

St. Saviour's C of E Primary School pupil premium strategy Statement

1. Summary information

School	St Saviour's C of E Primary School				
Academic Year	2018-19	Total PP budget	£95,040	Date of most recent PP Review	Sept 2018
Total number of pupils	331	Number of pupils eligible for PP	53	Date for next internal review of this strategy	Jan 2019

2. Current attainment

Based on Summer data	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	80% Based on summer data	87% (whole school) 61% (Nat Ave) Based on Summer data
% attainment in reading	80% Based on summer data	87% (whole school) 75% (Nat Ave) Based on Summer data
% attainment in writing	87% Based on summer data	95% (whole school) 78% (Nat Ave) Based on Summer data
% attainment in maths	87% Based on summer data	95% (whole school) 81% (Nat AVE) Based on Summer data

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	<ul style="list-style-type: none"> lack of home-school engagement, low income,
B.	<ul style="list-style-type: none"> lack of knowledge and experience of the wider world,
C.	<ul style="list-style-type: none"> Issues of self-esteem and self-motivation - which can slow down the learning process.
D.	<ul style="list-style-type: none"> Writing fluency for PP children in KS1 and KS2 and progress made
E.	<ul style="list-style-type: none"> Oral language skills in EYFS and Year 1 lower for pupils eligible for PP

External barriers *(issues which also require action outside school, such as low attendance rates)*

F.	<ul style="list-style-type: none"> Many of our PP eligible pupils have emotional and social difficulties which prevents a barrier to them from making progress in school
G.	<ul style="list-style-type: none"> Not all PP children are exposed to the same knowledge and experiences of the wider world due to pressure on family income

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The attainment and progress of both PP and non PP children shows no difference	Data across all year groups shows no difference between PP and non PP children
B.	That there are no restrictions that prevent PP children from accessing the range of enrichment, clubs and events that are	Registers for extended schools and clubs show high proportion of PP children have access to all activities and events run by the school and that PP pupils are not restricted for financial reasons.

	embedded across the school due to financial reasons	
C.	That the self-esteem and ambition of pupil premium children across all year groups is raised.	By being able to access after-school clubs and enrichment opportunities within school, PP children do not see themselves as different from their peers. PP children are keen and excited to learn and recognise the opportunities an excellent education can provide.
D.	Higher attaining Pupil Premium children are afforded the same opportunities as their peers and have raised ambitions for their futures	HA PP pupils are exposed to higher education institutions in order that they recognise what they can achieve through an excellent education. They are challenged and are afforded opportunities to debate, question and investigate in order to develop their skills, independence and ambition

5. Planned expenditure

Academic year

2018-19

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>All pupils achieve at ARE or above the difference between PP and non PP children is diminished</p> <p>To further deepen and accelerate National Curriculum reading, writing and maths standards, based clearly on National Curriculum year group expectations so that an increased percentage of pupils achieve a combined Age Related Expectation and Exceeding Age Related Expectation at KS1 & KS2</p>	<p>TA has a RWI group 1 Hour / day TA reading intervention group 1 hour 2 days/week</p> <p>Additional teacher takes a class so teachers can do Interventions two afternoons per week across Y1 – Y5</p> <p>Additional teacher in Y6 allows for quality first teaching in smaller streamed groups</p> <p>Booster classes to take place after school for Y6</p> <p>Achievement school on Saturday will support our PP children to further consolidate their understanding of maths, grammar and reading</p> <p>PP Intervention groups for PP children identified as below ARE</p>	<p>Working in streams and smaller classes ensures that PP children enjoy effective and personalised learning, thus improving progress and outcomes.</p> <p>Streaming, interventions and booster classes have been successful as they ensure children are taught in smaller groups, with accurately pitched work, enabling pupils to get more focussed and individual attention.</p> <p>Streams/Interventions to be covered by qualified teachers</p> <p>Data shows the children make accelerated progress to ARE by the end of the year in reading, writing and maths through teaching in small classes as children receive personalised teaching to address individual barriers to learning and gaps. Increased focus and concentration of children working in small group</p>	<p>Learning walks, formal teaching and learning reviews, book looks, planning reviews, data analysis.</p> <p>The PP lead will focus specifically on the data for PP children which is tracked throughout the year and reported to Governors and standards board (directors)</p>	SLT	<p>Interim reviews – January and April</p> <p>Formal review July based on Teacher Assessment</p> <p>Formal review September following validated data at end of Key stage</p>

