

# St Botolph's Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	St Botolph's Church of England Primary School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£75,640	<b>Date of most recent external PP Review</b>	Spring'17
<b>Total number of pupils</b>	412	<b>Number of pupils eligible for PP</b>	59	<b>Date for next internal review of this strategy</b>	Summer'19

Current attainment @ end of KS2		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>% achieving Secure or above in reading, writing &amp; maths (or equivalent)</b>	36%	62%
<b>% making satisfactory or above progress in reading (or equivalent)</b>	- 1.62	- 0.58
<b>% making satisfactory or above progress in writing (or equivalent)</b>	- 0.3	0.18
<b>% making satisfactory or above progress in maths (or equivalent)</b>	- 0.6	1.45
Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
<b>A.</b>	A lower percentage of pupils eligible for Pupil Premium are reaching expected in combined Reading, Writing and Maths.	
<b>B.</b>	A lower percentage of pupils eligible for Pupil Premium are reaching expected in Reading with an identified barrier being weak comprehension/inference skills. The children's lack of wider experiences does not allow them to relate to scenarios or make comparisons.	
External barriers		
<b>C.</b>	Inconsistent parental engagement regarding hearing children read at home with a significant decrease in KS 2. Parents who do hear their children read focus on mechanical reading/decoding and not on comprehension and understanding the text.	
<b>D.</b>	Decline in emotional wellbeing for an increasing number of children with both self-identity and self-esteem. The children lack the mechanisms to control strong emotions.	

<b>2. Desired outcomes</b>		<b>Success criteria</b>
<b>A.</b>	To achieve expected rates of progress across the school for all pupils but especially those pupils eligible for Pupil Premium.	Pupils eligible for Pupil Premium make expected rates of progress in Reading, Writing and Maths in line with the non - Pupil Premium cohort.
<b>B.</b>	To improve comprehension skills so that the children have a deeper understanding of the text.	Pupils eligible for Pupil Premium make expected rates of progress in Reading in line with the non-Pupil Premium cohort.
<b>C.</b>	Parents will regularly share/read books with their children at home.	Children discuss books with enthusiasm. Evidence in children's Reading Record of reading with a parent at home at least 3 times a week.
<b>D.</b>	Children are able to manage and act on strong emotions with positive outcomes. An increase in self-esteem will have a positive effect on the children's attitude to learning.	75% reduction in incidences of conflict with peers.  At least 50% increase in self-evaluation of wellbeing on completion of exit surveys.

<b>3. Planned expenditure</b>					
<b>Academic year</b>		<b>2018 - 2019</b>			
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>					
<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>Budgeted cost?</b>
To ensure a consistent approach to supporting children to resolve conflicts effectively	<b>Restorative Justice</b>  Whole School behaviour management programme	The emotional literacy programme is independently evaluated and is shown to be effective in other schools. Social/emotional learning is shown to be effective at a low cost (EFF – Education, Endowment Foundation). Part of whole school approach to embed culture of compassion.	Implemented last academic year but principles will be regularly revisited at Phase Meetings and staff briefings.  All new staff will be given Restorative Justice training and will be coached by NN.	All staff.  Lead by Nicky Noble	£565.50
Children to reach expected in Reading	<b>Destination Reader</b> Yr 2 – Yr 6	The programme is independently evaluated and shown to be effective. It focuses on gaining a deeper understanding of the text and extending vocabulary.	Staff Training 8 <sup>th</sup> October  Updates in Phase Meetings in Spring and Summer term	Emma Venditti and Jane Greene	£3000
<b>Total budgeted cost</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>Budgeted cost</b>

To reduce the gap between pupils eligible for Pupil Premium in Years 1 – 6 in combined reading, writing and maths to non-Pupil Premium pupils in school.	<p><b>PiXL</b></p> <p>A system of assessment/ analysis and therapy to target gaps in learning across core subjects</p>	Gaps are address through small group interventions lead by an HLTA. PiXL is shown to be effective in other schools and small group work with qualified staff is shown to have a moderate impact (EEF Toolkit).	<p>Training for staff in Years 1 – 6 (5<sup>th</sup> September 2018).</p> <p>Daily reviews after each group intervention.</p> <p>Monitoring of targeted teaching by teachers and SLT and termly monitoring of pupil progress.</p>	<p>Nicky Noble</p> <p>Year 1 – Year 6 staff</p>	<p>£3600</p> <p>£400</p>
To improve knowledge of basic maths facts in Pupil Premium pupils in Year 5 and 6	<p><b>Third Space Learning</b></p> <p>1:1 on line Maths tuition.</p>	1:1 tuition and use of technology are both strategies evaluated and shown to be an effective way of improving pupil attainment (EEF Toolkit). Previously boosted confidence and fostered a positive attitude.	1 hour per week for 10 weeks but monitored weekly. Impact overseen by the Maths Lead and reviewed after each cycle.	<p>Karen Turpin</p> <p>Maths Lead</p>	<p>Subscription</p> <p>£6000</p>
To increase Reading attainment in in Pupil Premium pupils in Year 6	<p><b>Reading Inference programme</b></p>	Small group intervention led by a trained TA. Programme is evidenced based and small group work with qualified staff is shown to have a moderate impact (EEF Toolkit).	<p>Year 6 TA to received Reading Training November 2018.</p> <p>Delivery monitored by NN and Yr 6 staff.</p> <p>Weekly review of progress and actions points decided for following week.</p>	<p>Nicky Noble</p>	<p>£6300</p>

