

Pupil premium strategy statement (primary)

1. Summary information					
School	St Laurence's Primary				
Academic Year	2019/20	Total PP budget	£36,960	Date of most recent PP Review	n/a
Total number of pupils	229	Number of pupils eligible for PP	28	Date for next internal review of this strategy	Jan 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% Expected standard in reading, writing and maths	68%	70% (65%)
% Expected standard in reading	82%	80% (73%)
% Expected standard in writing	68%	70% (78%)
% Expected standard in maths	78%	80% (79%)

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.	Mental Health, social and emotional needs for a significant number of disadvantaged children.
B.	Behavioural issues for a small group of year6 six pupils (mostly eligible for PP) having a detrimental effect on their academic progress and that of their peers.
C.	EAL pupils who are eligible for PP, with poor language skills in Reception/year 1
4. External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	

4. Planned expenditure					
Academic year	2019/20				
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?
Improved understanding of Attachment issues.	Whole School Attachment Training	A greater awareness of Attachment Issues for certain children so that we meet their needs more effectively in order to improve the quality of children's learning, attendance and progress.	Course selected using evidence of effectiveness. Use INSET days to deliver training.	SM	£1,200
To understand and support pupils' sensory processing in school.	CPD for support staff for pupils with sensory needs.	Understanding and supporting pupils' sensory processing difficulties in school.	CPD organised for September 2019 for 12 members of staff.	AR/SM	£ 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 well?	Staff lead	When will you review implementation?
Support for children with social emotional and mental health needs so that they become more independent.	Training for the role of two Emotional Literacy Support Assistants.	An ELSA is a teaching assistant who receives training in psychological theory and intervention by qualified psychologists to enable them to support children with social, emotional and mental health needs.	ELSA's are trained and supervised by qualified educational Psychologists	KH, JF	£1,500
Providing focused support for disadvantaged children so that they can develop their resilience and independence. Attendance to be In line with whole school 96.4%	Continue to develop the role of Learning Mentor	Learning Mentor: Providing 1:1 support for disadvantaged and vulnerable children, giving focused intervention in specific areas if needed. EEF research	LM shall produce termly overview and progress reports. LM's expertise further developed through relevant training.	HS	£12,100

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?
Improved progress in phonics In line with national other 80%	Phonics Intervention	Phonics Intervention to support disadvantaged pupils with regard to their reading skills. Progress/attainment of disadvantaged pupils in line with other pupils.	Monitoring of interventions through lesson observations and tracking.	JC/AL	£2,500
Improved progress in basic maths skills. In line with national other 75%	Maths Mentoring	Maths Mentoring: To give focused structured 1:1 support in arithmetic through assertive mentoring programme. EEF research	Whole school tracking of maths attainment and progress.	HS	£10, 400
Increased attendance rates and access to extra- curricular activities. Attendance to be In line with whole school 96.4%	Additional Support for Extra-curricular activities	Disadvantaged pupils who have been given the opportunity to access all enrichment activities has resulted in these children exhibiting higher self-esteem; making good progress and having improved attendance.	Monitor progress and attendance of disadvantaged children.	SM	£8,500
Total budgeted cost					£36,700

Previous Academic Year			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Cost
Professional Development for Support Staff	A Range of training and mentoring programmes were sourced/developed to develop support staff in order to increase their effectiveness. For example: Quality First Teaching; EAL Reading comprehension; Level 6 PE coordinator qualification; Tracking Pupil's progress and writing Smart Targets.	The performance management of support staff indicates a broader range of knowledge and skills which has significantly impacted upon the quality of interventions and support given to disadvantaged pupils. Disadvantaged pupils made good progress; quality of interventions has improved also. Further work to be done to develop this area. PE coordinator input significantly enhanced inclusive nature of provision.	£2,820
Desired outcome	Chosen action/approach	Estimated impact:	Cost
Support vulnerable children; improve self-esteem.	Learning Mentor: Providing 1:1 support for disadvantaged and vulnerable children, giving focused intervention in specific areas if needed.	On the whole very positive impact upon disadvantage children with anxiety and Mental Health concerns resulting in improved attendance and better academic progress.	£12,500
Desired outcome	Chosen action/approach	Estimated impact:	Cost
Improve Maths attainment across the school.	Maths Mentoring: To give focused structured 1:1 support in arithmetic through assertive mentoring programme.	The gap has closed between attainment and progress of disadvantaged pupils and national standards. Indeed disadvantaged pupils across the school do better than pupils nationally.	£10,253
Desired outcome	Chosen action/approach	Estimated impact:	Cost
Improve phonics results for year 1.	Phonics Intervention to support disadvantaged pupils with regard to their reading skills	4/4 (100%) achieved expected standard.	£2,300
Desired outcome	Chosen action/approach	Estimated impact:	Cost
Additional Support	See notes	Disadvantaged pupils have taken full advantage of offsite learning activities and have been able to access all enrichment activities and so play a full role in school life, resulting in higher self-esteem and academic achievement and attendance. Attendance of disadvantaged pupils in line with school attendance at 96.25%.	£5,488 £3,623*

5. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our full strategy document can be found online at: www.aschool.sch.uk

Disadvantaged families receive subsidies for trips, extra-curricular activities; music tuition and for school uniform. This ensures that they have the opportunity to be included in school activities which they could not otherwise access.

*Additional tutoring for year 6 disadvantaged children.