Writing fluency and reading comprehension for KS1 and KS2 to narrow the gap between non-PP and PP pupils including progress	Inclusion manager and TAs monitor early morning reading sessions through pupil progress reviews	Early morning reading workshops to build confidence and give encouragement when limited at home due to various circumstances. Additional adult in Y2 and Y6 to plan in more bespoke lessons for abilities Booster sessions taught			
Employ a cello teacher who teaches cello to our Y3, 4 and 5 pupils.	Once a week, the cello teacher from the music centre will teach children to play the cello. She rotates year groups every term so all the children get the chance to play. At the end of the unit, children can share their learning.	Evidence shows that learning to play an instrument further supports academic classroom learning. Offering our PP the chance to play an instrument which they would otherwise not usually have the opportunity to do so- thereby raising aspirations. Learning to play music encourages children to take turn, listen carefully and encourage each other.	Set clear expectation with the music centre, the tutor and the pupils as to what the outcome of the sessions will be. All Year 3, 4 and 5 pupils have the chance to learn about the cello and begin to play simple notes. A member of staff to always be present to ensure the quality of provision is in line with expectations SLT to do drop ins to celebrate achievements and check the quality of provision Pupils have the opportunity to play what they have learnt to an audience Invite a local music making company to play well known tunes to all the children and explain how their instrument works and how they got into music making- raising aspirations.	SLT Cello teacher Y3, 4 and 5 teachers	Interim reviews – January and April Formal review July Formal review September
Total budgeted cost					£ 71,255

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure that PP children are not restricted from accessing the range of enrichment, clubs and events that are embedded across the school due to financial constraints.	Where necessary provide funding to enable children to access the extra curriculum events and extended school services - Clubs before and after school	Encourage engagement and enthusiasm within school. Evidence shows exposure to sporting, artistic and musical activities raises attainment by providing exposure to sporting, musical and artistic events that they might not otherwise get children have full engagement with a wide and enriching curriculum outside the classroom which children can refer to in their life and schooling.	PP co-ordinator to monitor registers with regards to attendance of PP pupils. Have conversations with parents of PP children who are not accessing this provision. Ensure that PP children do not miss out on activities and experiences due to financial reasons.	SLT PP Lead	Interim reviews – January and April Formal review July based on Teacher Assessment Formal review September following validated data at end of Key stage

<p>To participate in a number of trips linked to topics in each year group so that children have detailed knowledge of the subject area.</p>	<p>To provide new experiences and opportunities for PP children linked closely to the curriculum within each year group.</p>	<p>Encourage engagement and enthusiasm within school. Children have prior knowledge of the topics covered in class having attended additional trips/opportunities. Increased opportunities to extend vocabulary</p>	<p>PP co-ordinator to monitor registers with regards to attendance of PP pupils on the identified trips for each year group.</p> <p>Teacher feedback shows increased level of engagement in lessons. An outcome of pupils work reflects the additional opportunities within their work.</p>	<p>SLT Teachers PP Lead</p>	<p>Interim reviews – January and April</p> <p>Formal review July based on Teacher Assessment</p> <p>Formal review September following validated data at end of Key stage</p>
<p>To raise the attainment in Reading, Writing and Maths</p>	<p>Achievement school on Saturday supported our PP children to further consolidate their understanding of maths, grammar and reading in term.</p> <p>Booster classes took place after school for Y6</p>	<p>At the end of the year once we have further data – including from external testing as whilst it has raised attainment for all pupils, some year groups still show a difference between PP and all pupils.</p>	<p>Children receive focused teaching to address barriers to learning and address individual gaps.</p> <p>Increased focus and concentration of children working in small group means that gaps in attainment and progress have been closed</p>		<p>Interim reviews – January and April</p> <p>Formal review July based on Teacher Assessment</p> <p>Formal review September following validated data at end of Key stage</p>

