

# Pupil Premium Strategy Statement (ADMAT)

| 1. Summary information |   |                                  |         |  |           |
|------------------------|---|----------------------------------|---------|--|-----------|
| School                 | LewTrenchard Church of England Primary School |                                  |         |  |           |
| Academic Year          | 2018-19                                       | Total PP budget                  | £22,440 | Date of most recent PP Review                  | July 2018 |
| Total number of pupils | 90  | Number of pupils eligible for PP | 10      | Date for next internal review of this strategy | Oct 2018  |

| 2. Current attainment                     |  |   |
|---|--|---|
|   | <i>Pupils eligible for PP (your school)</i>          | <b>Pupils not eligible for PP (national average) TBC</b><br><i>2017 National Average for all KS2 Pupils</i> |
| % achieving in reading, writing and maths | KS1 50% (1 of 2 children) KS2 50% (1 of 2 children)  | 61%   |
| % making progress in reading              | KS1 100% (2 of 2 children) KS2 50% (1 of 2 children) | 71%   |
| % making progress in writing              | KS1 50% (1 of 2 children) KS2 50% (1 of 2 children)  | 76%   |
| % making progress in maths                | KS1 50% (1 of 2 children) KS2 50% (1 of 2 children)  | 75%   |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability)                             |   |
|---|---|
| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )          |   |
| A.  | % of pp pupils attaining ARE is lower in most year groups than non-pp pupils  |
| B.  | % of pp pupils attaining GDS is lower than non-pp pupils  |
| C.  | 25% of pp pupils also have SEN  |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |   |
| D.  | Attendance for PPG pupils is 92% compared to 96% as an average for 2017-2018. PPG pupils are spending less time school. |

| 4. Desired outcomes |  |  |
|---------------------|--|--|
|                     | <i>Desired outcomes and how they will be measured</i>              | <i>Success criteria</i>  |
| A.                  | Raise attainment of pp pupils in maths, reading and writing        | % of pupils attaining ARE is in line with non-pp pupils                        |
| B.                  | Improve progress of higher attaining ARE pp pupils to achieve GDS  | % of pp pupils achieving GDS is raised   |
| C.                  | Raise progress of pp pupils with SEN in maths, reading and writing | % of pupils attaining at least expected progress is in line with non-pp pupils |
| D.                  | Improve attendance for PPG pupils                                  | PP pupils % attendance levels is in line with non-PPG pupils                   |

## 5. Planned expenditure

**Academic year**      **£22,440**

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?  |
|---|--|---|---|-------------------------|---|
| A. Improved progress and attainment for pp pupils<br><br>C. Improved progress and attainment for pp pupils with SEN | Focus teaching on PP pupils through questioning and feedback<br><br>Targeted deployment of in-class TA support | At the end of KS1 and 2 the percentage of pupils eligible for PP meeting ARE in Reading, Writing and Maths is less than pupils not eligible for pp. Analysis shows this is due to gaps in children's learning from previous year groups. Release for subject leaders to analyse, identify gaps and support staff with closing the gaps. Targeted TA support to enable these gaps to be addressed. | Subject leaders to analyse, monitor and support staff to address misconceptions and gaps in learning. Model quality first teaching and feedback strategies.<br><br>Teaching Assistant support to be targeted to classes with high pp pupil numbers or classes where pp attainment or progress is not in line with national averages for non-pp pupils. Improvement focus to be on effective feedback and challenge. | Maths and English leads | <b>Termly</b><br><br>A half-day a term release for Maths and English leads. Supply approximately £150 a day.<br><br>$3 \times £75 = £225$<br><br>$£225 \times 2 = £450$ Total |
| B. Improved progress for high attaining pupils  | Ensure planning shows challenge for the more able.<br><br>Targeted deployment of in-class TA support           | The number of pp pupils meeting GDS is less than the national figure for all pupils in Reading, Writing and Maths. Targeted deployment of TAs during lessons will enable the class teachers to stretch and challenge more able pupils.<br><br>Training on mastery and challenge for the more able.  |   |                         |   |
| <b>Total budgeted cost</b>  |  |   |   |                         | <b>£450</b>   |

