

## Pupil Premium Strategy Statement 2018 – 2019 Review

Review of expenditure				
2018/2019				
<p><i>50% of the Forever 6 pupils in Year 6 were previously identified as SEND. This means that caution must be used when interpreting the Pupil Premium data. Excellent social, emotional and developmental progress was made by the pupils, enabling them to make a smooth transition into mainstream secondary schools.</i></p>				
Previous Academic Year		2018-19		
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
Teacher 'plugged' identified gaps in learning and misconceptions for individual children (Year 6) to allow them to increase rates of progress.	Small group work and 1:1 with an experienced teacher focussed on overcoming gaps in learning in maths	Children receiving Pupil premium who do not have significant SEND generally make good progress in all subject areas. Pupils meeting ARE in Writing across both key stages were as follows: Reading Writing Maths	Through Pupil progress meetings ways of closing the gaps for this group of children will be further developed and impact will be monitored through data analysis. The subject leader for Maths and literacy will monitor provision and progress termly. We will continue to refine this process next year. The school SENCO also takes responsibility for PP monitoring.	<b>£1,200</b>
Raised expectations for all pupils	Adopt whole-school approach to learning objectives and success criteria (WHAT/WHY/HOW; Magma Challenge	Raised expectations so that lessons meets the required expectations of the 2014 National Curriculum. Consistent approach across the school.	Improved consistency has led to pupils settling quicker into their new classes and a better understanding by pupils of what is required of them in any lesson. Further data analysis to close gaps.	<b>£0 delivered as CPD by HT</b>

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Teachers 'plugged' identified gaps in learning and misconceptions for individual children to allow them to increase rates of progress	'Booster' sessions for Year 6 Maths (Part time teacher) on a 1:1 basis (sometimes in pairs)  <i>(Pupil Premium funding used to purchase support materials)</i>	In Year 6 0% of pupils met the expected standard. One pupil with SEN made good progress. The other pupil made good progress but just missed expected.99/100	Through the school's approach to Maths Mastery and early identification of gaps the impact of the whole school approach can be seen in KS1. Additional gap filling where necessary will be targeted in Year 6.	<b>Teacher x 2 hours weekly for = 25 weeks = £1300 (materials) £150</b>
Increased rates of progress in maths	' Maths' intervention programme	In KS1 100% of pupils made expected or greater progress. But 40% of pupils in Year 2 met ARE. In KS2 100% of pupils made expected or greater progress.	Targeting specific areas of need has worked well. We will further develop TA training on successful interventions programmes and continue this next year	<b>£2000 (resources and training) (TA time) £2560</b>
Increased rates of progress in reading & writing	Intervention programmes delivered by Teaching Assistants * 'Sound Discovery' * 'Toe-by-Toe' * 'AcceleRead / AcceleWrite' In class TA support for writing (4 classes) CPD – Training for intervention + PP conference and Network	60% of all PP pupils passed the year 1 phonics screening check. (100% of non-SEN pupils) Where Literacy based interventions were in place in KS2 16/16 (100%) pupils made expected or greater progress in Reading and 16/16 ((100%) made expected or greater progress in Writing. In KS2 12/16 ((75%) pupils made ARE in Reading (0% in Year 6) and 11/16 (69%) made ARE in Writing.(50% in Year 6)	These interventions worked especially well for children without significant SEND and improved children's motivation. We will continue next year. The emphasis will be on tighter monitoring of termly progress against specific targets on Pupil Progress sheets.	<b>£3400  £5550 £1100</b>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>

KS1 developed good basic skills in phonics, English and maths as well as independent skills in the classroom.	Better pupil/ adult ratios in classrooms with particular focus in EYFS and KS1 to improve emotional development. Use of ELSA to support (Lunch Club) Social Skills 'club' Speech & Lang support	PP pupils make good progress in KS1. (60% passed Phonics screener 100% of non-SEN pupils.	Good levels of well-being and good ratio of adults to pupils for phonic sessions. Continue if funding allows.	£7550
				£1500
				£370
				£1370
				£450
All children to felt included and excited about their learning and being with their friends.	Funding for trips, including residential trips, so all children are able to access unique learning opportunities.	All PP children receiving pupil premium were included in trips, such as Osmington Bay residential, Opera project, swimming lessons, funded for music lessons and various class trips throughout the year.	Monitoring by Governors indicates a strong sense of belonging and good levels of motivation for vulnerable pupils. We will continue this next year and also measure outcomes e.g. confidence, motivation, self-esteem more carefully. Next year, we will fund any AGAT courses for pupils who show aptitude in a given	Os - £2600 Swim - £500 Music - £550 Class Trips - £430
Targeted PP families for Pop-up Café in Summer Holidays.	Providing opportunities for families to learn together. Led by school ELSA	An increase in PP children parents engagement with the school through very effective support from PSA.	Monitoring by SLT show this approach has impacted positively on the pupil's confidence and engagement.	£100
Improve engagement and skills of parents to support their children with good attendance, home-learning and motivation. Ensure smooth transition into secondary school for Y6 pupils	Parent Support Advisor to contact parents and offer support for the outcomes. Parents invited into maths lessons Curriculum Evening for parents	Good support for a small number of parents.	Funds covered 1 day a week for PSA support	£ 2000
				<b>TOTAL: £33,930</b>
Service children (14) Identify and plug gaps and needs (some of whom are also SEN / FSM)  £300 = £4200	1:1 teacher support TA Interventions for maths and Lit TA Class support SENCO – SALT Resources Social skills 'club' ELSA Trips etc.			£270 £1650 £1500 £300 £100 £200 £100  <b>TOTAL: £4260</b>

### 1. Additional detail

This strategy document can be found online at: [www.st-andrews-laverstock.wilts.sch.uk](http://www.st-andrews-laverstock.wilts.sch.uk)

