

Pupil premium strategy / self-evaluation (St Lawrence Church of England Primary)

1. Summary information					
School	St Lawrence Church of England Primary School				
Academic Year	2018-19	Total PP budget	£35,640	Date of most recent PP Review	07/03/18
Total number of pupils	150	Number of pupils eligible for PP	27	Date for next internal review of this strategy	

2. Current attainment (KS2)		
4 pupils	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	75%	65%
% making expected progress in reading (as measured in the school)	100%	
% making expected progress in writing (as measured in the school)	75%	
% making expected progress in mathematics (as measured in the school)	75%	
3. Current attainment (KS1)		
4 pupils	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	50%	65%
% making expected progress in reading (as measured in the school)	75%	73%
% making expected progress in writing (as measured in the school)	50%	78%
% making expected progress in mathematics (as measured in the school)	50%	79%
4. Current attainment (Phonics)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EXPECTED in Y1 phonics (6 pupils)	67%	%
% achieving EXPECTED in Y2 phonics (Cumulative) (1 pupil)	0%	%

1. Current attainment (EYFS)		
2 pupils	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected GLD	50%	%
% achieving expected reading	50%	%
% achieving expected in writing	50%	%
% achieving expected in maths - number	50%	%
2. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Poor parental engagement to support reading, writing and maths	
B.	Poor learning skills (resilience, memory, independence)	
C.	Low baseline on entry, particularly in the specific areas of learning	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
D.	Poor knowledge and understanding of the world	
3. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Pupil Premium pupils to be 'Secondary ready' by achieving 'expected' (age-related) standards in Reading, Writing, Grammar and Maths by end of Key Stage 2.	<ul style="list-style-type: none"> PP pupils close the gap with the rest of the cohort PP pupils achieve ARE in reading, writing and maths
B.	More Pupil Premium pupils at the end of KS1 achieving 'expected' (age-related) standards in Reading, Writing, Grammar and Maths. (2017-2018 = Reading – 12.5%, Writing – 12.5% and maths – 62.5%)	<ul style="list-style-type: none"> Y2 PP pupils close the gap with the rest of the cohort Y2 PP pupils achieve ARE in reading, writing and maths Year 2 pupils that did not achieve the phonics test at the end of year 1 achieve it in year 2.
C.	More Pupil Premium pupils reach expected standards across Key Stage 1 and in the Phonics Screening Check (2017-2018 = 80%)	<ul style="list-style-type: none"> Y1 and Y2 PP pupils achieve the pass mark for the Phonics Screening Check Y2 PP pupils achieve ARE in reading at the end of Y2

D.	More pupil Premium Pupils make a Good Level of Development at the end of the Early Years Foundation Stage. (2017-2018 = 40%)	<ul style="list-style-type: none"> • Early Years PP pupils close the gap with the rest of the cohort • Early Years PP pupils achieve a GLD by the end of the year
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4. Review of expenditure

Previous Academic Year	2018-2019
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i. Quality of teaching for all

Action	Intended outcome	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
<ul style="list-style-type: none"> • Letters and Sounds applied across Key Stage 1 and Early Years Foundation Stage effectively. (All pupils in Reception and Year 1 classes receiving sessions under the programme. Year 2 children below the expected end of Year 1 standards on entry to Year 2 also receiving the programme.) 	<ul style="list-style-type: none"> • More Pupil Premium pupils reach expected standards across Key Stage 1 and in the Phonics Screening Check 	<ul style="list-style-type: none"> • 67% of PP pupils achieved the Phonics screening check in year 1. This was an increase from the number of Early Years pupils that achieved expected in reading at the end of EYFS. The gap was therefore closed for these pupils. 	<ul style="list-style-type: none"> • We will continue with the use of Letters and Sounds throughout Early Years and KS1 however we are going to set for phonics across Early Years and KS1 so that teachers and TAs are able to teach for stage not age. 	£0
<ul style="list-style-type: none"> • Early Years children take part in cooking activities every week to develop concepts of Understanding the World 	<ul style="list-style-type: none"> • More PP pupils achieve the Early Learning Goal for Understanding the World 	<ul style="list-style-type: none"> • 100% of PP pupils achieved Understanding the World at the end of EYFS from very low starting points at the start of the year. 	<ul style="list-style-type: none"> • We will continue to offer this as children have made excellent progress in this area. 	£100

