

Pupil Premium Strategy Statement

1. Summary Information					
School	St. Elisabeth's CE Primary School				
Academic Year	2018/19	Total PP budget	£112.880	Date of most recent PP Review	September 2018
Total number of pupils	277 (299 including Nursery)	Number of pupils eligible for PP	67	Date for next PP Strategy Review	September 2019

2. Current Attainment		
	Pupils eligible for PP (School)	Pupils not eligible for PP (National Average)
Year 6 % achieving National Expectation or above in Reading, Writing & Maths (8 children)	50%	49% Nat PPE 70% Nat not PPE
% making at least expected progress in Reading (8 children)	1/8 Progress -4.8- well below	PPE Nat-Progress -0.7 National non PPE 0.2
% making at least expected progress in Writing (8 children)	4/8 Progress -0.9- average	PPE Nat-Progress -0.5 National non PPE 0.2
% making at least expected progress in Maths (8 children)	0/8 Progress -3.1- below	PPE Nat-Progress -0.7 National non PPE 0.2
Yr1 % of pupils passing the phonics screen yr 1	82% for PPE pupils	83% National
EYFS %of pupils achieving ARE/Exceeding in: (Prime) Language development areas (Prime) Physical development areas (Prime) Social and emotional areas Reading Writing Number	ARE/Exceeding 67%/33% and 0% for speaking 67%/33% HSC and 0%MH 67%/33% 67%/0% 33%/0% 67%/0%	ARE for non PPE 86% 90/91% 88-90% 77% 74% 80%

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (issues to be addressed in school)		
A.	Poor communication, language and literacy skills, reading, writing and number in the EYFS	
B	Development of higher order reading skills including inference and deduction	
C.	Development of basic skills, problem solving and reasoning skills in Maths	
D	Progress of PPE pupils across school in Reading, Writing and Maths	
External barriers (issues which also require action outside school)		
4. Outcomes (desired outcomes and how they will be measured)		Success Criteria
A.	Improved language, Reading and Writing skills in EYFS	Higher % of children passing language assessments Higher % of pupils achieving GLD in Reading, Writing and Maths Higher % of pupils achieving greater depth at the end of EYFS
B	Improvement in high order reading skills to include inference	% increase in progress scores including statutory tests-reading-across school
C	Children able to apply their learning to problem solving and reasoning activities	% increase in progress scores including statutory tests-maths- across school
D	Children to make expected progress. Children to make accelerated progress if they are currently below Age Related Expectations.	% increase in progress scores including statutory tests-reading, writing, maths and GAPS- across school

5.	6. Planned Expenditure					
Academic Year	2018/2019					
	The three headings below demonstrate how school is using Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i.	ii. Quality 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?	Cost
Increase in % of pupils making expected progress in Reading and Writing in all year groups	Use of Narrative Immersion Consultant to deliver training to teachers and TAs.	% of pupils making expected progress for each year group from their starting points.	Close monitoring by co-ordinators and SLT	English Co-ordinator SLT	Half termly	£6,300
Increase in % of pupils making expected progress in Reading and Writing in all year groups	Use of Narrative Immersion Consultant to deliver training to teachers and TAs. Overtime for TAs to attend training.	% of pupils making expected progress for each year group from their starting points.	Close monitoring by co-ordinators and SLT	English Co-ordinator SLT	Half termly	£261.00
Increase in % of pupils making expected progress in Reading and Writing in all year groups	Supply/HLTA cover to give teachers opportunity to plan with Narrative immersion consultant	% of pupils making expected progress for each year group from their starting points.	Close monitoring by co-ordinators and SLT	English Co-ordinator SLT	Half termly	£2,000
Progress for all children with SEND/Pupil Premium (31% of PPE pupils)	2 days of SENDCo weekly	Statutory Guidance for SEND Provision Narrowing the gap in attainment 31% of PPE pupils have SEND	Review of SEND Support plans Review of interventions Review of progress made-SIMS and	SLT SENDCo	Termly within SEND Plans/Pupil Premium. Annually and termly for ECHP Pupil Progress	£17,000

