

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

1. Summary information					
School	St Lawrence Church of England Primary School				
Academic Year	2019-20	Total PP budget	£44,880	Date of most recent PP Review	07/03/18
Total number of pupils	150	Number of pupils eligible for PP	34	Date for next internal review of this strategy	Sept 20

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		
% making expected progress in reading (as measured in the school)		
% making expected progress in writing (as measured in the school)		
% making expected progress in mathematics (as measured in the school)		
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		
% making expected progress in reading (as measured in the school)		
% making expected progress in writing (as measured in the school)		
% making expected progress in mathematics (as measured in the school)		
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)		
% achieving EXPECTED in Y2 phonics (Cumulative) (1 pupil)		

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		
% achieving expected reading		
% achieving expected in writing		
% achieving expected in maths - number		
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. (2018-2019 = Reading - 100%, writing - 80%, maths - 60%, Combined – 60%)	<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%) (2018-2019 = Reading – 50%, Writing – 25% and maths – 50%)	<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%) (2018-2019 = 67%)	<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.	<p>More pupil Premium Pupils make a Good Level of Development at the end of the Early Years Foundation Stage. (2017-2018 = 40%)</p> <p>(2018-2019 = 25%)</p>	<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	2019-2020
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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)	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"> • Data up to March 2020 demonstrates that pupils are closing the gap with their peers. • More recent assessments (June 2020) of the phonics screener have demonstrated that 42% of year 1 pupils in school achieved a pass mark of 32+ despite having not been in school since March. 	<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 introduce Storytime Phonics within these year groups so that phonics teaching is more engaging and pupils have a story to base each sound on. 	£2500

<ul style="list-style-type: none"> Phonic Bug books purchased to support and supplement phonics teaching and reading resources within the school 	<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"> 50% of Pupil Premium pupils in years 1 have achieved a pass mark in the phonics screener in June 2020. The other 50% are not in school at present. Books have been purchased and reading books are now accurately matched to the phonic ability of each child. 	<ul style="list-style-type: none"> These books will continue to be used alongside existing reading scheme books. Children in EYFS and Year 1 to have a phonic book matched to their phonic ability and a scheme reading book to support high frequency work reading and recognition 	£500																												
<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"> Assessments from March 2020 demonstrate that 100% of Pupil Premium pupils in Reception class were on track to achieve the Early Learning goal for Understanding the World. 	<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"> 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. 	<p>Assessment from March demonstrate that the gap between Pupil Premium pupils and their peers are closing, particularly in Year 6 in reading and maths.</p> <p>PP Progress (Average)</p> <table border="1" data-bbox="842 1134 1541 1401"> <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>Reading</td> <td>1.7</td> <td>1.3</td> <td>1.5</td> <td>0.6</td> <td>2.0</td> <td>2.3</td> </tr> <tr> <td>Writing</td> <td>1.0</td> <td>1.5</td> <td>0.8</td> <td>0.9</td> <td>0.0</td> <td>1.3</td> </tr> <tr> <td>Maths</td> <td>1.7</td> <td>1.8</td> <td>0.5</td> <td>0.5</td> <td>0.0</td> <td>2.3</td> </tr> </tbody> </table>	Subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Reading	1.7	1.3	1.5	0.6	2.0	2.3	Writing	1.0	1.5	0.8	0.9	0.0	1.3	Maths	1.7	1.8	0.5	0.5	0.0	2.3	<ul style="list-style-type: none"> Fluid grouping enabled all pupils (not only PP pupils) to access support where necessary to close gaps and ensure learning led to progress. This will continue next year. 	Share of £40,000
Subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6																										
Reading	1.7	1.3	1.5	0.6	2.0	2.3																										
Writing	1.0	1.5	0.8	0.9	0.0	1.3																										
Maths	1.7	1.8	0.5	0.5	0.0	2.3																										

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"> March assessment demonstrate that Year 6 Pupil Premium pupils closed the gap in reading and maths Expected progress = 2.0 <table border="1"> <thead> <tr> <th>Subject</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>2.3</td> </tr> <tr> <td>Writing</td> <td>1.3</td> </tr> <tr> <td>Maths</td> <td>2.3</td> </tr> </tbody> </table> <ul style="list-style-type: none"> 	Subject	Year 6	Reading	2.3	Writing	1.3	Maths	2.3	<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. Greater depth mathematicians made good progress within these very small groups leading up to the COVID-19 outbreak 	£0
Subject	Year 6											
Reading	2.3											
Writing	1.3											
Maths	2.3											
<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"> All Pupil Premium pupils attended the booster session up until March 2020. This resulted in accelerated progress for these pupils. 	<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 next steps. 	£1000								

<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"> Following the lockdown, pupils have been in much smaller groups therefore accessing more small group and 1:1 support. Assessments in September will demonstrate the progress this has made. Any pupil premium pupils not in school have had 1:1 phone calls on a weekly basis All pupils not in school have been accessing a weekly Zoom lesson with their class teacher, demonstrating the work that they have completed as part of home learning 	<ul style="list-style-type: none"> TAs will be out of class during the afternoons to deliver interventions based on pre and post-teaching outcomes 	<p>Share of £40,000</p>
<ul style="list-style-type: none"> 1:1 reading with specific PP pupils to ensure they are heard read every day 	<ul style="list-style-type: none"> Pupils close the gap with the rest of the cohort Pupils are able to access others are of the curriculum because reading is not a barrier 	<ul style="list-style-type: none"> Pupils that took part in this intervention are now reading at age related expectations and there is more support from home with reading 45% of pupil premium pupils are in school following the lockdown with access to small group interventions and 1:1 support. 	<ul style="list-style-type: none"> This will continue next year 	<p>£0</p>
<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. Up to March 2020 of PP pupils. All Pupil premium pupils attended the phonics club 	<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. 	<p>£0</p>

<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"> By March 2020, 100% of Pupil premium pupils were handing their homework in on a weekly basis. Some of these pupils were attending Homework club. 	<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
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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"> 41 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 	£800
<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"> 65% of pupils were on track to achieve ARE in all three subjects at the end of Year 6. This is an increase from a baseline of 48%. 67% of Pupil Premium pupils were on track to achieve ARE in all three subjects at the end of Year 6. 	<ul style="list-style-type: none"> Continue with initiative and build in more of the activities into the curriculum and extra-curricular activities. 	£0

5. Planned expenditure

Academic year

2020-2021

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 alongside Storytime Phonics applied across Key Stage 1 and Early Years Foundation Stage effectively 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 accuratelySmaller group sizes will allow for more targeted teaching	<ul style="list-style-type: none">Monitoring of phonics teaching at least half termlyProgress 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 objectivesPupils 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
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Total budgeted cost £43,000

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 	<p>SBU and NF</p>	<p>End of each term during Pupil Progress meetings</p>
<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 Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. 	<ul style="list-style-type: none"> Observations of TA work Progress of pupils tracked on a termly basis 	<p>SBU</p>	<p>End of each term during Pupil Progress meetings</p>
<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 	<p>ECH and JM</p>	<p>End of each term during Pupil Progress meetings</p>

<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
<ul style="list-style-type: none"> 1:1 reading with specific PP pupils to ensure they are heard read every day 	<ul style="list-style-type: none"> Pupils close the gap with the rest of the cohort Pupils are able to access others are of the curriculum 	<ul style="list-style-type: none"> 1:1 reading gives instant feedback and learning opportunities Regular reading provides good progress 	<ul style="list-style-type: none"> Members of SLT to carry out the 1:1 reading 	SLT	End of each term during Pupil Progress meetings

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 £800

6. Additional detail

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