### ii. Targeted support

| 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? |
|-----------------|------------------------|---|---|------------|--------------------------------------|
|                 |                        |   |   |            |                                      |

|  |  |  |   |  |   |
|--|--|--|---|--|---|
| <p>A. Improved progress and attainment for pp pupils</p> <p>B. Improved progress for high attaining pupils</p> <p>C. Improved progress and attainment for pp pupils with SEN</p> | <p>Morning TA support in classes for pp children</p> <p>2 x morning TA's in KS1 and KS2 classes</p>  | <p>Providing extra support in class will enable the class teacher or teaching assistant to work closely with pp pupils addressing gaps in learning through quality feedback.</p>   | <p>Class teachers to deploy TAs to support pp groups in class – planning to reflect this. TAs to support with questioning and feedback.</p>   | <p>Class teachers</p>                                    | <p><b>Termly</b></p> <p>30 hours per week</p> <p>30 x £8.75 = £262.50</p> <p>£262.50 X 38 weeks<br/>£9975</p> <p>Plus 31% on costs<br/>(£3092.25)</p> <p><b>Total: £13,067.25</b></p>   |
| <p>A. Improved progress and attainment for pp pupils</p> <p>B. Improved progress for high attaining pupils</p> <p>C. Improved progress and attainment for pp pupils with SEN</p> | <p>Weekly small group interventions in phonics, maths, EGPS, reading and writing for pp pupils with experienced TA, in addition to standard lessons.</p> <p>1 x Afternoon TA across 2 KS2 classes.</p> | <p>To provide extra support to address gaps in learning and challenge high attaining pupils further. . Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> | <p>Impact overseen by subject leads and SENCO/Head of School/PPG lead</p>   | <p>SENDCo/<br/>Subject leads/Head of School/PPG lead</p> | <p><b>Termly</b></p> <p>afternoons</p> <p>2 hours a session</p> <p>10 hrs a week X £8.75<br/>= £87.50 per week<br/>£87.50 x 38 weeks =<br/>£3325</p> <p>Plus 31% on costs =<br/>£4355.75</p> <p><b>Total Cost: £4355.75</b></p> |
| <b>Total budgeted cost</b>   |  |  |   |  | <b>£17,423</b>  |
| <b>iii. Other approaches</b>   |  |  |   |  |   |
| <b>Desired outcome</b>   | <b>Chosen action/approach</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>   |
| <p>A. Improved progress and attainment for pp pupils</p> <p>B. Improved progress for high attaining pupils</p> <p>C. Improved progress and attainment for pp pupils with SEN</p> | <p>TIS/Thrive support for pp pupils</p>  | <p>Support for pupils emotionally. This is a programme which has been independently evaluated and shown to be effective in other schools.</p>  | <p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Carry-out baseline assessments to identify gaps/monitor progress through regular re-assessment</p> <p>1:1 support specifically targeted to identified pp pupils under-performing</p> | <p>SENCO/Head of School</p>                              | <p><b>Termly</b></p> <p>On site PSA/Educational Counselling Provision @ £35 per hour from external provider</p> <p>4 hours weekly = £140 x 35 weeks = £4900</p>   |

|   |   |   |   |   |   |
|---|---|---|---|---|---|
|   |   |   | SENDCO to support teachers to target pp pupils with SEND effectively.   |   | (2 hours on top funded via SEN funding)   |
| D. Develop greater engagement from parents of pp pupils to support children with learning   | Specifically targeted parents of pp pupils to ensure they attend parent consultation meetings and parental engagement sessions. | Research shows that greater parental engagement increases pupil progress.<br><br>Working in partnership with parents will enable each child to reach their full potential.            | Ensure there at least three opportunities per year for the class teacher, pupil, carers and any other adults involved with pupil's learning to meet for 15 minutes to discuss pupil's learning and net steps. Plan how school and carers can work in partnership to support pupils in meeting learning targets. | Head of School                            | <b>No additional cost</b><br><br>No allocated cost as will form part of classroom provision and be built into classroom timetable for the year. |
| E. Curriculum Enrichment  | Funding to enable all pupils fair access to planned curriculum enrichment activities  | Research shows that curriculum enrichments activities increases family engagement, pupil engagement and provides aspirational activities which pupils which otherwise have access to. | Funding 50% of cost of all trips and curriculum enhancement activities – including one term of extra curricula sporting activities.   | All Class Teachers.<br><br>Head of School | <b>£500 per year</b>  |
| <b>Total budgeted cost</b>  |   |   |   |   | <b>£5400</b>  |
| <b>Total PPG Expenditure</b>  |   |   |   |   | <b>£23, 273</b>   |
| <b>Further PPG funding is expected following 2018-2019 Census points. One term of either music or sport activities to be funded in the first term of each year.</b> |   |   |   |   |   |

