

PUPIL PREMIUM STRATEGY STATEMENT 2018-2019

1. SUMMARY

School:	Sandiway Primary School		
Academic year:	2018/2019	Pupil Premium Budget:	£27,000
Total number of pupils	215	No of Pupils Eligible for Pupil Premium	20 (including 2 CLA)

2. CURRENT ACHIEVEMENT 2017-2018

End of Foundation Stage (Reception)				
Context: 2 pupil premium pupils out of a total of 30 pupils				
	Pupil Premium Children at Sandiway Primary	Pupil Premium Children National 2017	All Children at Sandiway Primary	All Children National 2018
% Achieving Good Levels of Development	100%	73%	93%	71%
Phonics Screening (Year 1)				
Context: 2 pupil premium pupils out of a total of 30 pupils				
	Pupil Premium Children at Sandiway Primary	Pupil Premium Children National 2017	All Children at Sandiway Primary	All Children National 2018
% Achieving the National Standard	100%	84%	100%	92%
End of Key Stage 1 (Year 2) Teacher Assessment				
Context: 2 pupil premium pupils out of a total of 30 pupils				
	Pupil Premium Children at Sandiway Primary	Pupil Premium Children National 2017	All Children at Sandiway Primary	All Children National 2018
% Achieving the Expected Standard in...				
Reading	100%	79%	87%	76%
Writing	50%	72%	83%	70%
Maths	100%	79%	87%	76%

End of Key Stage 2 (Year 6) SATs (Teacher assessment in writing)					
Context: 7 pupil premium pupils out of a total of 32 pupils					
ATTAINMENT		Pupil Premium Children at Sandiway Primary	Pupil Premium Children National 2017	All Children at Sandiway Primary	All Children National 2018
Combined R, W & M	% working at age related	14%	67%	69%	64%
	% working at greater depth	0%	11%	10%	5%
Reading	% working at age related	57%	77%	88%	75%
	% working at higher level	0%	29%	47%	28%
Writing (TA)	% working at age related	14%	81%	72%	78%
	% working at greater depth	0%	21%	16%	20%
Maths	% working at age related	71%	80%	88%	76%
	% working at higher level	43%	27%	38%	24%
SPAG	% working at age related	86%	78%	97%	78%
	% working at greater depth	29%	27%	63%	34%
PROGRESS		Pupil Premium Children at Sandiway Primary	Pupil Premium Children National	All Children at Sandiway Primary	All Children National
Reading		-4.9	-	+1.0 (-1.1 to 3.10)	-
Writing		-10.3	-	-3.1 (-5.1 to -1.1)	-
Maths		2.0	-	2.3 (0.4 to 4.2)	-

3. BARRIERS TO FUTURE ATTAINMENT	
A	At the end of 2017-18, the number of prior middle attaining disadvantaged pupils reaching age-related expectations in reading, writing and maths was below the expected standard. Progress for disadvantaged pupils was well below expected standard.
B	During 2017-18 the scaled score in reading was below national and below non-disadvantaged pupils
C	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.

D	During 2017-18 4 out of the 7 (57%) children 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.
----------	---

4. OUTCOMES	
Desired outcomes and how they will be measured:	Success criteria:
<p>1. Increase the percentage of middle prior attaining disadvantaged pupils reaching the expected standard in reading, writing and maths in Year 6 (link to Barriers A and B)</p> <p>Increase the percentage of middle prior attaining disadvantaged pupils on course for reaching the expected standard in reading, writing and maths by the end of KS2.</p>	<ul style="list-style-type: none"> • In reading the % of disadvantaged pupils achieving the expected standard to be within 10% of national (2017 national 77%. This means 2/3 PP pupils working at the expected standard) • In writing the % of disadvantaged pupils achieving the expected standard to be within 10% of national (2017 national 81%. This means 3/3 PP pupils working at the expected standard). • In maths the % of disadvantaged pupils achieving the expected standard to be within 10% of national (2017 national 81%. This means 3/3 PP pupils working at the expected standard).
<p>2. Increase the percentage of disadvantaged pupils making the expected progress in reading, writing and maths (link to Barriers A and B).</p>	<ul style="list-style-type: none"> • 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.
<p>3. Increase the percentage of disadvantaged pupils working at the expected standard in writing in KS2 with greater links to engagement across the curriculum (link to barrier C).</p>	<ul style="list-style-type: none"> • In writing, there will be no difference in attainment data between disadvantaged pupils and other pupils
<p>4. Emotional literacy and self esteem will be improved for Disadvantaged Pupils, leading to an increase in their academic progress (link to barrier D)</p>	<ul style="list-style-type: none"> • Monitor whether improvements in behaviour translate into improved attainment. • Academic progress made as a result of increased confidence and self-esteem.

Desired outcome:	Action:	What is the evidence/rationale for the action?	How will you ensure it is implemented?	Review:
<p>A and B Academic progress in reading will improve due to strategies and resources implemented. More of current year group's curriculum is accessible. Gaps are narrowed/filled</p>	<p>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/pre-learning. Use of Beanstalk Reading (additional support assistants) to support lower ability readers opportunities. Bug Club online reading scheme subscription. Access to a huge range of books online.</p>	<p>See barriers above</p>	<p>Regular learning walks. Book monitoring. Pupil voice. Half-termly analysis of assessment data. Monitoring of weekly TA timetables and intervention books.</p>	
<p>A and B Academic progress in Maths will improve due to strategies and resources implemented. More of current year group's curriculum is accessible. Gaps are narrowed/filled</p>	<p>1:1 or small group tuition in targeted areas, identified by the class teacher. Before/after school support for over-learning/pre-learning opportunities.</p>	<p>See barriers above</p>	<p>Intervention altered if progress is not being made. Provision maps annotated and updated termly. Monitored by PP lead.</p>	
<p>A, B and C 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</p>	<p>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</p>	<p>See barriers above</p>	<p>Information on provision maps, in support books and pupils' work is kept in a file.</p>	
<p>D Academic progress made as a result of increased emotional literacy, confidence and self-esteem.</p>	<p>ELSA (Emotional Literacy Support Assistant) supervision sessions for 2TAs Use of the ELSA to help children develop strategies to calm and manage difficult situations. Small group turn taking sessions. Educational psychologist. Plan-do-review cycle to provide strategies and resources for staff.</p>	<p>Identified needs from family circumstances and outcomes of TAF meetings via agreed referral route and completed pre-referral ELSA form</p>	<p>Pre-referral form and post ELSA forms are completed by the class teacher, along with detailed notes kept from the sessions themselves. Half-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.</p>	<p>After each 6 week block of ELSA sessions.</p>