

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

Statement 2019-20

1. Summary information					
School	St Saviour's C of E Primary School				
Academic Year	2019-20	Total PP budget	£99,390	Date of most recent PP Review	Sept 2019
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy	Jan 2020

2. Current attainment		
Based on Summer data	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	85% Based on summer data	83% (whole school) 65% (Nat Ave) Based on Summer data
% attainment in reading	85% Based on summer data	83% (whole school) (Nat ave 73%) Based on Summer data
% attainment in writing	92% Based on summer data	93% (whole school) (Nat Ave 78%) Based on Summer data
% attainment in maths	92% Based on summer data	95% (whole school) (Nat Ave 79%) Based on Summer data

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
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 (<i>issues which also require action outside school, such as low attendance rates</i>)	
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		
	Desired outcomes and how they will be measured	Success criteria
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 are from accessing the range of enrichment, clubs and events that are embedded across the school due to financial reasons	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.
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

2019-20

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	Review implementation/ cost.
All pupils achieve at ARE or above the difference between PP and non PP children is diminished 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 Expectations and Exceeding Age Related Expectations at KS1 & KS2	<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 Additional teacher in Y6 and Y2 allows for quality first teaching in smaller streamed groups</p> <p>Booster classes to take place after school for Y6 Achievement school on Saturday will support our PP children to further consolidate their understanding of maths, grammar and reading</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 focused and individual attention.</p> <p>Streams/Interventions to be covered by qualified teachers. 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.</p> <p>Evidence shows that there is an 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/ PP Lead	<p>Interim reviews – January and April Formal review July based on Teacher Assessment Formal review</p> <p>September following validated data at the end of Key stage</p> <p>£25,900</p> <p>£199,300</p> <p>£21,500</p>
Employ ukulele teacher who teaches cello to our Y3, 4 and 5 pupils.	Once a week, the ukulele teacher from the music centre will teach children to play the cello. She rotates year groups every term so all the children get the	<p>Evidence shows that learning to play an instrument further supports academic classroom learning.</p> <p>Offering our PP the chance to play an instrument which they would otherwise not</p>	Set clear expectations 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 ukulele and begin to play simple notes.	SLT ukulele teacher Y3, 4 and 5 teachers	<p>Interim reviews – January and April</p> <p>Formal review July</p> <p>Formal review September</p>

	chance to play. At the end of the unit, children can share their learning.	usually have the opportunity to do so thereby raising aspirations. Learning to play music encourages children to take turns, listen carefully and encourage each other.	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		£3,600
Total budgeted cost					£250,300

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	Review implementation/ cost
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
To participate in a number of trips linked to topics in each year group so that children have detailed knowledge of the subject area.	To provide new experiences and opportunities for PP children linked closely to the curriculum within each year group.	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	PP co-ordinator to monitor registers with regards to attendance of PP pupils on the identified trips for each year group. Teacher feedback shows increased level of engagement in lessons. Outcomes of pupils work reflects the additional opportunities within their work.	SLT Teachers 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 raise 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>Saturday Plus offered to Y6 children from 12.30-14.00</p> <p>Easter school for Y2, 3, 4, 5 and 6</p> <p>February school for Y6</p>	<p>To use every opportunity in the year to give every one of our PP students the best chance to consistently work at age related expectations in all subjects and show ambition to strive for better still.</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 are closing.</p> <p>Further opportunities for children to learn new knowledge and skills on Saturdays and in the Easter break</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 the end of Key stage</p> <p>£4,500</p> <p>£15,900</p> <p>£3,900</p> <p>£1,500</p>
<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. 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 the end of Key stage</p> <p>£3,000</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 the 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 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 backgrounds</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 the end of Key stage</p> <p>£500</p>

