

## Pupil premium strategy statement – Preshute Primary 2018/2019

1. Summary information					
School	Preshute Primary School				
Academic Year	2018/2019	Total PP budget	12, 020	Date of most recent PP Review	July 2018
Total number of pupils	187	Number of pupils eligible for PP	12	Date for next internal review of this strategy	July 2019

2. Current attainment - based on end of year tests/assessments July 2018	
	<i>Pupils eligible for PP (your school)</i>
% achieving at least the expected standard in reading, writing and maths at the end of KS2	Suppressed: If the measure covers 5 or fewer pupils or students at the school, we avoid making these figures public to protect the privacy of those individuals.
% achieving at least the expected standard in reading at the end of KS1	
% achieving at least the expected standard progress in writing at the end of KS1	
% achieving at least the expected standard in maths at the end of KS1	
% achieving the standard in phonics – year 1	
% achieving the standard in phonics – year 2 cumulative	
% achieving a Good Level of Development – end of EYFS	
KS2 Progress score in reading	
KS2 Progress score in writing	
KS2 Progress score in maths	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)
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In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Pastoral/Social - personal issues (Belonging)	
B.	Self-esteem/Emotional issues	
C.	Gaps in maths, reading and writing skills for some pupil premium pupils	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	n/a	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils will form stronger friendship groups with improved ability to manage friendship difficulties.	Pupils will continue to be able to focus on learning. Pupils feel that they are more able to have successful friendships.
B.	Pupils feel supported and engaged, with increased self-esteem	Pupils will be more able to focus on learning. Pupils feel that they are more able to cope with emotional challenges
C.	Maintain the closed gap in attainment between pupils eligible for PP and 'other' pupils in reading, writing and maths (measured by school data analysis and external end of KS data) at Preshute.	The attainment and progress gap in reading, writing and maths between pupil premium and 'other' pupils in school remains closed so that both groups are in line.
D.	N/A	

### 5. Planned expenditure

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Academic year	2018/2019				
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.					
<b>i. Quality of teaching for all</b>					
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 maintain the closed gap in attainment for those children achieving age related expectations by the end of Key Stage 2	TA's work in all classes during core subjects creating a greater level of differentiation.  TAs lead specific intervention programmes	Research from the EEF shows that teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average	Focus area for learning to be determined by the class teacher based on their observations of the pupil.  SLT monitor data termly through Pupil Progress Meetings.  Maths and English Subject Leads monitor impact of interventions termly.  Quality of teaching is rigorously monitored by SLT through book looks, lesson observations, learning walks and pupil interviews.	CG	End of Summer Term 2019
To ensure all children have access to mastery teaching	Whole staff INSET (Writing assessment) Monitoring and tracking Creating visual examples of good practice in writing	It is recommended by the DFE that developing a mastery style of teaching improves deeper understanding for pupils.	English subject leader to further understand 'mastery' in English and cascade this to staff. Ensure teachers are clear on the difference between mastery and greater depth in English Mastery continues to a focus of book looks and lesson observations in English. Through book scrutinies ensure mastery and greater depth activities from NCTEM for Maths are used.	HM, MC	End of Summer Term 2019

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To ensure that all children receive high quality feedback	Shirley Clarke Formative Assessment techniques	Studies from the EEF show that feedback has high effects on learning and very high effects when staff have received appropriate training.	MM has attended Shirley Clarke training and will cascade this to teachers and TAs- series of training sessions planned in.  Feedback monitored through lesson observations, book scrutiny and pupil conferencing.	MM	End of Summer Term 2019
<b>Total budgeted cost</b>					<b>£10,409</b>
<b>ii. Targeted support</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>
Pupils feel supported and engaged, with increased self-esteem  Pupils will form stronger friendship groups with improved ability to manage friendship difficulties.	Focused/targeted ELSA support. Social skills clubs, self-esteem workshops.	EEF suggests Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning.	Interventions and workshops will be planned by the Inclusion Team. Referrals will be made to the ELSA, highlighting clear objectives for the intervention and impact measured can then be measured accordingly.  Where applicable Pupil Premium children will have ELSA/coaching additional timetabled support from trained ELSA or class teacher (under guidance of ELSA)	MM and NC	End of Summer Term 2019
<b>Total budgeted cost</b>					<b>£950</b>