<ul style="list-style-type: none"> Provide a Pupil Premium champion to ensure that provision for PP pupils is meeting needs and monitored throughout the school and there is collective responsibility for the outcomes 	<ul style="list-style-type: none"> More Pupil Premium pupils at the end of EYFS, KS1 and KS2 achieve 'expected' (age-related) standards in Reading, Writing, Grammar and Maths. 	<p>ARE in R,W and M</p> <ul style="list-style-type: none"> Year 1 – 50% Year 2 – 50% Year 3 – 25% Year 4 – 0% Year 5 – 25% Year 6 – 75% <p>Expected Progress or close the gap</p> <table border="1" data-bbox="810 422 1500 673"> <thead> <tr> <th>Subject</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>6</td> <td>4</td> <td>8</td> <td>1</td> <td>4</td> <td>5</td> </tr> <tr> <td>Reading</td> <td>3.2</td> <td>2.8</td> <td>2.5</td> <td>1.0</td> <td>3.8</td> <td>3.2</td> </tr> <tr> <td>Writing</td> <td>2.7</td> <td>2.8</td> <td>2.5</td> <td>2.0</td> <td>2.3</td> <td>3.7</td> </tr> <tr> <td>Maths</td> <td>3.0</td> <td>2.3</td> <td>2.3</td> <td>5.0</td> <td>2.8</td> <td>2.4</td> </tr> </tbody> </table>	Subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Number	6	4	8	1	4	5	Reading	3.2	2.8	2.5	1.0	3.8	3.2	Writing	2.7	2.8	2.5	2.0	2.3	3.7	Maths	3.0	2.3	2.3	5.0	2.8	2.4	<ul style="list-style-type: none"> PP Champion will continue 	<p>£0</p>
Subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6																																	
Number	6	4	8	1	4	5																																	
Reading	3.2	2.8	2.5	1.0	3.8	3.2																																	
Writing	2.7	2.8	2.5	2.0	2.3	3.7																																	
Maths	3.0	2.3	2.3	5.0	2.8	2.4																																	

ii. Targeted support

Action	Intended outcome	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
<ul style="list-style-type: none"> Year 6 1-2-1 and small group tuition during lunchtime and after school including weekly Maths and English Booster groups and pre-teaching run by the best teachers who have a proven track record of accelerating progress 	<ul style="list-style-type: none"> PP pupils close the gap with the rest of the cohort PP pupils achieve ARE in reading, writing and maths 	<ul style="list-style-type: none"> 75% of PP pupils in year 6 achieved ARE at the end of the year. This increased from an in-school baseline of 50%. 100% of pupils made expected progress in reading throughout the year and 75% in writing and maths. 	<ul style="list-style-type: none"> A TA has been placed in the year group for next academic year so that small group and 1:1 tuition can continue. Interventions will be based on post-teaching and pre-teaching needs. 	<p>£0</p>