			targets achieved.		meetings	
budgeted cost					Total	£25,561
iii.	iv. Targeted support					
Desired Outcome	When will you review implementation?	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Increase in the % attaining the expected standard in Maths All pupils to make good progress if already at ARE. If below ARE, pupils make accelerated progress.	Weekly Half termly Staff meetings	To develop Mathematical skills and narrow the gap in attainment	Monitoring of books and levels of attainment Weekly planning, differentiated. Teaching following the calculation policy Team teaching Staff meetings to review the teaching of maths Planning surgeries	Deputy Head	Half termly when systems in place	£10,000
Increase in % attaining the expected standard in Reading, Writing and Maths 100% making expected progress	Half termly	To develop mathematical skills in children who are identified as working below the expected standard to raise attainment.	Monitoring of books and levels of attainment Progress sheets for interventions	Year R-6 intervention delivered by TAs in Reading, Writing and Maths. Guided Activities in Writing and Maths.		£45,080- to support TA salaries.
To develop communication, language and literacy skills,	Half termly	Current attainment. See above	Monitoring of planning, teaching, data, observations, support from LA	Nursery intervention-		£16,000

reading, writing and number in the EYFS			consultant			
Increase in language skills for identified children. Increase in % working at the expected standard of attainment	Termly	Low communication, language and literacy skills on entry. Initial screening to identify children for support.	Monitoring. SALT reports	SaLT	AT Mutli agency meetings Half termly with SENDCo	£9,000
Total						£80,080
budgeted cost						
v.	vi. 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?	
To enrich pupils musical experiences	Yr 5 and 6 pupils in school to have extracurricular enrichment experiences in playing the Steel Pans	Limited musical activity in school	Performances Pupil voice	MUSIC LEAD AND Steel pan teacher	Termly	£3,000
To develop children's skills in Risk taking, problem solving, team work skills, co-operation, social skills, language, resilience (behaviours for learning)	Forest School provision for yr 3	To support Restorative approaches and outdoor activites.	Weekly feedback from the BSS teacher Pupil voice Observations	BSS teacher and class teacher	Weekly feedback given to SLT member	£4,500

budgeted cost	Total	£7,500
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7. Review of Expenditure				
Previous Academic Year				
i. Quality 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 £48,150
Increase in % Writing at the expected standard in all year groups	Use of EY2P consultant to develop Writing across school	EY2P supported the development of writing across school	This is to be built upon using the Narrative Immersion principles across school	In Writing: Year1-63% at Age related expectations Year 2--63% at Age related expectations Year 3 -68% at Age related expectations Year 4 -55% at Age related expectations) Year 5- -83% at Age related expectations) Year 6--78% at Age related expectations
All children producing work at the expected standard during PPA sessions	Quality teaching during PPA		Within KS2, provision has focused on the teaching of PSHE, SMSC and RE – this has worked very well with staff confident about the coverage of these subjects. Monitoring by Co-ordinators	In RE: Year 3 -68% at Age related expectations Year 4 -55% at Age related expectations) Year 5- -83% at Age related expectations)

			has also reflected this. In EYFS and KS1, PPA cover has included the teaching of all areas of the curriculum. Continue with this approach.	Year 6--78% at Age related expectations KS1 data for Reading, Writing and Maths- see website
Progress for all children with SEND/Pupil Premium	2 days of SEND/Pupil Premium Teaching per week			
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 £
Increase in the % attaining the expected standard in Maths	1:1 tuition in Year 6			65% at Year 6 93% year 5
Increase in % attaining the expected standard in Reading, Writing and Maths	Year 2 booster classes			2018 Reading-67% (Expected +) Writing65% (Expected +) Maths- 56% (Expected +)
Increase in language skills for identified children. Increase in % working at the expected standard of attainment	SaLT in school 1 day per week			80% at ARE in Listening and attention 76% at ARE in Speaking
iii. Other approaches				
Desired outcome	Chosen action/ approach	Estimated impact:	Lessons learned (approach)	Cost
Quality PE provision	Stockport County Coach 2 days per week			Year1-86% at Age related expectations
Quality Dance provision	Dance teacher for 1			Year 2--88% at Age related

	afternoon per week and 1 after school session			expectations Year 3 -89% at Age related expectations Year 4 -81% at Age related expectations) Year 5- -90% at Age related expectations) Year 6--53% at Age related expectations
Increased knowledge within all areas of the curriculum. Increased experiences through educational visits	Educational visits			Educational visits were paid for by the school and all children accessed them.

8. Additional detail

The School Development Plan has a clear focus on Reading, Writing , Maths, Leadership and formative assessment for this academic year therefore Pupil Premium Funding is being used to support CPD of all teaching staff.