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iii. 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?
Inclusion	Continue to ensure that parents of PP children are aware that funding is available for extracurricular trips where required	To ensure inclusion of all children on school trips and extra-curricular activities	Monitor PP uptake of trips and extracurricular clubs	RB	End of Summer Term 2019
				<b>Total budgeted cost</b>	£661

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6. Review of expenditure				
Previous Academic Year		2017/2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost
To maintain the closed gap in attainment for those children achieving age related expectations by the end of Key Stage 2	<p>TA's worked in all classes during core subjects creating a greater level of differentiation.</p> <p>TAs led specific intervention programmes</p>	<p>High</p> <p>All children receiving PP funding received additional adult support. Across the school the vast majority of pupil premium children made accelerated progress in at least 1 of the core subjects with 75% of children receiving pupil premium reaching at least age related standards at the end of the academic year.</p> <p>Success criteria: Met</p>	<p>Continue this approach next year.</p> <p>Maths and English SL's to monitor impact of interventions for those children receiving Pupil premium funding.</p>	£13,579
To ensure all children have access to mastery teaching	<p>Whole staff INSET</p> <p>Monitoring and tracking</p> <p>Creating visual examples of good practice</p>	<p>Maths and English subject leaders further understand 'mastery' in the subjects that they lead and cascaded this to staff.</p> <p>Ensured teachers are clear on the difference between mastery and greater depth</p> <p>Teachers have a bank of questions that can competently assess whether their class have mastered a Maths objective.</p> <p>Identified which objectives are required by the children to achieve greater depth for Years 1, 3, 4 and 5.</p> <p>Mastery continued to a focus of book looks and lesson observations.</p> <p>% of PP children making accelerated progress through target teaching and interventions.</p> <p>Writing – 60%</p> <p>Reading – 88%</p> <p>Maths – 60%</p> <p>Success criteria: partially met.</p>	<p>After success of Maths INSET, English to have a mastery INSET (as GD and mastery difference in Maths is clear across staff).</p> <p>Continue approach next year. More tracking and monitoring require to ensure mastery teaching in both English and Maths.</p>	

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<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<p>Pupils feel supported and engaged, with increased self-esteem</p> <p>Pupils will form stronger friendship groups with improved ability to manage friendship difficulties.</p>	<p>Focused/targeted ELSA support. Social skills clubs, self-esteem workshops.</p>	<p>Increased ELSA hours from 2 hours to 7 hours per week. Interventions and workshops were planned by the Inclusion Team.</p> <p>Where applicable Pupil Premium children had additional timetabled support from trained ELSA</p> <p>Success criteria: Children’s greater engagement in learning, building resilience and self-esteem. Children making accelerated progress due to increased confidence. High impact (evidenced in end of year impact report for 2017-18)</p>	<p>ELSA supported class teachers to employ strategies to maintain ELSA work in class and provided resources. ELSA delivering ‘on the spot’ ELSA in the playground and classes to reinforce learning in sessions had a positive impact. Opportunities were given for ELSA to meet with parents to help provide some strategies at home also, creating a more holistic approach. Class teacher will continue ELSA work that has been modelled by the ELSA next year. Reduce ELSA hours to 2 hours per week.</p>	<p>£3,090</p>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<p>Inclusion</p>	<p>Continue to ensure that parents of PP children are aware that funding is available for extracurricular trips where required</p>	<p>High: 100% attendance of PP children attending extracurricular trips.</p>	<p>We will continue next year</p>	<p>£411</p>