<ul style="list-style-type: none"> Targeted Y6 Booster sessions for all subjects. (ALL PUPIL PREMIUM PUPILS HAVE RECEIVED THESE BOOSTER SESSIONS). 	<ul style="list-style-type: none"> PP pupils close the gap with the rest of the cohort PP pupils achieve ARE in reading, writing and maths 	<ul style="list-style-type: none"> 75% of PP pupils in year 6 achieved ARE at the end of the year. This increased from an in school baseline of 50%. 100% of pupils made expected progress in reading throughout the year and 75% in writing and maths. 	<ul style="list-style-type: none"> Year 6 boosters will continue as an after school club and PP pupils will be invited and allocated places first. The year 6 teacher will continue to deliver these as she knows the children's 	Share of £25,400																																			
<ul style="list-style-type: none"> Targeted small group work with class teacher or teaching assistant 	<ul style="list-style-type: none"> PP pupils close the gap with the rest of the cohort PP pupils achieve ARE in reading, writing and maths 	<p>ARE in R,W and M</p> <ul style="list-style-type: none"> Year 1 – 50% Year 2 – 50% Year 3 – 25% Year 4 – 0% Year 5 – 25% Year 6 – 75% <p>Expected Progress or close the gap</p> <table border="1" data-bbox="810 724 1503 976"> <thead> <tr> <th>Subject</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>6</td> <td>4</td> <td>8</td> <td>1</td> <td>4</td> <td>5</td> </tr> <tr> <td>Reading</td> <td>3.2</td> <td>2.8</td> <td>2.5</td> <td>1.0</td> <td>3.8</td> <td>3.2</td> </tr> <tr> <td>Writing</td> <td>2.7</td> <td>2.8</td> <td>2.5</td> <td>2.0</td> <td>2.3</td> <td>3.7</td> </tr> <tr> <td>Maths</td> <td>3.0</td> <td>2.3</td> <td>2.3</td> <td>5.0</td> <td>2.8</td> <td>2.4</td> </tr> </tbody> </table>	Subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Number	6	4	8	1	4	5	Reading	3.2	2.8	2.5	1.0	3.8	3.2	Writing	2.7	2.8	2.5	2.0	2.3	3.7	Maths	3.0	2.3	2.3	5.0	2.8	2.4	<ul style="list-style-type: none"> Interventions will be more targeted in the coming year. TAs will be out of class during the afternoons to deliver interventions based on pre and post-teaching outcomes 	Share of £25,400
Subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6																																	
Number	6	4	8	1	4	5																																	
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Maths	3.0	2.3	2.3	5.0	2.8	2.4																																	
<ul style="list-style-type: none"> Small group teaching with class teacher and Headteacher for year 3 PP pupils in English and maths every day from Spring Term ensuring that the year 2 cohort is a smaller group to teach. 	<ul style="list-style-type: none"> PP pupils close the gap with the rest of the cohort PP pupils achieve ARE in reading, writing and maths 	<ul style="list-style-type: none"> PP pupils in year 3 made accelerated progress in all subjects due to the small group teaching that took place. 	<ul style="list-style-type: none"> Classes to return to single form entry however year 4 PP pupils to be targeted for intervention on a daily basis. 	£8700																																			

<ul style="list-style-type: none"> After school phonics club for targeted year 1 children run by two class teachers 	<ul style="list-style-type: none"> PP pupils close the gap with the rest of the cohort PP pupils pass the phonics screener check 	<ul style="list-style-type: none"> This had a big impact on pupil progress in phonics. 67% of PP pupils passed the phonics screener compared with the expected 42% after the autumn term. 	<ul style="list-style-type: none"> Phonics club to continue, run by the year1 class teacher and the EYFS Lead teacher. PP pupils to be invited and allocated places first. 	£0
<ul style="list-style-type: none"> Homework Clubs targeted at Pupil Premium pupils unable to work at home. (All Pupil Premium pupils in Year Groups 1-4 currently offered space in Homework Club). 	<ul style="list-style-type: none"> PP pupils close the gap with the rest of the cohort PP pupils achieve ARE in reading, writing and maths 	<ul style="list-style-type: none"> PP Pupils were invited to homework club however some of them did not attend. This will need to be looked at for next year. 	<ul style="list-style-type: none"> Homework club to continue with a focus on it being during school time so that all pupils can attend. 	£0

iii. Other approaches

Action	Intended outcome	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
<ul style="list-style-type: none"> Every PP child will have opportunity to take part in a school trip each year to develop their life experiences 	<ul style="list-style-type: none"> PP pupils close the gap with the rest of the cohort PP pupils achieve ARE in reading, writing and maths 	<ul style="list-style-type: none"> 31 school trip places were funded during the academic year to give the opportunity for PP pupils to take part in these opportunities The impact of these visits ensured that pupils were able to write about experiences that they have engaged in. The writing produced was of a better quality. 	<ul style="list-style-type: none"> Continue to fund places for PP pupils so that they are able to take part 	£1000

