

# St Margaret's at Cliffe Primary School Pupil Premium Strategy Statement 2018- 2019:



Summary information					
<b>School</b>	St Margaret's at Cliffe Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£11,130 Sept '18 to March 2019	<b>Date of most recent PP Review</b>	October 2018
<b>Total number of pupils</b>	209	<b>Number of pupils eligible for PP</b>	10	<b>Date for next internal review of this strategy</b>	January 2019

End of KS2 Attainment (2017-2018) 2 pupils		
	<i>Pupils eligible for PP (St Margaret's)</i>	<i>National average (All pupils)</i>
% achieving in reading, writing and maths	0%	64%
% achieving the expected standard in reading	0%	75%
% achieving high score in reading	0%	28%
% achieving the expected standard in writing	100%	78%
% achieving greater depth in writing	0%	20%
% achieving the expected standard in maths	0%	76%
% achieving the expected standard in GPS	0%	78%
% achieving high score in GPS	0%	34%

KS2 Average Scaled Scores (2017-2018) 2 pupils		
	<i>Pupils eligible for PP (St Margaret's)</i>	<i>National average (All pupils)</i>
Average Scaled Score in Reading Test	86	105
Average Scaled Score in Maths Test	88	104
Average Scaled Score in GPS Test	90	106

KS1 Attainment (2017-2018) 1 pupil		
	<i>Pupils eligible for PP (St Margaret's)</i>	<i>National average (All pupils)</i>
<b>% achieving the expected standard in reading</b>	100%	75.4%
<b>% achieving the expected standard in writing</b>	100%	69.9%
<b>% % achieving the expected standard in maths</b>	100%	76.1%

### 1. 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)*

<b>A.</b>	The comparatively high number of PP pupils who also have SEN – 2018-2019 academic year 40%, 2017-2018 academic year 57%
<b>B.</b>	Behaviour, social and emotional well-being – of 2 children with specific needs which affect their learning
<b>C.</b>	Access to extra-curricular activities: educational visits, music lessons, participation in sports competitions.

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

<b>D.</b>	2017-2018 – poor attendance was an issue for 3 PP children. In 2018 – 2019 this is likely to be an issue for 2 pupils, also attendance of the parents to meetings
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### 2. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved learning outcomes in Reading, Writing and maths (greater proportion reaching expected levels)	100% non-SEN pupil premium pupils reaching expected STEPS in Reading, Writing and Maths. (6 pupils)
<b>B.</b>	Improved access and attendance at clubs  Greater opportunities to attend music tuition  Pupil premium pupils attending school trips	Pupil premium pupils accessing after school clubs and attending weekly throughout the year Funding covering part/whole of music lessons Pupil premium pupils part/whole funded to attend class trips when required. Particularly residential trips in year 5 and 6.
<b>C.</b>	Improved learning outcomes by pupil premium pupils with SEN in Reading, Writing and Maths (greater proportion making above expected progress)	100% SEN/PP diminishing the difference between their STEP levels and ARE in Reading, Writing and Maths (4 pupils)
<b>D.</b>	Improved attendance at school for 2 pupil premium pupils and attendance by their parents at school meetings	Parents: Attendance at parent/carer meetings/SEN parent review meetings/meetings with SENCo. No unauthorised absent by pupil premium children

		Improvement in missed attendance/late arrivals on the 2017/2018 data for the 2 identified pupil premium pupils
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### 3. Planned expenditure

<b>Academic year</b>	<b>2018/2019 10 pupils, 4 with SEN</b>
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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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Improved learning outcomes in Reading, Writing and maths –</p> <p><u>Success Criteria:</u> 100% of pupils who are not on the SEN register achieving age expected levels</p>	<p>Pupil Premium children tracked termly and their attainment and progress monitored. Tracking data in Pupil Progress meetings used to give targeted support.</p> <p>TA Support – Maths and English Focus Groups within lessons to support small focus groups to improve understanding in reading, writing and maths.</p> <p>Additional support with reading/writing – based on targets given to TAs by class teacher. Consolidation of learning completed in class.</p> <p>All pupil premium children receive regular focused feedback on their progress and attainment</p> <p>Moderation of work across classes to ensure consistency in approach and attainment.</p>	<p>Evidence of impact demonstrated in previous academic years.</p> <p>EEF toolkit suggests very high impact/low cost for school implementing this strategy successfully</p>	<p>The progress and attainment of Pupil Premium children tracked termly. Each child is tracked individually. Each class' data is then compared to 'non-PP' and 'All children' and gaps are measured.</p> <p>This data is used termly at Pupil Progress Meetings to inform the next steps in planning for interventions and Focus Groups. When planning for Focus Groups, the school will look at pupils from across the school. There are some pupils, who are not eligible for Pupil Premium, who will benefit from these groups if their needs are similar.</p> <p>Pupil Progress Meetings are attended by the Executive Headteacher, Head of School/SENCO, and class teacher. The well-being of children in receipt of Pupil Premium is also discussed during the Pupil Progress Meetings and additional support is planned for if needed.</p> <p>The Pupil Premium data overview is on the Governors' Meeting agenda every term.</p>	SENCO/Head of School	At each pupil progress meeting termly throughout the year.

