

1. Summary information					
School	St Peter's CE School, Alvescot				
Academic Year	2018/19	Total PP budget (not including SPP) (April 2018-March 2019)	£2,640	Date of most recent PP Review	Spring 2018
Total number of pupils	71	Number of pupils eligible for PP	2	Date for next internal review of this strategy	Spring 2019

2. Outcomes 2018

Year 1 Progress in 2017-2018 Expected progress from Autumn 1 to Summer 2 = 4 steps		Reading Progress from Autumn 1 to Summer 2	Writing Progress from Autumn 1 to Summer 2	Mathematics Progress from Autumn 1 to Summer 2
Year 1	Pupil Premium	4 steps	4.5 steps	5 steps
	Non Pupil Premium	4.2 steps	4 steps	4.5 steps
	Difference	-0.2 steps	+0.5 steps	+0.5 steps

No pupils in Reception and Years 2, 3 are 4 eligible for PP funding

Year 1 Attainment 2018 Achieved expected standard (1s or above)		Reading (school)	Writing (school)	Mathematics (school 2018)
Year 1	Pupil Premium	100%	100%	100%

	Non Pupil Premium	64%	64%	57%
	Difference	+36%	+36%	+43%

3. Review of expenditure

Previous academic year: 2017-2018

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Impact	Lessons learned	Cost
Improved pupil outcomes in phonics and spelling, punctuation and Grammar (SPaG)	Children grouped according to ability for daily phonics / SPAG lessons. Additional adult employed to ensure that groups remain small enough that the highest quality of teaching can be achieved.	High quality phonics teaching enables children to make rapid progress in their learning of reading and writing.	Termly assessments must be used to inform groups and adjustments made as necessary. Class environment / resources must be provided to support children to apply their knowledge in everyday reading and writing.	Cost of annual subscription to Phonics Play £120 Cost of annual subscription to Phonics and Grammar and Spelling Club £125+£40 Additional TA for 0.5 hours/ day (Mon-Thurs) =£780
Increased participation of pupils in home learning activities. Opportunities for pupils to complete homework in school	Learning club to run two / three days a week for identified children to attend, to support home learning activities (priority given to pupils eligible for PP and SP funding)	Improved outcomes for pupils attending Learning Club	Opportunities for over learning and pre-teaching during learning club helps develop children's confidence and self-esteem.	TA for 2 hours/ week =£780

ii. Targeted support

Desired outcome	Chosen action/approach	Impact	Lessons learned	
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Improved handwriting skills	Targeted support during handwriting lessons and during daily, early morning handwriting practice.	The National Handwriting Association reports that legible writing that can be produced comfortably, at speed and with little conscious effort allows a child to attend to the higher-level aspects of writing composition and content. This is important when assessments are based on written work, particularly in time-limited written examinations, which remain as a major form of assessment for many formal qualifications. Without fast and legible handwriting, pupils may miss out on learning	Linking letters together in cursive handwriting creates strong associations for letters in specific groups and helps spelling, building associations with common strings of letters, rather than individual letters.	Cost of TA to support handwriting lessons and daily practice £390
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iii. Other approaches

Desired outcome	Chosen action/approach	Impact	Lessons learned	
Increased attendance rates	New office administrator appointed with responsibility for monitoring pupils' daily attendance and following up quickly on absences, in accordance with the school's Attendance Policy.	<p>In February 2015 the Department for Education (DfE) published a report on the link between absence and attainment</p> <p>The findings are based on the attainment of pupils at the end of KS2 and KS4 in state-funded mainstream schools in the 2012/13 academic year, compared to their level of absence across all years in the relevant KS.</p> <p>Key findings show that the higher the percentage of sessions missed across the KS, the lower the likely level of attainment at the end of KS2: pupils with no absence are 1.6 times more likely to achieve expected standards, and 4.7 times more likely to exceed expected standards, than pupils that missed 15-20 per cent of all sessions</p>	Positive relationship with parents are fundamental to increased attendance.	No cost
<p>First hand experiences stimulate pupils' interests and engagement in topics and related learning.</p> <p>Out of school activities encourage positive relationships with peers and provide opportunities for the development of social skills.</p>	Subsidy of school trips, curriculum enhancement activities and places at after-school clubs	Ofsted has produced a range of documents and case studies to demonstrate the importance of learning outside the classroom (LOtC). A key document is the 2008 report <i><u>Learning outside the classroom: How far should you go?</u></i> Key findings of the report include that when planned and implemented well, learning outside the classroom contributed significantly to raising standards & improving pupils' personal, social and emotional development.	<p>Subsidy of places for children eligible for PP funding enables them to access an increased number of after-school clubs which in turn improves parents' chances of gaining employment.</p> <p>Subsidy of cost of school trips/visits/visitors enables pupils to access all opportunities provided for extending learning and developing effective relationships with peers.</p>	£154.50

4. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
<i>Due to the low number of pupils eligible for PP and their specific needs, it is difficult to identify common barriers to learning</i>	
A.	Limited opportunities for language development and enrichment experiences of pupils eligible for PP slows progress, particularly in literacy
B.	Home learning environment and engagement of parents impacts on learning at school
C.	Low self-esteem, confidence and independence impacts on children's ability to make and sustain appropriate relationships with peers
External barriers	
D.	Limited financial resources

