



St. Paul's Dorking

Church of England (Aided) Primary School

Pupil Premium Strategy: 2018/19

At St Pauls' CofE Primary school we are committed to ensuring that each individual pupil receives the very best education allowing them to reach their full potential academically and socially. This belief is reflected in our school values:

TRUST

RESPECT

HOPE

PERSEVERANCE

COMPASSION

WISDOM

When deciding how to spend the pupil premium funding it is important that we look at the potential barriers to learning faced by the pupil premium pupils in the context of our school. The reasons for underachievement are many and varied, and could include:

(i) less support at home, (ii) social and emotional challenges, (iii) attendance and punctuality issues, (iv) specific learning needs (approximately 30% of our PP cohort are also SEN).

Some of these barriers to learning are long term and some may be relevant for a short period of time. Each child in our pupil premium cohort is unique in their situation and our response to their needs must reflect this.

Confidentiality is of paramount importance. It is not appropriate for the wider school, or even the cohort themselves, to be aware of who is a member of our pupil premium cohort. To this end we will not include information in this report (which is published on our school website) which could identify specific children.

Our key objective in using the pupil premium funding is to close the attainment and achievement gap between the children in the cohort and those not in it. Historically, pupils at St Pauls achieve and attain very well, usually at levels much higher than those expected nationally. Our aim is for all our pupil premium children to show these high results when compared to national non-pupil premium children. It is also our aim that this level of success is reflected in all school years, not just by the end of KS2.

We will ensure that:

- A high profile is given to pupil premium children,
- All staff are aware of the cohort, and teachers are accountable, through appraisal for the progress of pupil premium children.

In our support of the Disadvantaged cohort we focus on our provision for them in the following areas:

Learning and the Curriculum

We aim to help each child in this cohort make at least expected progress when compared to their peers. We do this through focussed target setting, small group and individual support as well as through high quality class teaching. We extend the More Able in a variety of ways. This is through participating in specific 'challenge' events, often partnering with other schools. We also provide challenge in class teaching through appropriate differentiation and extension in lessons. We track all pupil's attainment over the year and target those who are at risk of not making the progress expected.

Pastoral & Emotional Support

All children in our school need appropriate pastoral support. This cohort are no exception. We believe that positive emotional well-being is a pre-requisite for success at school and life. The support needed may be short term or long term. It may be for a relatively low level need or for a high need. We provide support at a number of levels, firstly through the class teacher and class support staff, through to our Home School Link Worker and other agencies.

Enrichment Within and Beyond the Curriculum

We believe that education is a broad field encompassing learning across a wide range of situations. As such, we use some of our funding to ensure that children in this cohort can learn and develop across a spectrum of opportunities.

Pupil Premium 2017/18 - Review

Funding for 2017/18 = £42,717

We had 34 children within this funding category.

Spending in 2017/18

Teaching (81% of PP funding)

- We have once again run maths intervention groups during the year, specifically with upper Key Stage Two. Within this remit, pupil premium children have had a priority if their learning needs would benefit from this support. The maths intervention groups were reviewed regularly and changed to suit the needs of the children. This brought the benefit for smaller classes across the year group and enabled the Pupil premium children to have greater focused support.
- Teaching Assistants led focussed interventions for key children, focussing on short term learning targets.

Emotional Support

16% of our PP funding was spent on delivering pastoral and emotional support through using our Home-School Link Worker and Emotional Literacy Support Assistants (ELSA). This support has been very significant for the children of the pupil premium cohort who received it. The support provided focussed on issues such as socialisation issues and friendship concerns. The Home-School link worker has been working with parents, individual children and groups of children to build on their emotional resilience.

Enrichment Beyond the Curriculum

3% of our PP funding has been used to enable extra-curricular enrichment opportunities and financial provision to enable equality of engagement. It has also been used to enable some children within year 5 to access the residential trip and for other year groups to participate on school trips. We have also used PP funding to train staff to deliver precision teaching and purchased more Dyslexia friendly reading books which helped us provide further reading support where it is needed.

Impact of PP Spending

Y1 Phonics Test (5 Pupil premiums)

100% of PP children achieved the expected level.

Y2 SATs: Attainment (5 children in total)

Reading	TA and Test: 1 child working towards, 2 children reached Age Related Expectations (ARE), 2 achieved GDS
Writing	TA: 2 children working towards, 1 reached age expected and 2 achieved GDS
Maths	TA: 4 children reached Age Related Expectations (ARE), 1 achieved GDS Test: 3 children reached Age Related Expectations (ARE), 2 achieved GDS

Y2 SATs: Progress (5 children in total)
 Reading 80% made expected progress and 20% made greater than expected progress.
 Writing 20% made less than expected progress, 80% made expected progress and 20% made greater than expected progress.
 Maths 80% made at least expected progress and 20% made greater than expected progress.

Y6 SATs: Attainment (4 children in total)
 Reading 5 reached at least ARE, 2 did not.
 Writing 4 reached ARE, 3 did not. Interventions for the children who did not achieve ARE helped them make clear progress, but specific learning needs prevented reaching ARE
 Maths 6 reached at least ARE, 1 did not. This child benefitted from smaller maths group size due to maths intervention support and made more than expected progress from KS1)

Y6 SATs: Progress (7 children in total)
 Reading 86% made at least expected progress.
 Writing 86% made at least expected progress.
 Maths 100% made at least expected progress.

