

Pupil premium strategy statement (Primary)-St Thomas of Canterbury School 2018-19

1. Summary information							
School	St Thomas of Canterbury Primary School						
Academic Year	2018/19	Total PP budget £26,000		Date of most recent PP Review	Nov'18		
Total number of pupils	240	Number of pupils eligible for PP	24	Date for next internal review of this strategy	Nov '19		
2. Current attainment (Data for 2017/18 KS2)							
Number of PP children in Y6 2017-18 = 5			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)			
% achieving expected standard or above in reading, writing & maths equivalent)			60%	64%			
% reaching expected standard in reading			60%	75%			
% reaching expected standard in writing			100%	78%			
% reaching expected standard in maths			80%	76%			
3. Barriers to future attainment (for pupils eligible for PP)							
In-school barriers							
A.	Other year group data shows that there is a small gap in attainment between the small PP cohort and non PP-check with Jan'19 data						
B.	Low numbers of PP children in school mean we have to look at more subtle, innovative ways to raise standard and profile of PP ch.						
C.	Across the PP cohort, there is no common theme of barriers, rather, each child has individual challenges including some children with SEN						
External barriers (issues which also require action outside school, such as low attendance rates)							
D.	Pupil Premium children have attendance of around 94% compared to 97% in non PP children (data as of Jan'19).						
4. Desired outcomes				Success criteria			
A.	Staff training and monitoring Consistency of approach in teaching and learning across school in supporting PP pupils to attain in line or above non-PP pupils. Consistency in using and applying knowledge of data systems in school by CTs (Educater)			Consistency is evidenced by TOAP and progress in all areas of School Improvement Plan. Pupil Progress presentations to include data from Educater.			
B.	Removing barriers to learning			Improved fluency on RWI programme (specific pupils only).			

	All PP children show improved reading skills	Improved confidence in learning (taken from Myself as a Learner questionnaires). Improved standardised scores on Stars assessments and level within Lexia.
C.	<p>Celebrating success; engagement with parents; improving relationships.</p> <p>The school has in place a simple system for supporting all pupils to reflect on and develop their learning behaviours.</p> <p>Positive achievements and learning behaviours are shared with parents.</p> <p>For all CTs to establish a positive working relationship with PP in their classes.</p>	<p>Improvements in Commitment to Learning scores and early identification of any potential barriers facing children in their school life (through audit).</p> <p>Information on learning behaviours shared with parents via parents' evenings and termly reports.</p> <p>Child voice obtained from audit.</p> <p>Pupil questionnaires and Pen Portraits to be completed with CTs 1-1.</p>

5. Planned expenditure									
Academic year 2018-19		£26,000 total (£24,000 – staffing/training) (£2,000 – resources)							
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?				
Total consistency of teaching approaches across school	Maths Mastery; Teach Like a Champion techniques; RWI; A broad and inspiring	Reference book and articles. Research literature in schools with high levels of social deprivation.	Monitoring by SLT Learning Walks TOAP Subject development plans	Maths – JR Teaching and learning – LC Curric – SL	Subject development reports are updated every 2 weeks with LC/SL Learning walks Classroom observations by SLT				

	wider curriculum	Research based and accredited programmes. Wider curriculum actively promoted by OFSTED. Links in with School Improvement Plan.		RWI - LWh	Feedback from pupil questionnaires Regular reviews of TOAP
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Total budgeted cost	Staffing costs
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ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All PP children demonstrate improved reading scores on assessments (eg Lexia levels, Star assessment scores).	<p>PP (initially KS1) children who are below in reading are given opportunities to read with an adult 1-1 on a regular basis.</p> <p>Whole school focus on being a school that loves reading and every PP child to be a fluent reader ('to get children through the reading gate' – RWI)</p> <p>Children will be read to every day in class by the CT (storytime), and read within English (class text) and within RWI programme.</p> <p>Exploring the possibility of signing up to Accelerated Reader (Star</p>	<p>Choice? Fluency in reading is critical for reading development.</p> <p>Accessing good quality texts is important for vocabulary and language development.</p> <p>End of KS2 assessments indicate a lower level of reading skills in PP children.</p>	Termly Star assessments (oral reading fluency) Termly benchmarking Termly analysis of Lexia levels.	SLT/NH	July'19

