

Pupil premium strategy statement (primary)

• Summary information					
School	St Lawrence CE Primary School				
Academic Year	2018-19	Total PP budget	20,840	Date of most recent PP Review	December 2018
Total number of pupils	84	Number of pupils eligible for PP	17	Date for next internal review of this strategy	April 2019

• Current attainment July 2018		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading, writing and maths	66	64 %
% achieving ARE in reading	66	75 %
% achieving ARE in writing	66	78 %
% achieving ARE in maths	66	76 %
progress in reading		
progress in writing		
progress in maths		

• **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.	A small number of our pupil premium pupils are also registered as having a Special Educational Need and/or Disability (SEND) which is potentially a long-term barrier to their learning. These special educational needs include: difficulties with communication and interaction (including limited vocabulary acquisition) which will potentially impact on their learning journey; cognitive and learning difficulties (including dyslexia or dyslexia-like traits, working memory and processing difficulties); and social and emotional needs (including anxiety and low self-esteem) for which they will probably require support throughout their school career. Some of these pupils also have poor organisational skills, which is often an intrinsic part of their special educational need; provision should be made for this. In some cases, this lack of organisation may be compounded by other issues at home.
B.	Where there are no special educational needs per se, some pupils may nevertheless exhibit poor attention/concentration skills coupled with poor resilience. Sometimes these apparently poor attention skills may be linked to (relatively) limited vocabulary range and a subsequent difficulty in accessing the curriculum. Occasionally, social and emotional needs may be due to an inconsistent and unsettled home-life which may, in turn, impact on behaviour. Occasionally these needs continue for some time after the original unsettled aspect of the home-life has been resolved.
C.	More able pupils who are entitled to PPG funding do not always perform as highly as other more able pupils. Barriers include: limited language and oracy skills (for reasoning and vocabulary range). We also feel that we need to guard against low aspirations for some pupils.

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

D.	In some cases, inconsistent attendance may be a barrier and produce gaps in their learning, as well as impacting on their confidence, self-esteem and their sense of themselves as part of a team. Many pupils whose parents are in the forces may have experienced attending a variety of schools which may affect the consistency of learning.
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4.	Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>At least expected progress (academic) for children eligible for PP including those with SEN and the most able:</p> <p>We aim for all pupils, including those eligible for PP and/or those on the SEN register, to make expected progress and achieve according to their potential. All pupils have individual academic targets.</p> <p>Children with SEN have an individual provision map; targets are reviewed at least half-termly and modified as appropriate. Targets are SMART; interventions are appropriate and have a positive impact, measured through ongoing assessment. Those with academic needs will be offered enhanced group support within the classroom.</p> <p>Academic assessments are termly with ongoing teacher assessment and provide an objective measure of progress. Scrutiny of books and ongoing assessment as part of planning also show the incremental steps of progress, which may not necessarily be reflected in the broader assessment scores.</p> <p>Targets may be linked to area of need, as well as academic needs, and we expect progress/adoption of strategies within the area of need.</p> <p>We support children with communication and interaction needs: they may be involved in interventions to improve turn-taking and other social skills and to improve inference skills, or within vocabulary groups or given pre- and post-tutoring of vocabulary to increase vocabulary range, including subject-specific terms.</p> <p>We aim to promote the emotional wellbeing of all our children. Children with SEMH needs may be offered support through in school interventions or to access external services or a Learning Mentor system organised through the LA. Development of skills linked to area of need may also impact on academic progress.</p>	<p>Successful achievement of targets, at least expected progress towards end of year ARE and GD. Aspirational outcomes for the most able pupils.</p> <p>Improved participation in class activities. Improved readiness for learning Small steps of progress noted</p> <p>Regular assessments show expected progress</p>

