



## Pupil Premium Strategy Statement 2019 – 2020 Review

Review of expenditure				
2019/2020				
<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		2019-20		
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	As a result of Covid 19 closure the ARE predicted for pupils without SEN were not reached in all subject areas. 100% Maths, 17% Reading, 100% Writing. 100% was reached by Term 4 2020. 100% in all areas was predicted in the closing Pupil Progress meeting notes completed by the class teacher in March 2020 Children receiving Pupil premium who do not have significant SEND continued to make good progress in all areas across the school up to Term 4 2020.	. As a school the approach to plugging gaps will remain a priority. In September 2020 identifying gaps and reading and spelling ages will be a priority along with well-being support. This will be monitored by Subject leaders and interventions planned by class teachers SENCO and ELSA.	£1,200

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 curriculum Consistent approach across the school.	Impact evident in terms of progress data and Learner outcome sheet analysis by the PP governor to March 2020.  This will be a priority for 2020-21 when pupils return. Some PP pupils outside of Years R,1 and 6 will have access to sensitive additional ELSA support as needed.	<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>	Data in Term 4 showed 100% Maths, 33% Reading and 100% ARE for non-SEN pupils whilst all pupils had made 100% progress.	The school's approach to Maths Mastery and early identification of gaps the impact of the whole school approach will continue. White Rose mastery has remained a key part of on-line learning and progress was good across the school in Term 4 data. Additional gap filling will be targeted in Year 6 as an key priority for September 2021.	<b>Teacher x 2 hours weekly for = 25 weeks = £1300 (materials) £150</b>
Increased rates of progress in maths	' Maths' intervention programme	In Term 4 100% of pupils in KS1 made good progress in maths including those with pupils with SEN. In term 4 100% of pupils in Year 6 had made good 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	Year 1 phonics screening will now take place in Year 2. Currently 100% progress and on track for ARE Where Literacy based interventions were in place in KS2 100% of non-SEN Year 6 PP pupils were expected to meet ARE by Term 6. In term 4 figures for all pupils were as follows: 100% progress .17% Reading and 50% Writing on track for ARE. Predicted figures for all pupils were 50% in RWM by Term 6 SATS.	Interventions worked especially well for children without significant SEND and improved children's motivation. We will continue next year. The emphasis will be on monitoring of termly progress against specific targets on Pupil Progress sheets. Initial Reading and Spelling ages in September 2020 will identify children whose Reading and Spelling ages have remained static or regressed since whole school ages were collected in January 2020 prior to Covid 19 closure.	<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	Screening will now take place in Year 2. In term 4 2020 there was evidence of 100% progress and 100% on track for ARE	Good levels of well-being and good ratio of adults to pupils for phonic sessions will be carried over for both Year 1 and Year 2 if funding allows.	<b>£7550</b> <b>£1500</b> <b>£370</b> <b>£1370</b> <b>£450</b>
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 are included in trips, such as Osmington Bay residential, Opera project, swimming lessons, funded for music lessons and various class trips throughout the year. This was in place until Term 4 2020	Monitoring by Governors to Term 4 indicates a strong sense of belonging and good levels of motivation for vulnerable pupils. All trips and activities will continue to be funded in this way when post-Covid guidelines permit these activities to take place.	<b>Os - £2600</b> <b>Swim - £500</b> <b>Music - £550</b> <b>Class Trips - £430</b>
Targeted PP families for any funded holiday activities and PSA support.	Providing opportunities for families to learn together. Led by school ELSA	On-going PP children parents engagement with the school through very effective support from PSA to Term 4. Following school closure the PSA has been in weekly contact with all PP families. She has support contact with the class teacher and monitored well-being during school closure	Monitoring by SLT show this approach has impacted positively on the pupil's confidence and engagement.  Parents have found the PSA a vital link to support during school closure. This support will continue through the summer holidays where needed and into the academic Year 2020-21.	<b>£100</b>
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.	The PSA has had on-going contact with 28 families during school closure.  She has been involved in remote secondary transfer for vulnerable families in terms 5 and 6 and has supported the parents of new entrants for 20-21 in remote transition meetings.	Funds covered 1 day a week for PSA support. Parental uptake and appreciation of this support during school closure has been evident.	<b>£ 2000</b>  <b>TOTAL: £33,930</b>

<p>Service children (8) Identify and plug gaps and needs (some of whom are also SEN / FSM)</p> <p>£300 = £4200</p>	<p>1:1 teacher support TA Interventions for maths and Lit TA Class support SENCO – SALT Resources Social skills ‘club’ ELSA Trips etc.</p>	<p>100% of our service pupils are making expected progress 58% of service pupils were on track for ARE at the end of term 4.</p>	<p>Service Premium use will be reviewed again in line with the Service Premium Best Practice guide for 20-21 following LA training at the DL Network.</p>	<p><b>£270</b> <b>£1650</b> <b>£1500</b> <b>£300</b> <b>£100</b> <b>£200</b> <b>£100</b></p> <p><b>TOTAL: £4260</b></p>
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## 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)  
**Post-Covid 19 Approach for Terms 5-6**

### How do we assess our home learning package?

Teachers have reviewed and refined on-line learning in response to government guidance on numbers returning to school. This home learning now includes whole class zoom meetings and access to the maths mastery worksheets All pupils and parents have email access to their teacher. Pupil response and engagement is regularly monitored by staff and the head teacher is notified of any concerns. Additional or paper work packs are provided for individual pupils if needed. Review and feedback is given by class teachers.

### What systems do we have in place to support our Disadvantaged Learners?

There is a robust response system in place to support both pupil wellbeing and access to on-line learning. The school PSA contacts all families on a regular basis. Class teachers and SENCO/DL lead are notified of any concerns regarding barriers to participation. The support of the EWO, Early Help, SSENS or other agencies is requested if needed and review meetings are held remotely with parents. 6% of our Disadvantaged Learners needed extended support in order to participate in on-line learning. Families will have on-going PSA support through August if needed.