<p>Higher attaining Pupil Premium children are afforded the same opportunities as their peers and have raised ambitions for their futures.</p>	<p>To Visit Oxford University to raise career choices and aspirations for future.</p>	<p>To raise aspirations of future careers.</p> <p>Provision of a Wide range of experiences which children can refer to in their life and schooling.</p> <p>Opportunities to explore and discuss future careers</p> <p>Children are confident and articulate speakers</p>	<p>Select Higher ability PP children from year6</p> <p>Arrange opportunities for them to meet pupils from similar back grounds</p> <p>Ensure they get a tour of the university and a talk from one of the guides about how to join Oxford</p> <p>Book the trip so that children learn what courses they can take.</p> <p>Pupils feedback to the class and PP lead about value of the trip and their new ambitions in life.</p>	<p>SLT PP Lead</p>	<p>Interim reviews – January and April</p> <p>Formal review July based on Teacher Assessment</p> <p>Formal review September following validated data at end of Key stage</p>
<p>Establish the Forest school so PP students acquire skills and knowledge about natural environments</p>	<p>Create a first class forest school set up over the summer break which can immediately be used to teach PP pupils wider aspects of the curriculum.</p>	<p>To offer PP the chance for first hand experiences in a natural setting which can be transferred to traditional class room learning tasks including reading, writing and maths.</p> <p>Evidence shows that children who have first-hand experience are more confident and knowledgeable to take risks and apply learning</p> <p>To offer PP learning experiences outside the traditional mould and further increase aspirations and career opportunities..</p>	<p>All classes are given the opportunity to work with the forest school teacher to learn topic based skills and knowledge in a natural setting</p> <p>Additional forest school classes run during lunch time for Year 4 and 5 PP pupils.</p> <p>Experiences, vocabulary and skills are transferred to classroom learning.</p> <p>Progress and attainment improves through real life experiences.</p>	<p>SLT Forest school teacher Teachers PP lead</p>	<p>Interim reviews – January and April</p> <p>Formal review July based on Teacher Assessment</p> <p>Formal review September following validated data at end of Key stage</p>
<p>Improved social, emotional, physical and spiritual well being through the provision of sports activities and consultation sessions during lunch</p>	<p>Employ an additional sports coach to support our most vulnerable pupils during lunch and the first lesson after lunch</p> <p>To use the learning mentor during lunch to resolve potential conflicts through mediation</p>	<p>PP students learn to work and play together to overcome challenges by compromising and communicating effectively.</p> <p>Special activities are planned for children to learn how to work together and support each other.</p> <p>Where children play well during lunch, they are calmer, more settled and focussed for their afternoon learning.</p>	<p>Carefully select children to work with the PP sports coach and learning mentor</p> <p>Instruct the coach of his remit which is to aid play, support games and enable students to resolve conflicts</p> <p>Closely monitor the work the sports coach and learning mentor do</p> <p>Ensure they feedback daily to SLT and the class teacher so that good work continues in class.</p> <p>PP attainment improves due to outstanding outdoor provision</p>	<p>SLT Class teachers Sports coach Learning mentor</p>	<p>Interim reviews – January and April</p>