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B.	<p>High levels of emotional wellbeing, confidence and aspirations: Those children who may be exhibiting poor confidence, low self-esteem and low aspirations or anxiety (but who may not meet the criteria of a special educational need) will be offered opportunities to improve confidence and reduce anxiety; this will positively impact on their learning. Challenging pupils intellectually, it should raise aspirations.</p> <p>Discussion groups led by TAs will improve confidence as well as communication skills along with interventions such as ELCLAN and Lego Build to Express. Talk time in PSHE improves confidence as well as building discussion skills and the language of reasoning and extending vocabulary. Cool Kids is another programme which, as well as delivering its primary aim of improving co-ordination, also helps build confidence and social skills. The leaders of these programmes will be continually monitoring and assessing impact. We need to bear in mind that some pupils, may need to come back to the Cool Kids programme regularly. Good relationships between pupils and staff supports emotional wellbeing; the small setting enables all staff to know all pupils extremely well. Regular TA support in class offers ongoing support for confidence building.</p>	<p>Pupils will appear more confident and less anxious, impacting on progress.</p> <p>Pupils eligible for PPG identified as high ability making accelerated progress so that they achieve as well as their more able peers. We observe children taking more responsibility for their own learning and having higher expectations of themselves.</p> <p>Cool Kids measure levels at beginning of programme and then again at the end. Scores are out of 5. We would hope for end score of 4 or 5.</p>
C.	<p>Good language skills and good attention skills: While we naturally aim to support children with special educational needs in Communication and Interaction, we also aim to develop language skills for those children who do not have a Communication and Interaction need per se but whose language skills are poor (limited vocabulary and poor reasoning language relative to peers).</p> <p>Those children who would benefit from specific language acquisition have TA support to enable vocabulary to be explored and explained; vocabulary acquisition can be assessed formally or informally. "Language for reasoning" interventions, developing oracy support for discussion with 'discussion rules' enable the TA to monitor and assess on an ongoing basis.</p> <p>Memory games are used to improve auditory memory, led by trained TA's. Sometimes, linked to communication difficulties and other learning difficulties, children may have poor attention skills and/or resilience. Language interventions may dovetail well with programmes aimed at improving attention and auditory memory. Teachers and support staff to provide additional time to read with pupils individually, where required, and in groups</p>	<p>Improved participation in class activities; improved ability to explain reasons.</p> <p>Pupils eligible for PPG identified as high ability making accelerated progress so that they achieve as well as their more able peers.</p> <p>Improved resilience and more confidence when faced with challenging tasks.</p>

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D.	<p>Good consistent attendance and support at home for the child: For families where attendance is an issue, we work with parents to enable them to better support learning, involving them in their child's learning journey. Attendance is closely monitored. Where there are emotional and social difficulties within an unsettled household, we have a dialogue with parents to ensure understanding on both sides and try to put appropriate support in place to alleviate any home difficulties.</p>	<p>Increased attendance.</p> <p>Parents better able to support pupils at home.</p> <p>Increased confidence.</p>

• Planned expenditure					
Academic year	2018-19	£20,840 (Income)			
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?
To improve attainment and ensure expected progress for all pupils, with a particular focus on pupils eligible for PP	Quality First Teaching: inclusive approach Monitor pupil progress through termly pupil progress meetings; SMART targets are set and interventions/differentiated support are considered and put in place. Training for TA's to ensure support is effective.	To ensure all children benefit from quality teaching delivered by the teacher Helps identify children in need of additional support; helps identify the appropriate support. Maintains focus on potentially vulnerable children.	Regular observations and scrutiny of data; regular training Peer support and overseen by assistant headteachers and headteacher. Review of data to ensure targets are met, and that this transfers into their general learning.	Headteacher, SEN lead and SENCo	Termly reviews
To improve attainment and ensure expected progress for all pupils, with a focus on pupils eligible for PP, some of whom also have special educational need	Quality First Teaching In addition to pupil progress meetings, all pupils on the SEN register have an individual provision map (IPM); SMART targets are reviewed half-termly and modified as appropriate. Class teacher organises appropriate interventions. Targets may be linked to their area of need and/or academic needs. TA interventions across the school. Purchase dyslexia screening materials and support materials for pupils with PPG and SEND	Identifies pupils and area of need, as well as academic needs. Ensures the setting of SMART targets and appropriate interventions. Parents and pupils are consulted about IPMs; pupils take a central role in their own learning. Targets linked to area of need may improve life skills but also impact on academic learning.	Regular observations and scrutiny of data: regular training SENCo oversees this process. Progress towards targets is reviewed regularly including during pupil progress meetings. Teachers assess impact of interventions. Assess at pupil progress meetings.	Headteacher, SEN lead and SENCo	Pupil progress meetings half termly
Total budgeted cost			SENCo support (KT) £1,200		
			<i>Sub-total for Quality of Teaching for all</i> £1,200		

