

Summary information Pupil premium strategy Statement					
School	Stanley St Andrew's Church of England Primary School				
Academic Year	2018/19	Total PP budget	£9540	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	02/2019

2. Current attainment		
Attainment for 2018/19	Pupils eligible for PP (your school) 1	Pupils not eligible for PP (national average)
67% achieving expected standard or above in reading, writing & maths	50%	61%
75% making expected progress in reading (as measured in the school)	50%	72%
75% making expected progress in writing (as measured in the school)	50%	76%
83% making expected progress in mathematics (as measured in the school)	50%	75%
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Low confidence and self-esteem impacts upon outcomes for some pupil premium children.	
B.	Writing across school requires children to write longer pieces and to use their knowledge of spelling and grammar when editing.	
Additional barriers (including issues which also require action outside school, such as low attendance rates)		
D.	Continue to monitor attendance of this group of children and offer support.	
4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Children exposed to a range of quality texts both at school and at home through E books and paper reading books.	Pupils have a positive attitude about reading which will impact upon their writing.

<b>B.</b>	Additional support put in place to ensure all children have access to small group and individual sessions to support learning.	All pupils make progress in line with their peers.
<b>C.</b>	All children are secure in the application of spelling and grammar to transfer into writing.	All pupils are able to transfer skills taught and apply in practise.
<b>D.</b>	Attendance monitored and support given if there are any health issues.	Attendance is in line with peers.

<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>Review</b>
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. Children are encouraged to drive their own learning and learn from mistakes, without feeling a sense of failure.	Some pupil premium children lack self-confidence and have low self-esteem, making them think they cannot fulfil their dreams. 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. Staff will receive training on how best to use the PSHE curriculum along with other learning opportunities to build self-esteem.	GR DG	PSHE curriculum is having a positive effect on all children through dedicated time to talk. Staff are using teaching time to identify how best to support pupil premium children. Staff report that the time allocated to work with a groups of children is having positive impact.
SENCO role to be taken up by a new person and support plans in place.	Qualification achieved. Quality First Teaching is in place for all teachers with differentiated activities planned for.	Evidence suggest that some pupils required explicit intervention to plug gaps. The methods and outcomes from the intervention needed to be skilfully shared with parents. A combination of skilled to identify any gaps in learning by staff.	On-going teacher and teaching assistant training in place. Book scrutiny Test result Termly teacher assessment Quality Moderation Parent consultation	KK ESW	Review of SEND in school has taken place. A range of agencies has carried out training. Provision maps are in place. IEP's in place.
<b>i. Targeted support</b>					

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
To improve progress and attainment in writing.	Writing is above the national outcomes.	Writing at the end of KS2 was lower than other subjects. To increase writing at greater depth.	Teacher and TA training Book scrutiny Assessments Close monitoring of all pupils.	ESW KK	Writing has improved from the previous year for expected. The LA. has moderated school in writing. Outcomes for writing has increased for this group of children with 57% working at expected within this 43% are working at greater depth.

## ii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Pupils attend 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. Pupils 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 MS	Children are ready to start the day with breakfast and have become more independent. Outcomes have increased for this group of children through the one to one time allocated.