<ul style="list-style-type: none"> 50 Things to do before you leave St Lawrence established and built into curriculum 	<ul style="list-style-type: none"> Pupil Premium pupils to be 'Secondary ready' by achieving 'expected' (age-related) standards in Reading, Writing, Grammar and Maths by end of Key Stage 2. 	<ul style="list-style-type: none"> 75% of PP pupils in year 6 achieved ARE at the end of the year. This increased from an in school baseline of 50%. 	<ul style="list-style-type: none"> Continue with initiative and build in more of the activities into the curriculum and extra-curricular activities. 	£0
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5. Planned expenditure

Academic year

2019-2020

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> Letters and Sounds applied across Key Stage 1 and Early Years Foundation Stage effectively and by stage, not age 	<ul style="list-style-type: none"> More Pupil Premium pupils reach expected standards across Key Stage 1 and in the Phonics Screening Check 	<ul style="list-style-type: none"> Teachers and teaching assistants will be able to target teaching more accurately Smaller group sizes will allow for more targeted teaching 	<ul style="list-style-type: none"> Monitoring of phonics teaching at least half termly Progress tracked on a termly basis 	ECH	End of each term during Pupil Progress meetings

<ul style="list-style-type: none"> • Early Years children take part in cooking activities every week to develop concepts of Understanding the World 	<ul style="list-style-type: none"> • More PP pupils achieve the Early Learning Goal for Understanding the World 	<ul style="list-style-type: none"> • Small group work with language development linked to understanding of the world objectives • Pupils enjoy these sessions and learn practical skills alongside 	<ul style="list-style-type: none"> • Early Years Lead to monitor sessions and ensure language development is a priority 	ECH	End of each term during Pupil Progress meetings
<ul style="list-style-type: none"> • TA provision based in classrooms during the morning to support with English and maths teaching and learning 	<ul style="list-style-type: none"> • More Pupil Premium pupils at the end of EYFS, KS1 and KS2 achieve 'expected' (age-related) standards in Reading, Writing, Grammar and Maths. 	<ul style="list-style-type: none"> • Fluid groupings are possible so that the class teacher and teaching assistant are able to work with a range of groups of pupils targeted specifically on next steps 	<ul style="list-style-type: none"> • Lesson observations on a half termly basis by SLT • Progress tracked on a termly basis (half termly where necessary) 	SLT	End of each term during Pupil Progress meetings
Total budgeted cost					£25,500