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure that PP children access a healthy and varied diet and are not coming to school hungry	Support families by subsidising Breakfast Club and After School Club.	<p>Children are in school, on time and ready to learn at the beginning of the day and are able to enjoy nutritional food. Children are in a safe environment, enjoying engaging activities Children require healthy and nutritious food to thrive: physically, mentally, emotionally and academically. Access to food is basic human right,</p> <p>Providing care will support low income families in being able to access employment which is beneficial for families and children.</p>	<p>Extended schools lead and PP co-ordinator to monitor registers with regards to attendance of PP pupils.</p> <p>Have conversations with parents of PP children who are not accessing this provision</p>	SLT PP Lead	<p>Interim reviews – January and April</p> <p>Formal review July based on Teacher Assessment</p> <p>Formal review September following validated data at end of Key stage</p>
Trip to Cambridge University	Year 6 and 5 PP are selected to go on a guided trip to Cambridge University.	<p>Offering pupils the opportunity to experience settings other than their own</p> <p>To raise the aspirations of our PP pupils by showing them everyone can be ambitious</p> <p>Aiming to take away barriers to success through visiting places of aspiration</p> <p>Raise aspirations for future careers</p>	<p>Pupils are carefully selected to ensure maximum impact.</p> <p>Year 6 teacher to plan, organise and lead the trip.</p> <p>To explore themes of aspirations, ambition and success in our transition unit.</p> <p>To evaluate the trip and collect pupil responses- feedback to class</p> <p>To use findings to further improve the trip for next year and increase similar opportunities</p>	SLT Year 6 teacher	Review at the end of July to consider the impact
Trip to HP HQ in central London for 25 PP students	PP students in Year 5 and 6 are chosen to visit the HP HQ to find out about career options within large companies.	<p>Children have the opportunity to learn about various career paths they could take.</p> <p>Children will be shown and told how to be successful and what key attributes they need to have in order to succeed in science and technology.</p> <p>Students will be shown how to use new technology such as VR</p>	<p>Carefully select PP children from Y5 and 6</p> <p>Year 6 teacher to plan, organise and lead the trip.</p> <p>To explore themes of aspirations, ambition and success in our transition unit- technology link</p> <p>To evaluate the trip and collect pupil responses- feedback to class</p>	SLT Y6 teacher	Review at the end of July to consider the impact

		They will participate in a technology project- consequently, raising aspirations and ambitions.	To use findings to further improve the trip for next year and increase similar opportunities		
Trip to Woodberry wetlands for Year 3 and 4 PP students	Year 3 and 4 PP children will have the chance to visit the wetlands and learn about nature around them. This trip is linked to an art event that takes place in school.	<p>PP children have the chance to find out more about their local area and places they could easily visit with their families.</p> <p>Pupils to visit places outside of their normal setting to further develop their knowledge of the world around them.</p> <p>Rich experiences improve knowledge and vocabulary which can be applied in school based lessons.</p> <p>Learning how artist over the century have been inspired by nature. Explore themes of nature in art and learn art techniques to create own art work.</p> <p>Sense of pride when the whole project is displayed in the end of the year art exhibition.</p>	<p>Carefully select 14 students to visit the wetlands</p> <p>Book the visit well in advance and decide teachers to go including a teacher who has particularly strong art skills</p> <p>Inform parents, arrange transport and do a pre-visit.</p> <p>Discuss themes and art before the trip so that the children are aware what the learning focus of the trip is.</p> <p>Take photos of the visit to the wetlands.</p> <p>Follow trip up with an immediate art session.</p> <p>Art work to be exhibited in the end of the year art show and evaluate the project</p>	SLT Art teacher	Review at the end of July to consider the impact
Total budgeted cost					£1000 plus ASC and BC
Total budgeted cost		Cost variable depending on need <u>Breakfast Club</u> – £5.50 per pupil day <u>Afterschool Club</u> - £10.50 per pupil day			

6. Review of expenditure – see Review of 2017-18 document

Previous Academic Year	2017-18
i. Quality of teaching for all	

Desired outcome	Chosen action/approach	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
To raise the attainment in Reading, Writing and Maths	Additional teacher in year allows for quality first teaching in smaller streamed groups. Yr6, Y5, Y4, Yr 3, Yr2, Yr1.	<p>Whilst attainment has increased for PP children, there is still a difference in some year groups.</p> <p>The gap in Y4 has closed significantly through the intervention for reading, writing and maths.</p> <p>Data shows that there is a difference between PP and non PP children at the greater level of writing.</p>	<p>This approach has been shown to have raised attainment for all pupils but clearly more focus and monitoring needs to be placed on PP children.</p> <p>Teachers will need to be able to identify their PP children and ensure that specific PP interventions will be implemented where there are concerns.</p> <p>The focus should be on closing the gaps rather than ensuring standards in the core areas rise.</p>	£ 61,816