Improved social, emotional, physical and spiritual well being through the provision of sports activities and consultation sessions during lunch	Employ an additional sports coach to support our most vulnerable pupils during lunch and the first lesson after lunch To use the learning mentor during lunch to resolve potential conflicts through mediation	PP students learn to work and play together to overcome challenges by compromising and communicating effectively. Special activities are planned for children to learn how to work together and support each other. Where children play well during lunch, they are calmer, more settled and focussed for their afternoon learning.	Carefully select children to work with the PP sports coach and learning mentor Instruct the coach of his remit which is to aid play, support games and enable students to resolve conflicts Closely monitor the work the sports coach and learning mentor do Ensure they feedback daily to SLT and the class teacher so that good work continues in class. PP attainment improves due to outstanding outdoor provision	SLT Class teachers Sports coach Learning mentor	Interim reviews – January and April £1,500
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Total budgeted cost £30,800

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.	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 a basic human right, Providing care will support low income families in being able to access employment which is beneficial for families and children.	Extended schools lead and 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	SLT PP Lead	Interim reviews – January and April Formal review July based on Teacher Assessment Formal review September following validated data at the end of Key stage
To offer topic based trips and whole day learning experiences to all our PP students	Ensure pupils are visiting places they would not normally be able to see.	Evidence shows that rich and memorable experiences give pupils a platform to make connections between events. Children are able to re-visit memories of real life experiences and apply this in their learning	Book all the trips in September Inform parents and carers about the trips well ahead of the time. Offer each of the trips for free, including travel, so the day out is accessible for all our PP students	PP lead HoS	Review at the end of July to consider the impact

		Having experienced something means you can speak in an informed manner about a topic by using your acquired knowledge and skill	Y1 London Eye and aquarium Y2 Kidzania Y3 Greek experience Y4 Seaside trip Y5 Planetarium Madame Tussauds and Planet Holly Wood Dinner Y6 Houses of Parliament and afternoon tea		
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			

Previous Academic Year			
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)
All pupils achieve at ARE or above the difference between PP and non PP children is diminished	TA has a RWI group 1 Hour / day TA reading intervention group 1 hour 2 days/week	Intervention groups have been taking place for our PP students throughout the year with targeted support put in place to ensure gaps are immediately closed. Rigorous assessment and thorough marking has allowed intervention teachers to correct interventions and teach next steps.	Our provision mapping and teacher and TA led intervention programme has enabled our PP students to attain in line with their peers. In 2019-20 we will introduce the pre-teach model where intervention teachers work with pupils on knowledge and skills they need in future lessons. This will allow the pupils to feel confident and motivated when learning in class.
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	Speed reading in soft start and timetabled session in Year 4 and 5 have further strengthened reading stamina, scanning and skimming, quick retrieval and inference skills. This additional 10 minute reading time has shown that pupils are quicker to task and can use these skills to answer questions confidently. Lunch time reading club for PP children in Y 3, 4 and 5 has promote reading for leisure and books read and school were taken home. As a consequence of pre-reading, pupils feel empowered to contribute to discussions. Additional reading lessons in Saturday Plus has supported the children further to read with greater confidence in class and in school.	Reading club, saturday Plus and speed reading have made a direct impact on our reading data for PP as the gap between all pupils and PP is minimal. The current Y3 pupils (year 4 in 2019-20) will benefit from personal reading books for every child. Stream teaching and PP in class guided groups will further strengthen reading skills so that by the end of the autumn term the gap is negligible. Targeted reading interventions, booster, achievement school and Saturday Plus will continue again in 2019-20

Group	Expected	Reading	Writing	Maths
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Year 1 - All	19	21.2	19.9	20.5
Pupil Premium (1 pupil)	19	20	20	20
Year 2 - All	22	24.5	23.5	24.5
Pupil Premium	NA	NA	NA	NA
Year 3 - All	25	27.3	25.8	27.6
Pupil Premium	25	25.7	24.5	27.0
Year 4 - All	28	29.9	29.3	31.1
Pupil Premium	28	30.0	28.9	30.9
Year 5 - All	31	32.6	31.3	32.8
Pupil Premium	31	32	31.2	32.3
Year 6 - All	34	34.8	36.3	35.4
Pupil Premium	34	35.1	36.1	35.1