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?
<p>To improve attainment and ensure expected progress for all pupils, including those eligible for PP (including the more able) and/or with SEN</p>	<p>Once identified through ongoing monitoring and assessment as well as pupil progress meetings (as stated above), in addition to whole class Quality First Teaching, it may be appropriate to introduce focus groups led by TA or by the teacher to enhance learning. It may also be appropriate to differentiate learning objectives; or introduce more personalised programmes in the form of specific interventions; or use particular strategies.</p> <p>Interventions may include: Enhanced challenge and support Precision teaching of spelling language for reasoning, higher order questions Phonics Read Write Inc Toe by Toe 1:1 reading Additional group guided reading Additional group spelling tests BBC dance mat Fresh start Plus 1/ Power of 2 Precision teaching of times tables/number bonds Pre- and post-tutoring of vocab Lego Build to Express</p>	<p>Identification through our monitoring and assessment process.</p> <p>Ensure most able pupils access an aspirational level of challenge.</p> <p>Appropriate interventions promote inclusion, so that all pupils are enabled to fully access the curriculum. Depending on the pupil, it may be necessary to work at a slower pace for particular learning, for confidence and allowing for processing, or language difficulties; working in a smaller group enables this to happen. Particular strategies may be advised through outside agencies, such as LSAT.</p> <p>Some focus groups will target specific areas of difficulty within a subject, if there is a gap in learning due to absence or an isolated difficulty. Other interventions may aim to build basic knowledge eg number bonds – these may take place over a long period to enable the child to absorb and place in long-term memory. Other interventions may aim to develop “layered” skills such as inference skills or vocabulary building. These may be ongoing or repeated, if the pupil needs explicit teaching.</p> <p>Following assessment and graduated response, it may be necessary to call upon the expertise of the LSAT team to conduct targeted assessments of various cognitive and academic skills.</p>	<p>Learning objectives are specific; these will be attained if the support is effective. Tried and tested strategies are used; training is provided where appropriate.</p> <p>Pupil progress meetings ensure focus is on impact of interventions.</p> <p>SENCo refers pupil to LSAT in discussion with teachers. SENCo highlights key information in report; all staff involved have a copy as well as parents. Teachers will enable implementation of</p>	<p>Class teachers With support from the SENCo, where required.</p> <p>SENCo</p>	<p>Regular ongoing review with all teachers and TAs involved in interventions.</p> <p>Half termly</p> <p>Half termly</p>

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?
	<p>Time to talk and Socially Speaking programmes Booster Sessions KS2 (course costs/resource costs/TA wages)</p> <p>Referral to the Learning Support Advisory Team/Behaviour Support Advisory Team (LSAT/BSAT)</p>	<p>The LSAT will then make recommendations to help us support the pupil's learning.</p> <p>Occasionally, when a child's needs present a significant barrier to learning, that the teaching staff have been unable to overcome, we request the assistance of an Inclusion Mentor from the BSAT team. The Inclusion Mentor supports the child for a set period, and offers advice to the teacher and TAs involved.</p>	<p>proposed strategies where appropriate.</p> <p>Impact in the classroom is monitored; regular dialogue with Inclusion Mentor</p>	SENCo	Half termly
Improved emotional wellbeing, confidence and aspirations for all children in school, with a particular focus on those with SEMH needs, as well as children with no special educational need per se but also with issues of anxiety and low self-esteem.	<p>Maintain the good relationships between staff, pupils and families to enable confidence building and dialogue. Regular Forest Schools opportunities with trained HLTA. School has invested in a whole school wellbeing programme through Telford and Wrekin: Future in Mind</p> <p>Time to Talk, vocabulary groups, Socially Speaking: these interventions may have a dual aim of improving confidence and self-esteem, as well as promoting language skills and encouraging children to express their feelings appropriately. Participation in the Cool Kids programme may be suitable. (TA led).</p>	<p>To work through anxiety and build self-esteem. To help children express their feelings in appropriate ways. To build confidence to promote full participation in class activities.</p> <p>To build confidence and social skills, as well as language skills, to promote readiness for learning and to enable full access to curriculum. Cool Kids, in addition to its primary aim of improving co-ordination and body awareness, also helps with confidence and settling into class, which in turn leads to better concentration.</p> <p>Raise aspirations</p>	<p>Regular dialogue between class teachers and support staff along with Learning Mentors as necessary. Monitor children in classroom.</p> <p>Regular feedback from those leading the groups; monitor emotional behaviours to assess progress. Monitor participation in class discussions.</p>	<p>Class teachers and SEN lead</p> <p>Class teachers</p>	Half termly