Attainment Analysis – St. Saviour’s – July 2018

The Federation points referred to in this document are used to measure the pupils’ attainment and progress. The ‘Expected’ number of Federation points, referred to in the table below, refer to where a child achieving at age-related expectation (ARE) will be performing at the end of each year. The expected progress from the end of one school year to the end of the next school year is 3 Federation points. The table shows the attainment, at the end of each year group, of the whole cohort and the pupils awarded pupil premium funding.

Group	Expected	Reading	Writing	Maths
Year 1 - All	19	19.5	18.8	19.0
Pupil Premium	19			
Year 2 - All	22	24.4	23.0	24.1
Pupil Premium	22	23.0	22.0	23.4
Year 3 - All	25	27.6	25.7	27.1
Pupil Premium	25	26.0	25.3	26.3
Year 4 - All	28	29.6	28.7	29.4
Pupil Premium	28	29.4	28.5	28.9
Year 5 - All	31	33.2	30.7	32.7
Pupil Premium	31	31.9	29.7	31.5
Year 6 - All	34	38.2	37.1	37.6
Pupil Premium	34	37.7	35.8	36.5

ii. Targeted support				
Desired outcome	Chosen action/approach	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
To raise the attainment in Reading, Writing and Maths	<p>Achievement school on Saturday supported our PP children to further consolidate their understanding of maths, grammar and reading in term.</p> <p>Booster classes took place after school for Y6</p> <p>Children are invited to <u>Achievement School</u> on Saturday from 9.00-14.00 to further develop their standards in an informal setting with children from two other schools. Children were provided with lunches and they are taken out on exciting tours and trips in London</p>	<p>Whilst it has raised attainment for all pupils, some year groups still show a difference between PP and all pupils.</p> <p>Data shows that there is a difference between PP and non PP children at the greater depth level of writing and so this will be a targeted focus in all curriculum areas during 2018-19.</p>	<p>This approach is worth continuing. It has been shown to have raised attainment for all pupils</p> <p>PP are invited and barriers that prevent attendance are removed.</p> <p>Children receive focused teaching to address barriers to learning and address individual gaps.</p> <p>Increased focus and concentration of children working in small group means that gaps in attainment and progress have been closed</p> <p>Children have the opportunity to go on outings/ take part in workshops to provide experiences within and outside their local community</p> <p>Children have a greater understanding of the world around them</p>	<p>As above</p> <p>Cost variable depending on attendance</p>

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on	Lessons learned (and whether you will continue with this approach)	Cost

		pupils not eligible for PP, if appropriate.		
Exposure to trips, visiting performances and a scientific institutions	Funding for such events to take place. Ensure that PP children do not miss out on residential due to financial reasons.	Children have been able to access these events and all children have enjoyed and benefitted from the experiences provided. Impact measurement is anecdotal –i.e children will refer to experiences during class discussion as a way of amalgamating and processing new experiences with previous experiences	Whilst what has been provided is to the benefit of all pupils, we ensured that PP were specifically targeted, and ensured that attendance and access to such provision was recorded. This year more children attended the residential visit in Y6 than in previous years	£3,385 £900

7. Additional detail

St Saviour's is committed to delivering a high-quality broad and balanced curriculum, which meets the individual needs of pupils to ensure that there is an increased engagement of all children by providing a wide range of experiences which children can refer to in their life and schooling. Our ultimate aim is to diminish the difference between PP and all pupils and looking forward St Saviour's is excited to continue to develop and hone the plan detailed above informed by the lessons learnt from the previous year. We are confident in our ability to continue to have high aspirations for all pupils and to raise the attainment of all pupils, ensuring that there is no difference in progress and attainment between our pupil premium students and the whole school population.