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved language development and literacy skills for pupils eligible for PP.	Pupils eligible for PP make rapid progress so that all pupils eligible for PP meet age related expectations.
B.	Increased engagement of parents in home learning Support provided for pupils who have limited opportunities to participate in home learning	Homework consolidates learning and prepares pupils well for work to come. Parents develop understanding of how well their child is progressing, and what their child needs to do to improve.
C.	Increased sense of wellbeing through implementation of ELSA program and participation in out of school activities resulting in improved behaviour for effective learning	Individual children's targets met, increased progress and improved standards of attainment
D.	Access to an increased number of enrichment activities to enable pupils to access all opportunities provided for extending learning and developing effective relationships with peers.	Increased participation in enrichments activities both in and out of school.

5. Planned expenditure					
Academic year: 2018-2019					
iv. 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	Review date/s
Improved pupil outcomes	Children to be grouped according to ability for	High quality phonics teaching enables	Learning walks by English co-ordinator and	Sam King	End of each

in Literacy, including phonics and spelling, punctuation and Grammar (SPaG)	<p>daily phonics / SPAG lessons.</p> <p>Additional adult to be employed to ensure that groups remain small enough that the highest quality of teaching can be achieved.</p> <p>Increased TA hours to provide additional opportunities for children to read regularly in school and complete homework activities eg learn spelling, activities allocated on Active Learn.</p>	children to make rapid progress in their learning of reading and writing.	<p>governor.</p> <p>Review of children's progress and achievements in their phonics / SPaG learning half termly.</p>		half term
Increased participation of pupils in home learning activities. Opportunities for pupils to complete homework in school	Learning club to run three days a week for identified children to attend, to support home learning activities (priority given to pupils eligible for PP and SP funding)	Improved outcomes for pupils attending Learning Club	The impact of attendance at learning club will be monitored through discussions with pupils, classteachers, TAs and parents.	SENCo / PP co-ordinator	Jan 2019 April 2019
<p>Cost of annual subscription to Phonics Play £120</p> <p>Cost of TA for 0.5 hours a day (X4) £780</p> <p>Cost of TA for 2 hours a week x 39 week: £780</p> <p>Total budgeted cost: £1855</p>					

v. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
Improved handwriting skills	Targeted support during handwriting lessons and during daily, early morning handwriting practice.	The National Handwriting Association reports that legible writing that can be produced comfortably, at speed and with little conscious effort allows a child to attend to the higher-level aspects of writing composition and content. This is important when assessments are based on written work, particularly in time-limited written examinations, which remain as a major form of assessment for many formal qualifications. Without fast	The English co-ordinator will monitor the teaching of handwriting during learning walks and lesson observations.	English Co-ordinator	Half termly (6x/ year)

Improved support for identified children in the management of their own feelings and behaviour, and develop understanding of how they relate to others	<p>TA to attend six ELSA supervision days, led by Educational Psychologists to support effective delivery of the ELSA intervention programme.</p> <p>SENCo, CTs and TA to identify and prioritise children who would benefit from ELSA intervention</p> <p>Intervention programme to be implemented for individuals/ groups of children including:</p> <ul style="list-style-type: none"> • agreeing targets measurable and achievable targets • Reviewing progress • liaising effective with other staff and parents, • Purchasing resources as required 	The Children’s Act 2004 (Every Child Matters) recognised that schools need to be concerned with the all-round development of children. There has been increased recognition of the impact of social and emotional aspects of learning on academic attainment in schools. There has been consistent feedback from schools across the UK that the introduction of ELSAs has made a significant positive impact on the emotional wellbeing of children.	The ELSA’s performance will be monitored through the school’s appraisal process, agreeing targets for professional development	SENCo	Half termly (6x/ year)
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ELSA supervision days: £300
 Cost of TA to attend supervision days: £210
 Cost of TA to deliver ELSA: £390
 Cost of TA to support handwriting lessons and daily practice: £390
Total budgeted cost: £1,765

vi. 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	Review date
<p>First hand experiences stimulate pupils’ interests and engagement in topics and related learning.</p> <p>Out of school activities encourage positive relationships with peers and provide opportunities for the development of social skills.</p>	<p>Subsidy of school trips, curriculum enhancement activities and places at after-school clubs</p> <p>Subsidy of out of school activities eg gymnastics and swimming lessons</p>	Ofsted has produced a range of documents and case studies to demonstrate the importance of learning outside the classroom (LOtC). A key document is the 2008 report <u><i>Learning outside the classroom: How far should you go?</i></u> Key findings of the report include that when planned and implemented well, learning outside the classroom contributed significantly to raising standards & improving pupils’ personal, social and emotional development.	The headteacher/ Educational Visits Co-ordinator (EVC) will monitor quality and engagement in LOtC activities and participation in after-school clubs to ensure that vulnerable children are not disadvantaged.	Headteacher/ EVC/ Pupil Premium Coordinator	Half termly (6x/ year)

Total budgeted cost: £500