Pupil Premium children meeting ARE (Age Related Expectations) across the school by July 2018
(comparison for children from Y1 to Y6)

All Pupil Premium children (N = 32) (does not include YR)
 (including PP who are also SEN)

	All PP reaching ARE or above <i>(Last year's % in brackets)</i>	All school pupils reaching ARE or above <i>(Last year's % in brackets)</i>	Difference between cohorts <i>(Last year's % in brackets)</i>
Reading	19 59% (52%)	76% (82%)	-17% (-30%)
Writing	13 41% (40%)	74% (68%)	-33% (-28%)
Maths	15 47% (68%)	76% (76%)	-29% (-8%)

Pupil Premium who are not SEN N = 14 (does not include YR)

	PP (not incl SEN) reaching ARE or above <i>(Last year's % in brackets)</i>	All school pupils reaching ARE or above <i>(Last year's % in brackets)</i>	Difference between cohorts <i>(Last year's % in brackets)</i>
Reading	14 61% (64%)	76% (82%)	-15% (-18%)
Writing	12 52% (50%)	74% (68%)	-22% (-18%)
Maths	13 57% (79%)	76% (76%)	-19% (+3%)

Pupil Premium who are SEN N = 9 (does not include YR)

	PP who are also SEN reaching ARE or above <i>(Last year's % in brackets)</i>	All school SEN pupils reaching ARE or above <i>(Last year's % in brackets)</i>	Difference between cohorts <i>(Last year's % in brackets)</i>
Reading	2 22% (27%)	22% (40%)	0% (-13%)
Writing	1 11% (27%)	28% (23%)	-17% (-4%)
Maths	2 22% (55%)	40% (46%)	-18% (-9%)

Attendance:

Attendance for this cohort was 93.8% for academic year 2017/18, compared to 94.6% for the whole school.

It should be noted that it is not necessarily the same children year on year and % of new

Implications for spend of 2018/19 Pupil Premium Funding

- (i) The data shows that the progress made by PP children within Year 2 and Year 6 was good, with at least 80% making expected progress and 100% making at least expected progress in Year 6 maths*
- (ii) There have been improvements with PP children's attainment within reading – especially with children who are also SEN, as they are achieving the same as other children who are SEN*
- (iii) This year, PP children have not performed as well within Maths – especially those who are not SEN. This will need to be a focus for next year.*

Pupil Premium 2018/19 – Plans**Anticipated funding for 2018/19 = £37,423**

There are currently 34 children within this funding category.

Planned Spending actions for 2018/19**Learning and the Curriculum****(planned spend approx. £32,500)**

- Providing a range of proven teacher and TA led interventions, including Arrow, FlashSpell, Precision Teaching and First class at number.
- Continuation of teacher taught maths intervention group for Year 5 and Y6. This will continue to benefit all by providing smaller maths groups across Y6.
- HLTA taught small intervention groups for Literacy and Maths across KS 2
- Continue to fund of Nessy It programme (Dyslexia).
- Teacher and TA led smaller phonics groups across YR and KS1.
- In class support by TAs. Part of their role will be helping children focus on their individual targets, including those for slow movers in writing. All staff are fully aware of PP children and this is a foci in discussions in regard to progress and attainment

Pastoral & Emotional Support**(planned spend approx. £4000)**

- PP funding will again be spent on delivering pastoral and emotional support through using our Home-School Link Worker and ELSAs. This will focus on issues such as self-esteem, social skills, anxiety and attendance, for example.
- Occasionally we may use PP funds to provide places in the Breakfast Club and the after school club linked to the school if this is considered a way of providing appropriate support to a specific child or family.
- Continue to make monies available for IoW and other trips. Swimming

- Making monies available for transport, resources for courses facilitated by HSLW

Enrichment Within and Beyond the Curriculum (planned spend approx. £2,000)

- Providing support to subsidise trips and visits, as appropriate.
- Equity Project: focussing on increasing opportunities for inclusion in clubs and other activities.
- Opportunities to participate in enrichment activities (e.g. DSP Challenge Programme), as appropriate.
- Funding for Breakfast club and after school provision to facilitate a smoother school day

Measuring the Impact of PP funding

- For specific interventions we will use baseline and exit data (e.g. First Class Number, Precision Teaching).
- At termly Pupil Progress meetings we will review pupil progress to date and consider whether any further support can be targeted to help PP children reach ARE and/or make expected (or better) progress.
- At the end of the year we will study end of year data to ascertain which PP children reached ARE and/or made expected (or better) progress.

During this year we will be continuing to refine our pupil data tracking system which will enable us to track the performance of specific pupil cohorts with greater ease and accuracy. This in turn will enable us to target support where it is most needed (NB this is not funded through PP funding).

Having also spent another year working with the changed NC and AwL model, we now have more robust end of year data and tracking systems that we can measure progress against in all year groups. We are going to introduce Restorative Approach training for all staff and have appointed a class teacher as a PP champion to track individuals, ensuring their progress, attainment and monies spent on enrichment and intervention are tracked and monitored.

Date of next review of our Pupil Premium Strategy:

July 2019, for implementation in September 2019.

Website to be updated by October 2019.