To improve reading of children in Year 1 and Year 2 identified as not meeting expected levels	<b>Reading Recovery</b>	1:1 with qualified staff has a high cost but is shown to be effective (EEF). 80% of children at St Botolph's have exited the programme at the expected level.	20 week cycle but monitored daily.  Classroom support in place for children after exiting the intervention.	Jane Greene – Reading Recovery teacher	£10000
To increase the number of children who read for pleasure and get more families involved with reading	<b>EYFS/Vivacity Library training</b>  <b>Growing Readers</b> 6 week programme for EYFS children and their parents	Early Intervention is shown to be effective at a low cost (EFF – Education, Endowment Foundation). The trainer will model sharing stories so parents gain confidence in engaging with their child's learning. Named invitations sent to parents of Pupil Premium children and personal follow up telephone calls.	Overseen by Reading Recovery teacher (JG).  Termly follow up session for parents.	Jane Greene	£600 +12 hours supply  £600
		Above template used to run the programme in school for Years 1 and 2.	Led by Jane Greene.	Jane Greene	20 hours supply 6 books per family £1450
<b>Total budgeted cost</b>					£28350
<b>iii. Other approaches</b>					
<b>Area</b>	<b>Barrier</b>	<b>Approach</b>	<b>Desired Impact</b>	<b>Staff lead</b>	<b>Budgeted cost</b>
<b>Social and Emotional Learning</b>	Children have more limited opportunities and experiences at home which	Support parents to fund trips and residential	Children learn through hands-on experiences that can be drawn upon in future learning. Children develop their interpersonal skills.	Class Teachers	£1000

	impacts on learning in school	Support parents to fund after school clubs	100% attendance at clubs. Children learn a new skill and experience a sense of achievement.		£100
<b>Emotional support for children</b>	Some children experience insecurities, challenges and/or trauma at home which impacts their learning.	Learning Mentor programmes, both individual and small group.	Child will feel secure in school and so be able to learn. This will be reflected in progress data. Exit surveys will show an improvement in wellbeing by at least 3 points.	Nicola Trinder	£15000
<b>Emotional support for children</b>	Some children are struggling with self-identity and/or their ability to manage strong emotions resulting in frequent peer conflict.	YMCA counselling programmes. <b>Group Module:</b> 6 week course for 4 children. <b>1:1 Mentoring:</b> 8 sessions for individual children	75% reduction in conflict with peers at break times.  75% reduction in anger outbursts during the school day.	Nicola Trinder  Relevant Class Teachers	£522.50  £427.50
<b>Emotional support for children</b>	Some find it difficult to control actions and act on impulse which impacts learning	<b>Educational Psychology</b> assessment  1:1 assessment	Strategies recommended used to ensure child is on task 75% of the time and 50% reduction in negative incidents at break times.	Sue Fox	£240

<b>Support for parents</b>	Some parents need support to understand how to help their child and/or to access outside agencies.	Early Help pathway.  Meetings with individual families and telephone advice and sign posting.	Parents will access outside agency help if appropriate. Successful strategies will be implemented at home in 2 out of 3 homes. This will result in a child who is settled and able to learn.	Nicola Trinder	
<b>Support for Families</b>	Some parents have limited or no external support networks.	Provide links with the church and local community to give additional support networks for families of children eligible for Pupil Premium.  Christmas Hampers from the church  Mother's Union funded holidays	Regular attendance at school in line with non-Pupil Premium peers.  Children will have experiences to bring to their learning in school.	Jackii Crockett  Sue Sherriff	
<b>Total budgeted cost</b>					<b>£17290</b>

4. Review of expenditure			
<b>Previous Academic Year</b>		<b>2017- 2018</b>	
<b>i. Quality of teaching for all</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact</b>	<b>Lessons learned</b>

