

Weston St Mary CE Primary School's Pupil Premium Strategy Statement 2018/19

1. Summary information for 2018/19			
School	Weston St Mary CE Primary School		
Academic Year	2018-19	Total PP budget	£23,760 (18 pupils)
Total number of pupils	30	Number of pupils eligible for PP	12

2a) Historic PP attainment and progress (17/18 outcomes summary)

Due to the small number of pupils at Weston St Mary CE Primary we are unable to provide a year group break down of outcome for PP pupils as individuals may be identifiable. A more detailed overview of PP children's outcomes 2017-18 is held by the school.

School Overview:

Subject	% at EXS	% at GDS	% made typical+ progress against end of Key Stage outcomes	% made better than typical progress against end of Key Stage outcomes
Reading	25% (3/12)	16% 2/12	67% 8/12	33% 4/12
Writing	33% 4/12	0% 0/12	67% 8/12	50% 6/12
Maths	33% 4/12	0% 0/12	58% 7/12	25% 3/12

2b) Current cohorts attainment and progress in (17/18)

Due to the small number of pupils at Weston St Mary CE Primary we are unable to provide a year group break down of targets for PP pupils as individuals may be identifiable. A more detailed overview of PP children's targets for 2018-19 is held by the school.

Subject	% at EXS	% at GDS	% made typical+ progress against end of Key Stage outcomes	% made better than typical progress against end of Key Stage outcomes
Reading	67% (8/12)	16% 2/12	100% 12/12	25% 3/12
Writing	58% 7/12	16% 2/12	100% 12/12	33% 4/12
Maths	67% 8/12	8% 1/12	100% 12/12	8% 1/12

3. Barriers to future attainment (for pupils eligible for PP)

- A. High levels of mobility for PP pupils means many children did not start in EYFS.
- B. 42% PP pupils have special educational needs.
- C. Absence, including persistent absence.

Desired outcomes *(Desired outcomes and how they will be measured)*

Success criteria

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| A. | To ensure all vulnerable pupils are on track to meet their challenging targets in RWM. | Pupils who are eligible for pupil premium funding have met their targets in both February and July. (See separate target setting document) |
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B.	To track pupils' attainment and progress to ensure all children make good or better progress.	All staff are competent and confident in using the school's tracking system to identify the needs of learners.
C.	To ensure that all children are challenged and that expectations are high for all pupils.	<p>Pupils who are eligible for pupil premium are on track to meet their ambitious targets in February and July. (See separate target setting document.)</p> <p>Learning activities set by teachers excite and challenge all pupils, and especially pupils who are eligible for pupil premium funding.</p>
D.	Monitoring of PPF spend shows interventions are ensuring at least typical progress against national for PPF children.	PPMs show that eligible pupils receiving intervention are making progress which is in line with, or better than, that of non-eligible pupils.

4. 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	Staff lead	When will you review implementation?
A and C above.	<p>School to continue to participate in LEAP project (EEF research) to improve QFT across the school.</p> <p>CPD for teachers and teaching supports with a focus on developing greater depth, as part of school coaching programme</p> <p>Maths and English subject leaders to participate in LAAT development projects.</p> <p>Curriculum review and ongoing CPD to support the development of a broad and rich curriculum to enhance social mobility.</p> <p>Personalised appraisal targets linked to cohort and individual teaching standards as informed by coaching programme.</p>	<p>Sutton Trust impact of teachers has the most significant impact on raising standards.</p> <p>Sutton Trust research findings for QFT.</p> <p>Sutton Trust Teaching and Learning Toolkit identifies an effective approach to developing skills and fluency of these is likely to involve a mix of whole class teaching, small group and intervention.</p>	<p>External/ internal CPD</p> <p>Participation in LEAP project to develop QFT and intervention effectiveness for vulnerable groups.</p> <p>Participation in LAAT maths and English subject leader projects.</p> <p>Development of QA process with SEA LAAT.</p> <p>Monitoring of teaching and learning via coaching programme including drop ins, lesson obs, book scrutinies.</p> <p>Monitoring of intervention groups and their outcomes via PPMs.</p> <p>(Due to inconsistency in the quality of teaching and learning and high staff turnover, the impact of training during last academic year was limited and will need to</p>	Exec Head and Head of School.	<p>Ongoing via lesson observations, work scrutiny, PPMs and appraisal reviews.</p> <p>Supported by AQA testing, data analysis using DoL and OTrack tracking systems.</p> <p>Cross curricular planning reviews.</p> <p>Intervention monitoring with a specific focus on vulnerable groups.</p>

