

# Pupil premium strategy statement

1. Summary information					
<b>School</b>	St. Werburgh's C. E. (A) Primary School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	25720	<b>Date of most recent PP Review</b>	July 2018
		<b>Planned expenditure</b>	25907		
<b>Total number of pupils</b>	157	<b>Number of pupils eligible for PP</b>	18	<b>Date for next internal review of this strategy</b>	July 2019
2. Current attainment					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
<b>% achieving expected in reading, maths and writing</b>			<b>50%</b>	<i>tbc</i>	
<b>% making expected progress in Reading</b>			<b>88%</b>	63%	
<b>% making expected progress in Writing</b>			<b>94%</b>	100%	
<b>% making expected progress in Maths</b>			<b>88%</b>	100%	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
<b>A.</b>	Three pupils (19%) are listed on the schools SENDs register for learning difficulties.				
<b>B.</b>	Gaps in learning in reading and writing and maths with some of the children entering the school in year in KS 2.				
<b>C.</b>	Some pupils lack confidence, independence and resilience when learning.				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
<b>D.</b>	Family welfare issues and engagement issues, low family budgets for extracurricular activities				
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>					Success criteria

<b>A.</b>	Ensure non-SENDS children make at least one TMPF point score each term and three points per year in Reading, Writing and Maths.	Data evidences progress and attainment
<b>B.</b>	Gaps in learning in Literacy and Numeracy are identified so that intervention can be used to support learning and therefore progress – this is for children of all abilities. Support can also be given in lessons.	Pupils eligible for PP make rapid progress from their starting points so that progress has been shown to be above expected levels.
<b>C.</b>	Pupils are resilient in their learning. They have grown in independence and confidence and are able to handle challenges.	Pupils give in homework of a good quality on time. Pupils ask for help when it is needed. They are proud of their work. Pupils read at home five times per week every week.

5. Planned expenditure					
Academic year		2018-19			
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 and learning 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?
<b>A</b>	Pupil Premium Teacher support/intervention work	One-to-one support/intervention for regular but short periods of time.	Focussed teaching and learning using TMPF assessment system and class teacher input to ensure intervention/support is 'precise'.	AE	Half termly in Pupil Progress meetings Regular review meetings between PP teacher and class teacher.
					£14580
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?
<b>B</b>	Extra LSA support/intervention all class room based	All children are taught at their level in maths in small groups to maximise learning and to build up confidence. This includes children of all abilities	Learning walks and observations. Normal monitoring processes.	LSAs	Half termly in Pupil Performance meetings Regular review meetings between PP teacher and class teacher.

<b>Total budgeted cost</b>					£9700
<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>
<b>C</b>	Facilitate extracurricular activities, club membership attendance, music tuition, educational visits	Increase participation levels, boost confidence, offer different learning opportunities and a 'chance to shine'.	Monitor participation	HC/AB/LP	Termly in Pupil Performance meetings
<b>Total budgeted cost</b>					<b>£1635</b>



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)	Cost
All children make at least expected. R88% W94% M88%	Use of TA support	All children including those with PP were supported.	This has been very successful and will continue	£% of LSA salaries
All children can access curriculum	Intervention groups	Interventions were planned according to the findings of the pupil progress meetings. This was very successful. Some of the intervention included emotional support to enable the growth of resilience in learning.	That the intervention is to be planned according to ongoing needs.	
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
PP teacher support and intervention	1:1	The ability to access the curriculum was improved and continues to improve.		£17500
iii. Other approaches				

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
The children can access extra-curricular activities and curriculum activities	Payment of educational visits, music lessons	Year 6 residential attendance. Three children have continued with music lessons. All PP children undertook educational visits. This has led to these children having wider interests.	Will continue to fund ed visits so that all children can benefit from the experiences. Continue to fund music tuition so children can continue learning to play instruments that they will hopefully play into adulthood.	£3000