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> Targeted Y6 Booster sessions for all subjects. (ALL PUPIL PREMIUM PUPILS HAVE RECEIVED THESE BOOSTER SESSIONS). 	<ul style="list-style-type: none"> PP pupils close the gap with the rest of the cohort PP pupils achieve ARE in reading, writing and maths 	<ul style="list-style-type: none"> Good progress was made last year in all subjects for PP pupils A good % of PP pupils achieved ARE in Reading, writing and maths 	<ul style="list-style-type: none"> Monitoring of booster sessions Progress of pupils tracked on a termly basis Boosters discussed during pupil progress meetings at the end of each term 	NF	End of each term during Pupil Progress meetings
<ul style="list-style-type: none"> Year 6 1-2-1 and small group tuition during lunchtime and after school including weekly Maths and English Booster groups and pre-teaching run by the best teachers who have a proven track record of accelerating progress 	<ul style="list-style-type: none"> PP pupils close the gap with the rest of the cohort PP pupils achieve ARE in reading, writing and maths 	<ul style="list-style-type: none"> Good progress was made last year in all subjects for PP pupils A good % of PP pupils achieved ARE in Reading, writing and maths 	<ul style="list-style-type: none"> Monitoring of 1:1 and small group sessions Progress of pupils tracked on a termly basis Observations of TA work 	SBu and NF	End of each term during Pupil Progress meetings
<ul style="list-style-type: none"> Targeted small group work with class teacher or teaching assistant 	<ul style="list-style-type: none"> PP pupils close the gap with the rest of the cohort PP pupils achieve ARE in reading, writing and maths 	<ul style="list-style-type: none"> Good progress was made last year in all subjects for PP pupils More PP pupils are requiring nurture and social skills interventions that will be able to be completed during afternoons with TAs 	<ul style="list-style-type: none"> Observations of TA work Progress of pupils tracked on a termly basis 	SBu	End of each term during Pupil Progress meetings

<ul style="list-style-type: none"> After school phonics club for targeted year 1 children run by two class teachers 	<ul style="list-style-type: none"> PP pupils close the gap with the rest of the cohort PP pupils pass the phonics screener check 	<ul style="list-style-type: none"> Teachers will be able to target teaching more accurately Additional phonics session on a weekly basis will support phonics lessons in school Smaller group sizes will allow for more targeted teaching 	<ul style="list-style-type: none"> Monitoring of booster sessions Progress of pupils tracked on a termly basis Sessions discussed during pupil progress meetings at the end of each term 	ECH and JM	End of each term during Pupil Progress meetings
<ul style="list-style-type: none"> Homework Clubs targeted at Pupil Premium pupils unable to work at home. 	<ul style="list-style-type: none"> PP pupils close the gap with the rest of the cohort PP pupils achieve ARE in reading, writing and maths 	<ul style="list-style-type: none"> Many PP pupils are not handing in homework on a regular basis. This will ensure that homework is completed and also supported where necessary 	<ul style="list-style-type: none"> Monitoring of homework sessions Progress of pupils tracked on a termly basis Sessions discussed during pupil progress meetings at the end of each term 	SBu	End of each term during Pupil Progress meetings and half termly to ensure children are attending

Total budgeted cost £8,700

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> Every PP child will have opportunity to take part in a school trip each year to develop their life experiences 	<ul style="list-style-type: none"> PP pupils close the gap with the rest of the cohort PP pupils achieve ARE in reading, writing and maths 	<ul style="list-style-type: none"> Some PP pupils have little experiences and therefore find it difficult to access reading papers due to lack of experience. Writing from real life experiences allows pupils to concentrate on composition rather than content 	<ul style="list-style-type: none"> Meetings with Parents to discuss funding and how we can support trips and visits Attend some school trips to ensure that pupils are getting the most out of the experiences provided 	All	Ongoing basis to ensure that funds are being accessed equally

<ul style="list-style-type: none"> • 50 Things to do before you leave St Lawrence established and built into curriculum 	<ul style="list-style-type: none"> • Pupil Premium pupils to be 'Secondary ready' by achieving 'expected' (age-related) standards in Reading, Writing, Grammar and Maths by end of Key Stage 2. 	<ul style="list-style-type: none"> • Pupils continue to develop their own experiences in and outside of school and are rewarded for it • Some PP pupils have little experiences and therefore find it difficult to access reading papers due to lack of experience. • Writing from real life experiences allows pupils to concentrate on composition rather than content 	<ul style="list-style-type: none"> • Discussions with PP lead to establish which children are achieving the certificates and how we can support • Trips and visits planner shared with parents so they are clear as to what trips are available 	<p>NF</p>	<p>Ongoing basis to ensure that funds are being accessed equally</p>
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Total budgeted cost £1,000

6. Additional detail

This area is currently empty