<p>To improve understanding of the language of maths across the school</p>	<p><b>Maths Mastery</b> Whole school approach, initially rolled out in KS 1 but to include Year 4 this academic year</p>	<p>Using the Maths Mastery approach, Maths language is now the centre of every lesson. All children are now more able to talk about Maths which staff feel is securing a deeper understanding of the concepts. The Maths Lead and the Senior Leadership Team have observed Maths language being used effectively in every class and even the youngest children are using the Maths terms in full sentences. The format of Teacher model followed by child repetition has been successful. <b>Success Criteria: met</b></p>	<p>This Maths Mastery approach will be continued. However the Maths Lead will need to be given sufficient release time to ensure teachers are given the support to maximise talk in the Maths lesson. Along with all new staff having Maths Mastery training and additional support from the Maths Lead.</p>
<p>To improve pupils ability to resolve difficult situations independently</p>	<p><b>Restorative Justice</b>  Whole school behaviour management programme</p>	<p>The <b>Restorative Justice</b> approach is still in its infancy but is slowly transforming the culture in school, the principles being written in to the Behaviour Policy. Initially, the teaching staff found the approach very time consuming and queries were raised as to its value. However, these issues have largely been overcome as teaching staff are now more accomplished at facilitating restorative conversations. <b>Success Criteria: partially met (ongoing)</b></p>	<p>The approach was far more time consuming than expected but the principles are sound. The principles need to be highlighted regularly to all staff to ensure the approach is consistent and the message the children receive is the same. Additional training to be given midday supervisors and all new staff.</p>

<p>To widen exposure to quality literature in order to enhance creative writing.</p>	<p><b>Power of Reading</b></p> <p>Whole School approach Yr 1 – Yr 6</p>	<p><b>Power of Reading</b> is being successfully used in KS 1. The approach allows the children to become very familiar with one story so they are able to write stories of their own. The approach includes word and phonic work which aids creative writing. Furthermore, the approach greatly benefits active learners.</p> <p><b>Destination Reader</b> replaced Power of Reading in KS 2 from January 2018 as it was considered this programme would expose the older children to a higher level of books which they wouldn't otherwise choose for themselves. Staff report that Destination Reader is having an impact: children are now looking in the text more carefully to find evidence to back up answers and the examination of words is aiding comprehension and widening vocabulary.</p> <p><b>Success Criteria:</b> met and ongoing</p>	<p><b>Power of Reading:</b> staff found that they need to adapt the plans which are very lengthy to avoid losing the children's interest. Moving to similar books eg same author or same genre, keeps the children interested.</p> <p><b>Destination Reader:</b> this will encompass all of KS 2 in 2018/19.</p> <p>Staff found it took a significant amount of time to read a whole book which limited the number of books that the children were being exposed to. Therefore moving forward, staff consider sharing just the opening chapters of a book will allow them to cover a wider variety of literature.</p>
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**i. Targeted support**

Desired outcome	Chosen action / approach	Impact	Lessons learned
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<p>To improve reading outcomes in KS1</p>	<p><b>ReadWriteAtoZ</b></p> <p>6 week Intervention programme</p> <p>To start in Reception in Spring 2018</p>	<p>59% of Reception children completed the programme. On completion, all children were secure with 1:1 matching when reading and knew more high frequency words by sight. However, the children were not writing for purpose and the books used in the programme did not relate to any class topics. Staff felt that the materials were quite outdated and making books to match class topics using the programme principles, was very time consuming and not sustainable. <b>Success Criteria: not met</b></p>	<p>Materials need to be relevant.</p> <p>Writing for purpose has greater impact therefore this intervention will not be continued.</p>
<p>To improve reading of children in Year 1 and Year 2 identified as not meeting expected levels</p>	<p><b>Reading Recovery</b></p>	<p>8 children completed the <b>Reading Recovery</b> programme and all made accelerated progress. The children's rate of progress does tend to initially decline once the child is discontinued so regular reading is vital for continued attainment. <b>Success Criteria: met</b></p>	<p>Intervention continues to be effective in the closing the gap with reading. Once the children have been discontinued from the programme, they need to be carefully monitored. Use of the Bench Marking kits will help teachers track this.</p>
<p>To improve knowledge of basic maths facts in Pupil Premium pupils in Year 6 and 5</p>	<p><b>Third Space Learning</b></p> <p>1:1 on line Maths tuition.</p>	<p>18 Year 6 children and 9 Year 5 children completed the course. The additional 1:1 input and repetition raises confidence so that the children are more willing to have a go. Impact is not seen immediately but appears to improve results in the long term. However, there were technology difficulties throughout the year that caused disruption and which were time consuming to sort out. <b>SC: met</b></p>	<p>Technology continues to be an ongoing issue. Investment in new sets of headphones would be beneficial.</p>