B above.	<p>Maths and English subject leaders to receive training on using O Track to analyse attainment and progress in reading, writing and maths. CPD for all teaching staff on how to use O Track in order to record attainments and track pupil progress.</p> <p>O Track reports to be used to support discussion of eligible pupils' progress and attainment as part of PPMs.</p> <p>O Track reports to be used to support QA process with SEA when discussing eligible pupils' progress and attainment.</p>	<p>Sutton Trust impact of teachers has the most significant impact on raising standards.</p> <p>Sutton Trust research findings for QFT.</p> <p>Sutton Trust Teaching and Learning Toolkit identifies an effective approach to developing skills and fluency of these is likely to involve a mix of whole class teaching, small group and intervention.</p>	<p>Internal and external CPD on use of O Track. Participation in LAAT maths and English subject leader projects.</p> <p>Internal and external moderation of teacher assessment to ensure that teachers' judgements are accurate.</p>	<p>Exec Head and Head of School.</p>	<p>Ongoing via PPMs and moderation activities, both internal and external.</p> <p>Supported by AQA testing.</p>
Total budgeted cost					£8,500
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?

D above.	<p>Interventions run by key teachers to raise standards for all vulnerable groups of pupils.</p> <p>Additional intervention programmes set up throughout the school to accelerate progress for eligible pupils in order to meet their personal attainment and progress targets.</p> <p>Participation in the LEAP project to develop teachers' skills in identifying specific gaps in pupils learning which will bring about accelerated progress.</p> <p>Participation with LAAT Maths/ English projects</p> <p>Externally provided CPD with a focus on developing greater depth in reading, writing and mathematics in order to improve intervention strategies.</p>	<p>Sutton Trust teachers have the most impact in raising standards Research – small group tuition A qualified teacher is more likely to achieve greater progress and raise attainment. Intensive tuition in small groups is highly effective. Pupils are grouped according to current levels of attainment or specific needs Research- small group tuition</p> <p>Programmes with greater structure, a strong link to the curriculum, well qualified and well trained staff are more clearly related to academic benefits Booster groups to support revision are likely to improve results.</p> <p>Research Meta cognition and self- regulation strategies (learn to learn)</p> <p>Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential.</p>	<p>Monitoring of interventions, pupil progress meetings, review data for all groups of pupils, lesson observations, planning and book reviews.</p> <p>Participation in LEAP project to develop QFT and intervention effectiveness for vulnerable groups.</p> <p>Development of QA process with SEA LAAT.</p>	Exec Head, Head of School and PPF governor	<p>Ongoing via lesson observations, work scrutiny, PPMs and appraisal reviews.</p> <p>Supported by AQA testing, data analysis using DoL and O Track tracking systems.</p> <p>Cross curricular planning reviews.</p> <p>Intervention monitoring with a specific focus on vulnerable groups.</p>
Total budgeted cost					£12,094
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?

A, C and D above	<p>Educational resources to support disadvantaged pupils.</p> <p>Purchase RWI resources</p> <p>KS2 Grammar and punctuation resources</p> <p>Reading scheme updated to support improvement in reading.</p>	<p>Sutton Trust impact of teachers has the most significant impact on raising standards.</p> <p>By improving resources available to teachers, QFT can be supported.</p>	<p>CPD to staff for all new resources purchased.</p> <p>Monitoring of use of resources, including drop ins and observations, planning scrutiny, work scrutiny and pupil voice.</p>	<p>Exec Head and Head of School.</p>	<p>Ongoing via lesson observations, work scrutiny, drop ins and lesson observations, planning scrutiny, work scrutiny.</p> <p>PPMs and appraisal meetings.</p>
Total budgeted cost					£3,165

For a review of previous expenditure see separate document