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)
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	<p>This year, we have been able to offer a wide range of clubs for our students. All clubs have been very well attended by our PP children. We have been able to offer subsidised services for our PP students for our ASC and BC clubs.</p> <p>Our free Easter school was particularly popular with our PP students as all in all 120 children attended each of the four days and Saturday Plus continues to be well attended with at least over 20 children attending every week.</p>	<p>Saturday achievement school is always well attended and children in Y6 enjoy coming to school. In 2019-20 we will offer our PP children the option to stay on for longer at Saturday Plus to further develop reading skills.</p> <p>Pupils particularly enjoyed the sports clubs led by teachers so we are to increase the amount of sports on offer in 2019-20 with new sports being introduced.</p>
To participate in a number of extra trips linked to topics in each year group so that children have detailed knowledge of the subject area.	To provide new experiences and opportunities for PP children linked closely to the curriculum within each year group.	<p>PP children from all year groups have had the opportunity to go on exciting and curriculum based trips- ranging from Gilwell Park for Y1 pupils, a subsidised trip to the zoo for EYFS to a trip to the Imperial War Museum in Y6. These trips have contributed to rich experiences that pupils will not forget.</p>	<p>Our creative curriculum for 2019-20 allows us to book even more eventful trip for all classes.</p> <p>For our PP children, we continue to be ambitious in 2019-20:</p> <p>Y1 London Eye and aquarium</p> <p>Y2 Kidzania</p>

		<p>PP children have been able to visit additional places such as the HP Headquarters, the Walthamstow Wetlands, Oxford and Cambridge university and</p>	<p>Y3 Greek experience</p> <p>Y4 Seaside trip</p> <p>Y5 Planetarium Madame Tussauds and Planet Holly Wood Dinner</p> <p>Y6 Houses of Parliament and afternoon tea</p>
<p>To raise 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 Additional teacher takes a class so teachers can do Interventions two afternoons per week across Y1 – Y5 Additional teacher in Y6 allows for quality first teaching in smaller streamed groups</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</p>	<p>Both free offers for PP children for Saturday Plus and Achievement school has been popular as ever.</p> <p>Easter school was very well attended by children from Y2, 4, 5 and 6.</p> <p>A range of after school booster sessions has taken place throughout the year which most of our PP children attended.</p> <p>This has resulted in our PP children in year six reaching a combined score of 85% which is 2% more than the combined score for all pupils</p> <p>Internal school data demonstrates that all data including Pupil Premium is in line or close to non-pupil premium. In Year 6, the pupil premium children have outperformed their peers with a combined score of 85%.</p> <p>The additional funding and resources provided to support these children in achieving well. necessitate both additional learning opportunities as well as cultural capital opportunities that enable them to access and understand context of learning which is a significant barrier to PP as well as other children.</p>	<p>Our extended school proves effective and therefore we will continue with the same offer in 2019-20.</p> <p>Achievement school and booster sessions will start earlier this coming year (week 2 of the autumn 1)</p> <p>Work with parents on attendance and offering BC places has meant we could work with some of our PP students from 8.40 onwards. A further push on attendance for our PP students in particular will give us additional opportunities to teach reading in the morning</p> <p>As there are still children in school who qualify for PP funding, we will organise a PP information evening where we offer parents support with applications.</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 the future.</p>	<p>PP Y6 students visited Cambridge University and toured the city itself. Not one of the pupils had ever been to Cambridge and they all spoke very positively about the city. They were 'surprised' that they could study there as well which motivated them to succeed in their learning.</p>	<p>On top of organising a trip to Oxford or Cambridge, we will invite an old student from SS who now studies at Cambridge.</p> <p>We will also book a 'meet the student' session, where they can discuss university ambitions with students from a similar background.</p>

i. 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
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>We have new caterers coming to SS and the food has been much improved. Children enjoy their lunches and they speak positively about the lunches served.</p> <p>We support a number of disadvantaged families by providing them with free a free BC option, thus ensuring that children start the day with a good breakfast.</p> <p>All the children at SS are offered free bagels in the morning.</p>	<p>The school council has played a significant role in deciding which caterer to go for. What would be further useful is for them to have the opportunity to review the quality of the food provided and have half termly meetings with the cook.</p> <p>We will continue to offer free BC for those families that need it and the response has been very positive from families.</p> <p>The bagels are popular with all children and staff so we will continue this in the new year.</p>	

6. 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.