

Pupil premium strategy statement:

1. Summary information					
School	Tiptree St Luke's Primary				
Academic Year	2018/19	Total PP budget	£37, 940	Date of most recent PP Review	n/a
Total number of pupils	26	Number of pupils eligible for PP	28	Date for next internal review of this strategy	Autumn 2019

2. Current attainment	
	<i>% of Pupil Premium Pupils Year 6 Summer 2018</i>
% achieving expected standard or above in reading, writing and maths	C- 63%
% achieving expected standard or above in reading	R- 75%
% achieving expected standard or above in writing	W- 63% GPS- 75%
% achieving expected standard or above in maths	M- 63%

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>)	
A.	Poor reasoning and reduced language skills
B.	Retention difficulties and other learning difficulties – 18% of PP pupils on Higher Level or Additional School Intervention
C.	Significant increase in children presenting with anxiety, low self-esteem and social and emotional difficulties
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Increase in time children spend on electronic devices and reduction in key skills such as conversation, listening and attention and reading
E.	Increase in need for parent/family support from Family, Welfare and Safeguarding Officer for attendance, pastoral support for pupils and parents.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To provide high quality support to pupils in literacy and maths, focusing on consolidation of key skills, raising expectations and reinforcing high quality teaching.	Children feel confident in English and Maths and have a 'can do' attitude Children have opportunities to focus on key areas in English and Maths and gaps in learning are identified and addressed. An increase in the number of children making accelerated progress. Pupils can reason and explain concepts. Pupils can learn from mistakes and use learning characteristics. This also has an impact on non pupil premium children as they may be in a LSA led group receiving high quality support,
B.	To ensure that evidence-based, well-delivered, swift interventions are in place. These stem from learning standard meetings and gap analysis for individual pupils. This will support accelerated progress.	Interventions are run by HLTAs and LSA's. Children are identified for specific interventions which address individual needs. Learning from interventions is transferred to learning in the classroom. Increase in number of children making age related expectations. Impact report shows percentage of pupils making accelerated progress and closing the gap. Pupil premium and non pupil premium are receiving swift interventions based on gap analysis and progress from starting points.
C.	To provide well-being/emotional and family support to any pupils who meet the criteria for support. To provide pupils and families with emotional/well-being support throughout the week. To provide families with an early morning access point for queries and concerns. To deliver specific therapeutic interventions to pupils as needed. To monitor and improve attendance for pupil premium children (governor target of 97%)	Children and families needing emotional support or therapeutic interventions benefit from the in-school support available. Teachers know how to refer a pupil for therapeutic support and liaise well with the Family, Safeguarding and Welfare Officer to organise support. Pupils feel more confident and self-esteem is growing across the school. Pupils and parents feel empowered to cope with difficulties they may face. Attendance focus of pupil premium children in safeguarding meetings. Attendance data tracked, parental feedback and visits/meetings if required. Letters sent based on interrogation of attendance. Rewards in place and attendance shared with stakeholders. All pupils benefit from maintaining the expected attendance of 97% and receive the class reward. All pupils can access emotional/well-being support as long as they meet the criteria.
D.	To enable participation of all children in events or activities where financial contributions are required and not manageable for parents.	A fully inclusive curriculum on offer to all pupils. Increased aspirations for pupils regardless of income. All pupils benefit from us financially contributing to school trips for pupil premium children, as the school budget does not allow us to subsidise large amounts.

5. Planned expenditure					
Academic year	2017/18				
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?
High quality support for classes and cohorts with a higher number of children working below age related expectations, provided by HLTA A larger team of HLTAs to help deliver this support	Allocation of HLTAs linked to assessment data and PP.	By allocating more HLTA time to supporting class teachers, teaching and learning, we aim to help children consolidate learning from targeted interventions carried out by HLTAs. Specific cohorts have higher numbers of low attaining pupils, or PP pupils, and these areas will be priority for receiving HLTA support. HLTA's providing high quality support in lessons also carry out swift interventions within the same cohort.	Senior HLTAs to support and mentor newly trained HLTAs. SLT to monitor HLTA support. SLT will monitor data to assess the impact of this support.	HT/DHT Inclusion Manager	November 2018
An increased percentage of pupils achieving ARE or above in year 2 (summer 2019). Percentage of pupils attaining ARE of above is in line with national.	Purchasing Accelerated Reader (percentage from pp). Comprehension based reading age for more accuracy. Half termly assessments using Accelerated Reader to identify gaps.	By implementing Accelerated Reader pupils are engaged and enthused about reading. Pupils have books pitched at the correct level based on detailed assessment every half term. Comprehension quizzes taken after each text. Data print offs used in discussions with parents and children to look at progress.	INSET day training for teaching staff and HLTA's. Training from AR for English lead teacher. Library service training for staff during a twilight session. Meeting for parents and pupils to launch AR. Employing staff to manage the library	HT/DHT/Eng lish lead	November 2018

Children of all backgrounds have full access to learning opportunities available in school, including any trips or opportunities outside of school	PP funding to be used to ensure that all children have access to school trips and other opportunities.	School policy ensures that no child should be disadvantaged because of their background or any other reason beyond their control.	SLT to monitor this and ensure that parents are made aware of how to request support.	HT/DHT	January 2019
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ii. 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	When will you review implementation?
Targeted intervention will help to close the gap in varying curriculum areas.	Swift interventions: Reading x2 1 hour per week Maths x2 1 hour per week Writing x2 1 hour per week EYFS- x6 hours per week	Data analysis sheets show that these interventions have a positive impact and children make progress over a term	Monitored by SEN HLTA and SENCO Assessment sheets will track progress at the end of each half term.	Deputy to support HLTA/LSA team	February 2018
Targeted 1:1 interventions for pp children based on data analysis every half term.	Designated LSA employed 9 hours per week to provide quick, booster to pp pupils. Focus is based on data and half termly learning standards discussion. Paid at £3, 712 LSA working 1:1 with pp+/Higher level child x 3 hours per week LSA working 1:1 With pp+child x3 hours per week Opportunities identified to address in	PP: Whole school data- 45% making accelerated progress in reading. 27% making accelerated progress in writing. 33% making accelerated progress in maths Alterations made if necessary based on level of impact. Running Records provide the child with valuable opportunities to work 1:1, at their own pace, and on a skill which is specifically targeted to individual needs.	Monitored by Deputy/Inclusion Manager/head. Target tracker analysis and learning standards documents used half termly. PP impact governor report.	Deputy/Inclusion Manager to support LSA team	Half termly

<p>PP children feel more confident and there is a rise in self-esteem amongst this group.</p> <p>Families have a direct route to support and feel empowered through support given in school.</p>	<p>1:1 support for emotional well-being from in-school Family, Welfare and Safeguarding Officer.</p> <p>Well-being and emotional support for parents and families from in-school Family, Welfare and Safeguarding Officer.</p>	<p>Employment of an in-house Family, Welfare and Safeguarding Officer enables us to provide full time support and emotional/well-being coaching to children and their families.</p> <p>Early morning drop in means that support is available when it is most needed.</p> <p>Having this level of support in the building avoids the cost of buying in similar support and addresses a growing need in our school.</p>	<p>Family Support Officer records show impact of sessions.</p> <p>Minutes of weekly safeguarding meetings show impact of support and quantity.</p>	<p>SL</p>	<p>July 2019</p>
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