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?
Good language skills and good attention skills	<p>Implement appropriate interventions: Time to Talk, vocabulary groups (including pre- and post-tutoring, Socially speaking additional extended guided reading: these interventions promote social skills and language skills.</p> <p>Auditory Memory/Attention Skills workshop</p>	<p>These sessions aim to improve specific language skills, such as inference skills, and the understanding of higher-order questions, build vocabulary and vocabulary acquisition strategies (so that vocabulary range matches ability, at least), confidence in expressing ideas as well as interaction skills.</p> <p>This is part of enabling pupils to access the whole curriculum, participate fully in classroom activities and reach their potential. This aims to build listening and attention skills as well as strategies for remembering multi-step instructions or key information. This may also improve resilience.</p>	<p>Group leaders feed back to teachers; teachers monitor impact in the classroom.</p> <p>Assessment at end of the programme.</p> <p>As programme progresses, a record may be kept of progress and/or difficulties</p> <p>Assess speaking and listening skills regularly.</p> <p>Monitor participation in class discussions. Assess inference skills in guided reading and reading assessments.</p>	Class teachers supported by SEN lead and SENDco	
Total budgeted cost			TA support KS1		£2,900
			TA support KS2		£13,300
			<i>Sub-total for Targeted Support</i>		<i>£16,200</i>

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?
Overall wellbeing of all children	Great positive relationships across this small school- everyone knows everyone really well in a small community: staff are alert to any changes in the pupils and families. Referral to appropriate outside agencies where appropriate: SALT EP OT CAMHS (costings per referral) Forest school resources CiC free music lessons Physiotherapy services Behaviour support services	When a child's difficulty is impacting on academic achievement, life skills and wellbeing, it may be important to call upon specialist advice and/or diagnosis Individual music lessons to develop a skill, enhanced self-esteem.	Regular SEN meetings to ensure all children's needs are being met. Number of pupils who perform and continue with tuition with enjoyment.	SENCo PPG Lead (AM)	Termly
Total budgeted cost			Residential trips	£2000	
			Appropriate clubs	£700	
			Booster groups Y6	£400	
			LSAT support	£1,500	
			Music tuition	free	
			<i>Sub-total for Other approaches</i>	<i>£4,600</i>	

Total Budgeted Cost 2018-19

£20,800

• Review of expenditure				
Previous Academic Year 2017-2018		£25,630		
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 improve attainment and ensure expected progress for all pupils, with a particular focus on pupils eligible for PP	Quality First Teaching: inclusive approach Monitor pupil progress through termly pupil progress meetings; SMART targets are set and interventions /differentiated support are considered and put in place.	% expected progress Reading 75 Writing 50 Mathematics 75 % expected attainment Reading 75 Writing 75 Mathematics 75	Focussed support enabled pupils to make accelerated progress.	SENCo support HLTA booster group support £4,666
			<i>Sub-total for Quality of teaching for all</i>	<i>£.4,666</i>
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 improve attainment and ensure expected progress for all pupils, including those eligible for PP (including the more able) and/or with SEN	Introduce focus groups led by TA or by the teacher to enhance learning. It may also be appropriate to differentiate learning objectives; or introduce more personalised programmes in the form of specific interventions; or use particular strategies. Small group support and boosters	Focus group work contributed to the accelerated progress of pupils. Those who also had SEND benefitted from tutoring and specific interventions.	1:1 support and small group work by TA's who received regular training was effective and will continue to be put in place.	KS2: £3,840 KS1: £12,418
			<i>Sub-total for Targeted support</i>	<i>£17,258</i>

iii Other approaches				
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
Overall wellbeing of all children	Referral to appropriate outside agencies where appropriate: SALT EP OT CAMHS (costings per referral) Forest school resources Philosophy for children Music tuition Mindfulness PD day.	Specific support from specialist teachers enabled some pupils to benefit. Enhanced self esteem Number of pupils who perform and continue with tuition with enjoyment. Enhance the opportunities to learn to play a musical instrument. Enhanced self-esteem.	Strategies were effective and continue next year. LSAT early identification of needs and EP support enabled strategies to be implemented and impact measured. Socially speaking group Residential visits gave pupils increased confidence. Enhanced self-esteem.	LSAT £1500 Socially speaking £580 Residential £1000 Music £600 £3,680
			<i>Sub-total for Other approaches</i>	<i>£3,680</i>

Total Spend 2017-18

£25, 604

• Additional detail