			A report is made to Governors which measures the spending and impact of Pupil Premium in relation to Kent and national data after the KS1 and 2 SATs.		
Improved access and attendance at clubs Greater opportunities to attend music tuition	Improved access and attendance at clubs  Music tuition  Pupils are able to participate fully in school trips		<p>Social skills are developed through participation in a club. Pupils enjoy the experience of being at school and are keen to stay later to participate in chosen activities. Talents in non-academic subjects are nurtured and celebrated and self-confidence is improved.</p> <p>Chance to learn a musical instrument and nurture a love of music. Celebrate achievements – improved confidence and well-being. A chance to develop a talent in a non-academic subject.</p> <p>Learning is supported by trips that are carefully planned to enhance the school's curriculum. Social skills, independence, perseverance and team-work are developed through participation in group activities.</p>		
<b>Total budgeted cost</b>					£8189.00

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Improved learning outcomes by pupil premium pupils with SEN in Reading, Writing and maths (greater proportion reaching expected levels)</p> <p>TA support for PP</p> <p>TA support with SEN to improve learning outcomes.</p> <p>TA in-house training</p>	<p>1:1 and/or small group targeted interventions (afternoons) planned to cater for individual needs under guidance of SENCo</p> <p>Pupils who are on SEN register and in receipt of Pupil Premium have their individual targets reviewed regularly and aspirational targets are set for their progress.</p> <p>In-house training to contribute to improved learning outcomes with groups of pupils.</p>		<p>Termly pupil progress meetings with Executive Head and Head of School/SENCo to challenge progress and plan for targeted support as necessary.</p> <p>Support interventions staff to support intervention for pupils who are not on track to reach targets</p>		
<p>Support those children with behaviour/social/emotional/family difficulties. Improved well-being</p>	<p>Establishment of a pupil well-being log and weekly meeting.</p> <p>Boxall Profiling used to monitor progress in class and measure impact of strategies</p>	<p>Evidence of this strategy successfully working at St Mary's Dover.</p> <p>Previous evidence of this strategy has demonstrated improved outcome for disadvantaged children.</p>	SENCo	Head of School	
<b>Total budgeted cost</b>					£2941.00

4. Review of expenditure			
Previous Academic Year		2017-2018 14 pupils, 8 have SEN. PP Budget : £16,170.00	
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)
Combined Reading/Writing/Maths at age expected expectations at end of year	QFT  Target setting  Pupil progress meetings  Summative assessment – Holborn, Headstart maths  Y6 Booster work	YR (2 pupils) GLD 50% Y1 (1 pupil) Reading/Writing/Maths Step 6+ 0% Y2 (1 pupil) Reading/Writing/Maths EXS+ 100% Y4 (6 pupils) Reading/Writing/Maths Step 15+ 50%  Y5 (2 pupils) Reading/Writing/Maths Step 18+ 50% Y6 (2 pupils) Reading/Writing/Maths EXS+ 0% 6 out of 14 pupils achieved ARE	Interventions need to be co-ordinated by the SENCo rather than the class teachers.
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)
Progress of SEN PP children to be at least in line with non-PP peers and national expectations.	As above and interventions:-  Stareway to Spelling  Toe by Toe  Maths on Track  Y6 Booster  Reading Booster  Letters and Sounds	YR (1 PP pupil also SEN) Met ELGs in Reading/Writing/Maths  Y1 (1 PP pupil also SEN) 100% expected progress (of 3 steps) in Reading/Writing/Maths  Y4 (3 PP children also SEN) 66% expected progress in Reading, 33% in Writing, 33% expected progress in Maths  Y5 (1 PP child also SEN) 100% expected progress, indeed 4 steps progress which is accelerated  Y6 (2 PP children also SEN) Neither achieved expected standard in Reading 100% expected standard in Writing Neither achieved expected standard in Maths	Maths on Track should not be linked to class teaching as a differentiated in- class activity but should be used as a standalone intervention with the programme followed closely.  The number of interventions being used for each child should be limited so that the programme can be completed and impact reviewed before another starts.  Stareway to Spelling has been a newly introduced intervention. In order to better support SEN PP children in the next academic year CPD for TAs is planned.