

**St Margaret's-at-Cliffe Primary School – Pupil Premium Statement of Impact 18/19
Action Plan for Spending 19/20**

Executive Head Teacher:	Helen Comfort	Chair of Governors:	John Dexter
Head of School:	Rachel Hindle		

Pupil Premium Profile (2018-2019)

Number of eligible pupils	11
Total pupil premium budget:	£14,520

In 2018-19 the school used the Pupil Premium funding in the following ways:

Contributions towards trips, visits, clubs, and residential	Staff to support pupils with pastoral issues ie: nurture, talk time	Curriculum enrichment activities beyond the classroom
TA planning, delivering and assessing intervention programmes in reading, writing, mathematics and Grammar, Punctuation and Spelling (GPS) in the afternoons	Contributions to music lessons – enrichment activities	Staffing to facilitate improvement in rates of attendance and reduce persistent absenteeism.

KS2 attainment in 2019

KEY STAGE 2	Pupils eligible for PP 2018-2019	All Pupils (National 2019)
% achieving EXPECTED in reading, writing and maths	100% (2 pupils)	65%
% achieving EXPECTED in reading	100%	73%
% achieving EXPECTED in writing	100%	78%
% achieving EXPECTED in maths	100%	79%
% achieving EXPECTED in SPAG	100%	78%

% achieving GREATER DEPTH in reading,	0	27%
% achieving GREATER DEPTH in writing,	0	20%
% achieving GREATER DEPTH in maths,	0	27%
Progress score in reading	4.4	0
Progress score in writing	3.0	0
Progress score in maths	4.7	0
KS1 attainment in 2019		
	Pupils eligible for PP 2018-2019	All Pupils (National 2019)
% achieving EXPECTED in reading	100% (1 pupil)	75%
% achieving EXPECTED in writing	0	69.2%
% achieving EXPECTED in maths	100%	75.6%
% achieving GREATER DEPTH in reading,	0	25%
% achieving GREATER DEPTH in writing,	0	14.8%
% achieving GREATER DEPTH in maths,	0	21.7%
Phonics Attainment 2019		
% achieving EXPECTED in Y1 phonics	100% (2 pupils)	81.9%
EYFS – no pupil premium		

Review of impact of 2018-19 plan		
Barrier Identified	Desired outcome identified	Outcomes achieved – lessons learnt
Recent decrease in achievements made by pupil premium children in National Tests at expected levels	100% pupil premium pupils reaching expected STEPS in Reading, Writing and Maths. Those who are 'falling behind' making accelerated progress.	<p>100% of KS2 Pupil premium children achieved expected levels in reading, writing and maths</p> <p>In KS1 pupil premium pupil achieved expected in reading and maths. The one pupil made above expected progress in writing although missed achieving expected level. In Year 1 phonic screen the one pupil premium pupil passed.</p> <p>Interventions are now analysed closely with pre and post tasks taken and clear objectives established. TAs who deliver interventions are more closely supported by HoS/SENCO.</p> <p>Diminishing the difference with steps</p>

		<p>In Year 1: pupils made 3 steps progress and are at age related expectations. Year 3: pupil made 3 steps progress maintained GDS in reading, Year 5 has 6 pupils in receipt of pupil premium, their progress is shown in the chart below. The chart also shows where pupils are working at expected levels and greater depth for the year group:</p> <table border="1" data-bbox="1034 411 2029 852"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">maths</th> </tr> <tr> <th>Progress</th> <th>Attainment</th> <th>Progress</th> <th>Attainment</th> <th>Progress</th> <th>Attainment</th> </tr> </thead> <tbody> <tr> <td>Pupil 1</td> <td>3</td> <td>GDS</td> <td>2</td> <td>EXS</td> <td>3</td> <td>GDS</td> </tr> <tr> <td>Pupil 2</td> <td>3</td> <td>GDS</td> <td>4</td> <td>GDS</td> <td>3</td> <td>GDS</td> </tr> <tr> <td>Pupil 3</td> <td>3</td> <td>EXS</td> <td>4</td> <td>EXS</td> <td>4</td> <td>EXS</td> </tr> <tr> <td>Pupil 4</td> <td>4</td> <td>GDS</td> <td>3</td> <td>EXS</td> <td>3</td> <td>EXS</td> </tr> <tr> <td>Pupil 5</td> <td>3</td> <td></td> <td>6</td> <td></td> <td>4</td> <td>EXS</td> </tr> <tr> <td>Pupil 6</td> <td>3</td> <td></td> <td>2</td> <td></td> <td>2</td> <td></td> </tr> </tbody> </table>		Reading		Writing		maths		Progress	Attainment	Progress	Attainment	Progress	Attainment	Pupil 1	3	GDS	2	EXS	3	GDS	Pupil 2	3	GDS	4	GDS	3	GDS	Pupil 3	3	EXS	4	EXS	4	EXS	Pupil 4	4	GDS	3	EXS	3	EXS	Pupil 5	3		6		4	EXS	Pupil 6	3		2		2	
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<p>Low numbers of pupil premium pupils accessing after school clubs, receiving instrument tuition and attending wider school trips.</p>	<p>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 Swattenden (Year 5) and Hardelot (Year 6)</p>	<p>Pupil premium children do not have to pay for after school clubs. Where possible pupil premium children given priority over place. 82% now attend ASC. 2 pupils now have guitar lessons funded by pupil premium. Pupil premium paying 50% of trips for families has supported 100% of Pupil Premium pupils to attend: including Swattenden and Hardelot.</p>																																																							
<p>Improved learning outcomes by pupil premium pupils with SEN in reading, writing and maths (greater proportion</p>	<p>100% SEN/PP diminishing the difference between their STEP levels and age related expectation in Reading, Writing and Maths</p>	<p>100% of KS2 Pupil Premium children achieved expected levels in reading, writing and maths Both these pupils were on the SEN register</p>																																																							