	Assessments).				
Total budgeted cost					Possible cost of accessing Accelerated Reader programme (TBC)
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?
Improved confidence scores on Myself as a Learner questionnaire from autumn to summer terms.	CTs to complete Myself as a Learner questionnaires with pupils in both autumn and summer terms.	Improved CT knowledge and understanding about individual pupils' needs and views. 1-1 time encourages a positive relationship between pupils and teachers.	Send out questionnaires to CTs (Y2-6) Evaluate the questionnaires from autumn to summer.	NH	July'19
Ensuring all teachers are confident in handling data and using data to inform their practice.	Educater system – using this new school system in order to become familiar with inputting and collating data about pupils. Pupil progress presentations by CTs includes analysis of PP data.	DFE briefing paper notes: School cultures and practice: supporting the attainment of disadvantaged pupils (Aug '18)	Termly data input into Educater linked to termly Pupil Progress presentations to all staff by CTs.	LC	November '19

	PP children targeted within class provision maps.				
Total budgeted cost			No cost		

6. Review of expenditure					
Previous Academic Year		2017-18			
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)
The teaching profile (TOAP) across school shows that teachers are developing within each area of teaching in line with the high expectations of the school	SLT monitoring TRGs Lesson study Personalised CPD menu Teacher Development Pathway	CPD and teaching profile was reviewed half-termly, with each teacher meeting with a coach or mentor on at least 2 occasions each half-term	Performance development meetings (Yearly) Pupil progress presentations (termly) Learning walks around school by SLT.		TOAP system has now been refined and simplified further. 2 new members of staff into school, therefore this system will <u>continue</u> to ensure all CTs are working and developing at a high level across school.
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)
That all class teachers know their PP children well and	Individual learning plans and Pen Portraits	Raised profile of PP for each class teacher	ILPs were evidenced in planning folders and		This was a really positive way of CTs learning more about their individual PP children in class. The teachers valued the 1-1 time with the pupils.

can identify any barriers for learning	established for each PP child in school	<p>in discussions with teachers.</p> <p>Increased positive relationship with pupil and CT through 1-1 time.</p>	<p>Myself as a Learner questionnaires were also completed. Where these were completed twice at different points of the year, a rise in confidence levels were evident by pupils.</p> <p><u>This approach will be continued next year.</u></p> <p>Pen Portraits to be completed once in the first term.</p> <p>Myself as a Learner questionnaires to be completed in both autumn and summer terms and evaluated.</p>	
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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
Attendance of PP children has increased and is close to, or line with non PP peers	<p>Increased focus on attendance through individual attendance plans.</p> <p>Reference to attendance in Pupil Progress presentations.</p>	<p>There was a definite increase in focus on attendance through Pupil Progress presentations.</p> <p>Attendance plans also enabled follow up on those children with poor attendance.</p> <p>Average attendance of PP children increased from 88% to 95%.</p>	This approach will be continued as it enabled a clear focus and follow up on those with poor attendance and how this can affect learning.	
Improving literacy skills for KS2 PP children	Regular access to Lexia programme	<p>PP children had regular access to the Lexia intervention.</p> <p>All pupils made 2-4 levels of progress within the year, with one pupil making 6 levels of progress! Only one pupil made no progress (this was due to additional SEN).</p>	Continue to focus on PP children to access the Lexia programme on a regular basis in school.	<p>£2,600</p> <p>Renewal of license for 36months</p>

All PP pupils to have access to breakfast or after school club provision if required	Subsidised rate for PP families	With the class 8 pupils attended breakfast club and after school club regularly.	Not many families take up this provision, but it is valued by those families that do, so this will continue to be offered.	£1,840
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Provision to continue from evaluation of the previous academic year include the following:

- Access to the Lexia programme for PP children.
- Focus on attendance for PP children through Pupil Progress presentations, and any follow up through individual attendance plans.
- Subsidised rates for breakfast and after-school clubs.