

# St David's CofE Primary Pupil Premium statement 2018-19

| 1. Summary information        |                                  |   |         |   |                                    |
|-------------------------------|----------------------------------|---|---------|---|------------------------------------|
| <b>School</b>                 | St David's C of E Primary School |   |         |   |                                    |
| <b>Academic Year</b>          | 2018-19                          | <b>Total PP budget</b>                  | £38,280 | <b>Date of most recent PP Review</b>                  | July 2018<br>See separate document |
| <b>Total number of pupils</b> | 107                              | <b>Number of pupils eligible for PP</b> |         | <b>Date for next internal review of this strategy</b> | Jan 2019                           |

| 2. Current Attainment           |  |  |
|---------------------------------|--|--|
|                                 | Pupils eligible for PP (St Ds)<br>% pupils (unvalidated) | Pupils not eligible for PP<br>(National Benchmark) |
| % achieving Expected in Reading | 80%  | TBC  |
| % achieving Expected in Writing | 80%  | TBC  |
| % achieving Expected in Maths   | 80%  | TBC  |
| Average progress in Reading     | +3.1   | TBC  |
| Average progress in Writing     | -0.1   | TBC  |
| Average progress in Maths       | -0.1   | TBC  |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability)                    |   |
|--|---|
| In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>          |   |
| <b>A.</b>  | Lack of financial ability to access extracurricular activities to enhance social interaction  |
| <b>B.</b>  | Social and emotional needs stemming from being LAC or PLAC or having additional special needs |
| <b>C.</b>  | Confidence in core subjects and retention of key facts and knowledge                          |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> |   |

|  |  |   |  |  |                                      |
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| D.   | Inability to access CAMHS services effectively due to high demand locally & increased thresholds.  |   |  |  |                                      |
| E  | Attendance rates in some cases   |   |  |  |                                      |
| 4. Desired outcomes  |  |   |  |  |                                      |
|  | Desired outcomes and how they will be measured   |   |  | Success criteria   |                                      |
| A.   | Children to be able to access clubs, school trips and Residentials in order to be equal with their peers   |   |  | All children to develop good social connections with their peers and in the local community.   |                                      |
| B.   | Children to have access to emotional support and counselling as needed. PSED will support both academic progress and the development of the whole child. |   |  | Children to overcome emotional anxieties and achieve their full potential academically and socially. THRIVE screening will demonstrate positive progress |                                      |
| C.   | Academic progress of Disadvantaged pupils will be at least in line with that of their peers.   |   |  | Children making expected progress from respective start points   |                                      |
| D.   | Improved parental engagement   |   |  | School and parents / carers working effectively together   |                                      |
| E.   | Improved attendance for 'All' pupils and for specific groups   |   |  | Attendance for Disadvantaged pupils will increase as a result of careful monitoring and measures.  |                                      |
| 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 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? |
| Improved staff knowledge and expertise re personalised approach to teaching  | In school training and support. Peer guidance. Support from Ventrus colleagues through attendance at networks. SENDCo to lead meetings with Tas monthly. | Important that all staff in school have appropriate training re QFT and the planning and implementation of interventions so that all pupils access the best teaching possible and that gaps in learning are spotted quickly and remedied at that point through bespoke interventions. | Monitored through PPMs<br>Reviewed by Leadership Team termly<br>Feedback from training attended by staff | SEND leader<br>CB<br>FB  | Termly and Annually to LGB           |
| Pupils supported in being emotionally healthy and confident learner  | Implementation of whole class screening to identify those pupils in need of THRIVE interventions. Implementation of                                      | It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and mental wellbeing in adulthood.  | Routinely monitored by SENDCo (CB) who will support Tas in the delivery of interventions.                | SEND leader<br>CB  | Termly monitoring<br>Annual summary  |

|   |   |   |  |                    |   |
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|   | interventions individually and/or in small groups   |   |  |                    |   |
| Improved parental engagement and increased access for Disadvantaged pupils to trips/visits/extracurricular activity | 50% subsidy for activities etc – Clear strategy in place.<br>Increase participation of families in parental engagement activities                                   | The quality of parenting and home learning environments in children's early years has a significant influence on children's level of development when they start at school. | Feedback from parents<br>Staff discussions with parents and pupils<br>Monitoring of parental engagement in activities<br>Reviewed by Leadership Team termly  | SLT<br>SEND leader | Termly and Annually to LGB                  |
| <b>Total budgeted cost to include staff training</b>  |   |   |  |                    | £7000                                       |
| <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> |
| Children accessing Pupil Premium to achieve expected progress   | In class support and targeted interventions for Disadvantaged pupils<br>Training to be given to staff both in house and through Ventrus networks training available | Children work better with familiar well trained staff – these staff are best placed to deliver timely support and interventions.  | The Class Teacher to monitor progress<br>- which will also be reviewed by the Leadership Team through PPMs   | SEND leader<br>SLT | Termly                                      |
| <b>Total budgeted cost to include allocation of teaching assistants</b>   |   |   |  |                    | £26,280                                     |
| <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> |
| Children accessing Pupil Premium to have access to support with SEMH development as needed                          | In school pupils to be given support through weekly sessions as required  | A number of children in school have social and emotional difficulties and need access to support which is unavailable through CAMHS   | We have a trained THRIVE practitioners in school who already know the children well. They will keep confidential notes of their work with the children and liaise with the Headteacher and SEND leader to monitor effectiveness. | HT<br>SEND lead    | Half termly                                 |
| <b>Total budgeted cost to include allocation of teaching assistants</b>   |   |   |  |                    | £5000                                       |
| <b>TOTAL</b>  |   |   |  |                    | <b>£38,280</b>                              |



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