<p>making above expected progress)</p>		<p>In KS1 one Pupil Premium pupil, also on the SEN register achieved expected in reading and maths. The one pupil – made above expected progress in writing although missed achieving expected level. In Year 1 phonics screen both pupils passed.</p> <p>KS2 yr 6 Reading Pupil 1 scaled score 108 Pupil 2 scaled score 103</p> <p>Writing : both pupils achieved expected levels</p> <p>Grammar, Punctuation and Spelling Pupil 1 scaled score 106 Pupil 2 scaled score 106</p> <p>Maths Pupil 1 scaled score 109 Pupil 2 scaled score 105</p> <p>In year 1 the pupil premium child with SEN passed the phonics screen achieving a score of 38. Year 1 SEN pupil at EXS in all areas Year 5 SEN pupil made 3 steps progress in reading 6 in writing and 4 in maths Second pupil made 3 steps in reading and 2 in writing and maths</p>
<p>Improved attendance at school for 2 pupil premium pupils and attendance by their parents at school meetings</p>	<p>Parents: Attendance at parent/carer meetings/SEN parent review meetings/meetings with SENCo. No unauthorised absences by Pupil Premium children Improvement in missed attendance/late arrivals on the 2017/2018 data for the 2 identified pupil premium pupils</p>	<p>Pupil A: Attendance year ending July 18: 83.7% 13.2% authorised 3.1% unauthorised. Attendance year ending July 19: 93.9% 3.2% authorised 2.9% unauthorised Pupil B: Attendance at previous school included in records received: 63% Attendance year ending July 19: 83.4% 13.9% - authorised Unauthorised 2.6% Meeting with one family has been challenging and no meetings were attended we have had occasional phone conversations. The second family has attended meetings when requested and worked hard to improve attendance.</p>

Pupil Premium Action Plan 2019-20
Currently: 10 pupils (as of 18.11.2019)

Barriers to future attainment for PP eligible pupils at our school

A		SEN needs of Pupil Premium children who are close to age related expectation (45%)		
B		Higher ability prior attaining Pupil Premium children are not always maintaining high achievement		
A				
Desired outcome	Chosen action/approach	How will we ensure that it is implemented well	Staff lead	When will we review implementation?
Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and previous key stage. Where possible they exceed prior attainment standards.	<p>Continual focus of teachers' expectations of PP pupils and provision of challenge for these children in all lessons. Staff aware of 'falling behind' children and who they need to target</p> <p>Provision of high quality interventions and small group sessions to ensure disadvantaged pupils keep up and catch up.</p> <p>Books and equipment to support the delivery of interventions and individualised learning to be purchased to increase interaction and enthusiasm in maths, reading and writing.</p> <p>Regular monitoring of subjects by SLT and Subject Leaders to ensure that teaching is good or better and that good/outstanding practice is being shared regularly across the school.</p>	<p>Through PP progress discussion Monitoring of books and learning walks Data analysis Increased percentages of outstanding practices seen.</p> <p>Executive Head teacher and Head of School to provide constructive feedback to staff and where required pair up teachers for coaching programme based on individual needs and experiences.</p> <p>Maths and English lead to research and monitor the use of resources to support attainment of pupil premium pupils</p> <p>Staff take responsibility for determining the additional resources that pupils need in order to achieve well. Appropriate requests for resources are met quickly so that pupils can make the quickest possible progress.</p> <p>Pupil Premium pupils carefully tracked and monitored across the school. Pupils with low literacy levels provided with</p>	SLT Subject leads	On going through the year.

	<p>Parents made aware of expected attendance levels when they fall below 90%. Support to be individualised.</p> <p>For disadvantaged pupils with literacy difficulties, the Pupil Premium funding is used to meet their individual needs in order to remove this barrier to learning.</p>	<p>additional support so that basic skills can be developed properly.</p>		
B				
<p>Higher ability prior attaining Pupil Premium children are not always maintaining high achievement</p>	<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and previous key stage.</p> <p>Relevant training is provided to ensure the provision for our disadvantaged pupils is of high priority and we are up to date with our current programmes</p>	<p>All of the points above should also be read with relevance to this target.</p> <p>Higher performing Pupil Premium children to work within adult led groups to ensure they are continuing to meet aspirational targets.</p> <p>Higher ability pupils to be effectively challenged in every activity.</p> <p>A major drive for independent learning, the development of thinking skills and clear assessments that support learning.</p>		