| 6. Review of expenditure   |  |  |  |   |
|--|--|--|--|---|
| Previous Academic Year   |  | 2017-18  |  |   |
| 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  |
| <p><b>1. Instrumental Lessons</b></p> <p>Access to music teaching</p>  | Instrumental lessons<br>1 x 20 mins per week for 2 pupils                        | Improved school attendance and confidence  | <ul style="list-style-type: none"> <li>Music provision was assessed as improving confidence. However, next year's PPG expenditure will not continue with this support due to increased focus and expenditure on classroom provision.</li> </ul>  | £266  |
| <p><b>2. Family Practitioner</b></p> <p>3 x 1 hour sessions per week over 34 weeks</p>   | Time allocated to PPG children for emotional/social and classroom based support  | Increased ability to access curriculum and emotional development assessment/teacher observation evidence of progress | <ul style="list-style-type: none"> <li>Sessions have been beneficial for PPG children with SEN in order to focus on emotional regulation and moderation and increase time and focus in class.</li> <li>Sessions have supported PPG children with understanding own learning needs and learning independence and this has resulted in increased focus in class.</li> <li>Continuation of this provision is seen as pivotal in meeting children's emotional and social needs and has provided support to class teachers in providing Thrive approach.</li> </ul> | £3000 (half of years spend funded via PPG – SEN provision for non PPG children also in place) |
| <p><b>3. After-school sports provision</b></p> <p>Plymouth Argyle After school football club and South West Taekwondo</p>        | 2 x 1 hour per week for PPG children wishing to attend sports clubs after school | Improvements to physical agility, support emotional regulation and self-esteem, promote healthy lifestyle.           | <ul style="list-style-type: none"> <li>Outcomes as set for the year were assessed as being met and success was seen in all planned areas. However, these actions are also supported by robust and varied PE provision and are not seen as essential PPG spend next year as this will focus on classroom provision.</li> </ul>  | £749  |
| <p><b>4. Reading Intervention</b></p> <p>TA allocated to additional reading support in KS2</p>                                   | 3 hours x 4 mornings per week  | Increasing reading progress in order to address PPG pupils working below ARE   | <ul style="list-style-type: none"> <li>Literacy support has enabled robust reading interventions to be in place this year and increases in ability and confidence have been assessed and reported. This will continue to be an area of expenditure in next year's PPG plan but will extend to also include Maths interventions.</li> </ul>   | £4800   |
| <p><b>5. Behaviour Support</b></p> <p>MAT behaviour support in place for PPG children requiring additional behaviour support</p> | 3 hours per week   | Reduction in behavioural incidents recorded and increased access to the curriculum.                                  | <ul style="list-style-type: none"> <li>Expenditure used for MAT behaviour support, LEA behaviour support and also in-school support from SENDS/Head of School and was seen to be essential</li> </ul>  | £5,300  |

|   |   |   |   |              |
|---|---|---|---|--------------|
| <p><b>6. Maths/English Interventions in KS1</b></p> <p>TA support for KS1 PPG children.</p>                             | <p>15 hours allocated to TA</p>             | <p>Increase in confidence and self-esteem, daily and weekly interventions to promote gap closing for PPG children in KS1.</p>     | <p>to ensuring appropriate provision was in place for PPG children. Benefits seen were increase in attendance, classroom attendance and reduction in behavioural incidents on record. Not required next year due to pupil changes.</p> <ul style="list-style-type: none"> <li>Interventions seen as key to KS1 attainment for 2018 and will continue next year as outlined above but will be extended in scope and provide TA to KS1 class full time for core lesson support and afternoon interventions for PPG children.</li> </ul> | <p>£195</p>  |
| <p><b>7. Learning support Assistant</b></p> <p>LSA for behaviour support for PPG child/children</p>                     | <p>2.5 hours daily of Behaviour Support</p> | <p>Access to curriculum and reduction of behavioural incidents.</p>   | <ul style="list-style-type: none"> <li>This support was key in providing appropriate behaviour support in this academic year and has also increased levels of inclusion and had a positive impact on educational provision. This will not be required next year.</li> </ul>   | <p>£5700</p> |
| <p><b>8. Additional Meal Time Supervision</b></p> <p>Daily support with lunch break supervision and social support.</p> | <p>1.5 hours per day, every day.</p>        | <p>Support social play and reduce accidents and behavioural incidents.</p>  | <ul style="list-style-type: none"> <li>This has enabled 2 dinner time staff to support teacher on duty with PPG children's social and emotional support. This has also supported SEN children's needs and due to pupil changes will be supported through SEN funding.</li> </ul>  | <p>£600</p>  |
| <p><b>9. Upper KS2 TA</b></p> <p>Afternoon core subject interventions</p>   | <p>3 hours per week</p>                     | <p>Support PPG children with SEN plan to access curriculum and support wider subjects and creative development in art lessons</p> | <ul style="list-style-type: none"> <li>This has given an appropriate and valuable level of support to PPG/SEN child and enabled class teacher focus on whole class teaching. This will continue next year in KS2 class as outlined above for PPG children</li> </ul>  | <p>£1482</p> |

## 7. Additional detail

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

- TA support targeted to classes with a higher % of pp pupils
- TA support to focus on effective feedback to PPG pupils