To reduce the gap between pupils eligible for Pupil Premium in Year 6 in combined reading, writing and maths to non-Pupil Premium pupils in school.	<b>PiXL</b>  A system of assessment/ analysis and therapy to target gaps in learning across core subjects	<b>PiXL</b> was trialled in Year 6. The resources proved helpful for interventions and targeted teaching.  Only 14% of children eligible for Pupil Premium achieved 'Expected' in combined Reading, Writing and Maths in the Year 6 SAT tests which was lower than in previous years. However, the children eligible for Pupil Premium who did not reach expected in the combined subjects were much closer than in previous years.  <i>Success Criteria: not met</i>	The approach was started too late in 2017/18 to have a significant impact.  For 2018/19, training was delivered to staff on 5th September 2018 and the approach will be used by the whole school.
<b>ii. Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact</b>	<b>Lessons learned</b>
To improve attendance for pupils eligible for Pupil Premium across the school.	<b>Monthly analysis of attendance</b>	Procedures for tracking <b>attendance</b> are now more robust. Letters and phone calls are consistently made to parents of children with high absence rates. The annual average absence rate for 2017/18 for children eligible for Pupil Premium was 94% compared to 96% for non-Pupil Premium which highlights that the gap is closing. The absence rate for Pupil Premium did dip during the winter months due to increased illness but this was the same pattern for the non- Pupil Premium students.  <i>Success Criteria: met</i>	Absence will continue to be closely monitored and addressed, with support being given to families who need additional help.

<p>To support pupils with homework</p>	<p><b>Homework Club</b></p> <p>Weekly with Pupil Support TA</p>	<p>The <b>Homework Club</b> did not run in 2017/18 due to the Pupil Support Teaching Assistant being assigned additional duties because of the increase in numbers of children with challenging behaviour. Individual teachers did support children in their own classes to complete homework during the lunch hour.</p> <p><i>Success Criteria: not met</i></p>	<p>It is important to set up a consistent routine.</p>
<p>To support families of pupils eligible for Pupil Premium</p>	<p><b>Early Health Assessments</b></p> <p>Completion by Pupil Support TA in collaboration with the SENCo</p>	<p>The Pupil Support Teaching Assistant and the SENCo worked with 8 families to complete <b>Early Help Assessments</b>. Three families are now accessing a parenting course, one family accessed Sleep Solutions and another accessed a Health assessment for their child. Alongside this the Pupil Support regularly met with parents to address issues as they arose. Since the introduction of a link Early Help professional in Summer 2018 who makes regular visits to school, the process is becoming more stream-lined. The Pupil Support's role liaising with families is becoming increasingly important and taking up a significant portion of her contracted hours.</p> <p><i>Success Criteria: met</i></p>	<p>The Early Help system continues to be complicated and time consuming therefore maintaining a close working relationship with the link Early Help professional is vital.</p> <p>The Pupil Support and SENCo have learnt that Early Help Assessments need to have very clear and specific outcomes so that the assessments pass smoothly through the Gateway and get the families the right support that they need.</p>

<p>To prepare children with social/emotional needs for lessons and ensure a smooth transition into school</p>	<p><b>Sensory Circuits</b></p> <p>Lead by Pupil Support TA</p>	<p><b>Sensory Circuits</b> continues to be successful at settling a small number of children into school. The register has remained at an average of 10 children who attend on a daily basis and without which would not be ready for learning at the start of the school day. When circuits is not able to take place, 9 out of 10 children do not settle well and for half of the children this impacts on their whole day. An Occupational Therapist reviewed practice in the Summer Term and gave recommendations on how to adapt activities for individual children.</p> <p><i>Success Criteria: met</i></p>	<p>The circuit does need to be varied to maintain interest and impact but the overall routine needs to be consistent.</p> <p>Consideration needs to be given to the number of staff manning each session so that if one adult has to deal with a child who is dysregulated there is another adult to complete the session.</p>
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<p><b>5. Additional detail</b></p>
<p>In this section you can annex or refer to <b>additional</b> information which you have used to support the sections above.</p> <p><b>Statements from the OFSTED inspection 4<sup>th</sup> – 5<sup>th</sup> June 2015.</b></p> <p>The Pupil Premium funding is used effectively to accelerate the progress of eligible pupils and ensures that discrimination of any form is not tolerated in school. All pupils experience the same good opportunities to succeed. The school welcomes pupils from all backgrounds and ensures they are fully included in all the school does.</p> <p>The achievement of the small number of disadvantaged pupils is tracked and carefully analysed. As a result, these children also benefit from individual support, small group teaching and where appropriate lessons that are modified to help them succeed.</p> <p>In 2014 at the end of KS2, there were too few disadvantaged pupils to make meaningful comparisons of any attainment gap between this group and other pupils nationally. However, disadvantaged pupils benefit from a range of support and additional teaching and as a result many are making accelerated progress in reading, writing and maths across the school.</p>

