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| **PUPIL PREMIUM STRATEGY STATEMENT 2019-20** | | | |
| 1. **SUMMARY** | | | |
| **School:** | Sandiway Primary School | | |
| **Academic year:** | 2019 - 20 | **Pupil Premium Budget:** | £23,720 |
| **Total number of pupils** | 215 | **No of Pupils Eligible for Pupil Premium** | 19 (inc CLA) |

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| 1. **CURRENT ACHIEVEMENT 2018-2019** | | | | |
| **End of Foundation Stage (Reception)**  Context: 1 pupil premium pupil out of a total of 31 pupils | | | | |
|  | **Pupil Premium Children at Sandiway Primary** | **Pupil Premium Children National 2018** | **All Children at Sandiway Primary** | **All Children National 2019** |
| % Achieving Good Levels of Development | **100%** | **74%** | **77%** | **72%** |
| **Phonics Screening (Year 1)**  Context: 1 pupil premium pupils out of a total of 30 pupils | | | | |
|  | **Pupil Premium Children at Sandiway Primary** | **Pupil Premium Children National 2018** | **All Children at Sandiway Primary** | **All Children National 2019** |
| % Achieving the National Standard | **100%** | **85%** | **93%** | **83%** |
| **End of Key Stage 1 (Year 2) Teacher Assessment**  Context: 1 pupil premium pupil out of a total of 30 pupils | | | | |
| % Achieving the Expected Standard in… | **Pupil Premium Children at Sandiway Primary** | **Pupil Premium Children National 2018** | **All Children at Sandiway Primary** | **All Children National 2019** |
| Reading | **100%** | **79%** | **87%** | **75%** |
| Writing | **100%** | **74%** | **83%** | **69%** |
| Maths | **100%** | **80%** | **90%** | **76%** |

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| **End of Key Stage 2 (Year 6) SATs (Teacher assessment in writing)**  Context: 3 pupil premium pupils out of a total of 32 pupils | | | | | |
| **ATTAINMENT** | | **Pupil Premium Children at Sandiway Primary** | **Pupil Premium Children National 2018** | **All Children at Sandiway Primary** | **All Children National 2019** |
| **Combined R, W & M** | % working at age related | **100%** | **70%** | **88%** | **65%** |
| % working at greater depth | **0%** | **12%** | **34%** | **Not available** |
| **Reading** | % working at age related | **100%** | **80%** | **97%** | **73%** |
| % working at higher level | **33%** | **33%** | **53%** | **Not available** |
| **Writing**  **(TA)** | % working at age related | **100%** | **83%** | **91%** | **78%** |
| % working at greater depth | **0%** | **24%** | **47%** | **20%** |
| **Maths** | % working at age related | **100%** | **81%** | **97%** | **79%** |
| % working at higher level | **0%** | **28%** | **50%** | **Not available** |
| **GPS** | % working at age related | **100%** | **82%** | **100%** | **78%** |
| % working at greater depth | **100%** | **39%** | **75%** | **Not available** |
| **PROGRESS** | | **Pupil Premium Children at Sandiway Primary**  **2019 (based on 2018 progress calculations)** | **Pupil Premium Children National** | **All Children at Sandiway Primary** | **All Children National** |
| **Reading** | | **+4.37** | **+0.31** | **+1.0 (-1.1 to 3.10)** | **-** |
| **Writing** | | **+1.21** | **+0.24** | **-3.1 (-5.1 to -1.1)** | **-** |
| **Maths** | | **+3.28** | **+0.31** | **2.3 (0.4 to 4.2)** | **-** |

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| 1. **BARRIERS TO FUTURE ATTAINMENT** | |
| **A** | Through a strong focus on having a sound grasp of aspects of GPS and arithmetic in KS2, children seem to have lost the resilience to working independently and with creativity across the curriculum; those children who have emotional or specific needs seem to be more adversely affected. |
| **B** | During 2018-19 the scaled score in writing was slightly below national and below non-disadvantaged pupils. |
| **C** | During 2018-19 5 out of the 17 (29%) children across the school were involved with social care or multi-agency support to manage emotions and additional needs. There is a further need to explore the barriers to accessing the curriculum as well as supporting their needs within the curriculum. |

