

| 1. Summary information |  |                                  |        |  |          |
|------------------------|--|----------------------------------|--------|--|----------|
| School                 | Stanley St Andrew's Church of England Primary School |                                  |        |  |          |
| Academic Year          | 2018/19  | Total PP budget                  | 10,860 | Date of most recent PP Review                  | July 18  |
| Total number of pupils | 107  | Number of pupils eligible for PP | 4      | Date for next internal review of this strategy | Feb 2019 |

| 2. Current attainment   |                             |  |
|---|-----------------------------|--|
| Attainment for 2017/18  | Pupils eligible for PP<br>1 | Pupils not eligible for PP<br>(national average) |
| % achieving expected standard or above in reading, writing & maths    | 0                           | 75   |
| % making expected progress in reading (as measured in the school)     | 100                         | 81   |
| % making expected progress in writing (as measured in the school)     | 0                           | 75   |
| % making expected progress in mathematics (as measured in the school) | 100                         | 90   |

| 3. Barriers to future attainment (for pupils eligible for PP)   |                                 |
|---|---------------------------------|
| <b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> ) |                                 |
| A.  | Low confidence and self esteem  |
| B.  | Low attainment in core subjects |

| 4. Intended outcomes ( <i>specific outcomes and how they will be measured</i> ) |  | Success criteria   |
|---|--|--|
| A.  | Children are encouraged to develop a sense of self-worth through positive play programme.  | Pupils have a positive attitude about themselves and can drive their own learning. |
| B.  | Additional support is put in place to ensure all children have access to one2one sessions. | All pupils make at average progress  |
| C.  | All children are secure in the application of place value, fractions and times tables.     | All pupils are able to transfer skills taught and apply in practise.               |
| D.  | Attendance is monitored and support given if there are any health issues.                  | Attendance is in line with peers.  |

| Academic year   | 2018/2019   |   |   |            |   |
|---|---|---|---|------------|---|
| i. Quality of teaching for all  |   |   |   |            |   |
| Action  | Intended outcome  | What is the evidence and rationale for this choice?   | How will you ensure it is implemented well?   | Staff lead | When will you review implementation?                    |
| Children are encouraged to develop positive self-esteem through a range of opportunities given to them. | PSHE lessons are well planned and sufficient time allocated to this subject.<br>Children are encouraged to drive their own learning and learn from mistakes made. | Robust PSHE curriculum being followed which will provide pupils with the opportunity to reflect and discuss how they are feeling. | Lesson observations and learning walks show that behaviour for learning are in place and the ethos supports continues to be of a high standard. | All staff  | November 2018<br>February 2019<br>May 2019<br>July 2019 |
| SENCO role to be taken up by a new person and support plans in place.                                   | Qualification is achieved.<br>Quality First<br>Teaching is in place with differentiated activities  | A combination of skilled to identify any gaps in learning by staff.   | Ongoing teacher and teaching assistant training in place.<br>Book scrutiny<br>Test result<br>Termly teacher assessment<br>Quality Moderation    | ESW        | January 2019<br>April 2019<br>July 2019                 |
| <b>Total budgeted cost</b>  |   |   |   |            | £2300   |

| <b>ii. Targeted support</b>   |  |   |  |                   |   |
|---|--|---|--|-------------------|---|
| <b>Action</b>   | <b>Intended outcome</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> |
| To improve progress and attainment in Maths and English                   |  |   | Teacher and TA training<br>Book scrutiny<br>Assessments                          | ESW               | July 2019                                   |
| <b>Total budgeted cost</b>  |  |   |  |                   | <b>£6000</b>                                |
| <b>iii. Other approaches</b>  |  |   |  |                   |   |
| <b>Action</b>   | <b>Intended outcome</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> |
| Pupils offered after school and breakfast club to support their learning. | Pupils will have a good breakfast to start their day and will get the opportunity to complete a range of learning tasks. | Vulnerable pupils need access to the internet to complete homework tasks and to have quality time with staff to support their learning. | Monitor attendance at both clubs and ensure time is set aside to complete tasks. | EB                | On-going from September 2017                |
| <b>Total budgeted cost</b>  |  |   |  |                   | <b>£2000</b>                                |