are increasingly on track to meet aspirational progress targets.</p>	<p>Secure baseline on entry for mobile pupils and mobility policy ensures that pupils arriving to school within Year 5 and 6 are supported appropriately and as soon as possible.</p> <p>Integrated interventions provided targeted support and addressed gaps in learning, especially for maths and writing. The focus on imaginative writing and language extension assists in this.</p> <p>Individual learning plans based on additional 1:3 programme for maths and writing.</p>	<p>Maths Intervention £6,698.25</p> <p>Individual Software Support £490</p> <p>Tuition and additional 1:1 support £1500.00</p>

7. Additional detail