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| 1. **OUTCOMES** | |
| Desired outcomes and how they will be measured: | Success criteria: |
| **Develop key English skills (reading and writing) through creative teaching of the new curriculum with support if and where needed.**  **(link to Barriers A and B)** | * Topic books and science books will show creative examples of high-quality writing * Children’s key skills in reading and writing will be taught, not just through English, but through all subjects |
| **Maintain the percentage of disadvantaged pupils making the expected progress in reading, writing and maths (link to Barriers A and B).**  **Through Quality First Teaching by teachers and TAs which, according to ‘The EEF Guide to The Pupil Premium’, benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.** | * There will be no difference in progress data between disadvantaged pupils and other pupils. * The vast majority of pupil books to show good progress across reading, writing and maths. |
| **Maintain the percentage of disadvantaged pupils working at the expected standard in writing in KS2 with continued links to engagement across the curriculum (link to Barrier B).**  **Through Quality First Teaching by teachers and TAs which, according to ‘The EEF Guide to The Pupil Premium’, benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.** | * In writing, there will be no difference in attainment data between disadvantaged pupils and other pupils * Topic books will show creative examples of high-quality writing. |
| **Continue the Emotional literacy and self-esteem support for Disadvantaged Pupils, leading to an increase in their academic progress (link to Barrier C) through ELSA, music lessons and residential visits.**  **Through Quality First Teaching by teachers and TAs which, according to ‘The EEF Guide to The Pupil Premium’, benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.** | * Monitor whether improvements in behaviour translate into improved attainment. * Academic progress made as a result of increased confidence and self-esteem. |

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| Desired outcome: | Action: | What is the evidence/rationale for the action? | How will you ensure it is implemented? | Review: |
| **A and B**  Academic progress in reading will continue due to strategies and resources implemented. More of current year group’s curriculum is accessible. Gaps are narrowed/filled. | Class support by TA including in Guided Reading  1:1 or small group tuition in  targeted areas such as comprehension, identified by  the class teacher. Before/after school support for over-learning  Use of Beanstalk Reading Scheme to support lower ability readers opportunities.  Bug Club online reading scheme subscription. Access to a huge range of books online. | See barriers above | Regular learning walks.  Book monitoring.  Pupil voice.  Termly analysis of assessment data.  Monitoring of weekly TA timetables and intervention books.  Intervention altered if progress is not being made.  Provision maps annotated and updated termly. Monitored by PP lead.  Information on provision maps, in support books and pupils’ work is kept in a file.  The progress of Disadvantaged pupils to be as close as possible (or better) than Non-disadvantaged pupils.  School tracking matrices are used to track all children from their prior attainment point. |  |
| **A and B**  Academic progress in Maths will continue due to strategies and resources implemented. More of current year group’s curriculum is accessible. Gaps are narrowed/filled | 1:1 or small group tuition in  targeted areas, identified by  the class teacher. Before/after school support for over-learning opportunities. | See barriers above |  |
| **A and B**  Academic progress in writing will improve due to strategies and resources implemented. More of current year group’s curriculum is accessible. Gaps are narrowed/filled | 1:1 support in lessons with access to Quality First Teaching and inspirational resources such as Pathways to Writing.  Some specific GPS support and over-learning opportunities | See barriers above |  |
| **C**  Academic progress made as a result of increased emotional literacy, confidence and self-esteem. | ELSA supervision sessions for 2TAs  Use of the ELSA to help children develop strategies to calm and manage difficult situations.  Small group turn taking  sessions.  Music lessons  Residential visits  Educational psychologist. Plan-do-review cycle to provide strategies and resources for staff. | Identified needs from family circumstances and outcomes of TAF meetings via agreed referral route and completed pre-referral ELSA form | Pre-referral form and post ELSA forms are completed by the class teacher, along with detailed notes kept from the sessions themselves.  Termly monitoring of PP children using school tracking system. Intervention altered if progress is not being made.  Provision maps annotated and updated termly. Monitored by PP lead. | After each 6 week block of ELSA sessions. |