Pupil premium strategy statement:

1. Summary information					
School	St Julian's Church Primary School				
Academic Year	2018-19	**Total PP budget**	£7920	**Date of most recent PP Review**	September 2018
Total number of pupils	112	**Number of pupils eligible for PP**	6 (5%)	**Date for next internal review of this strategy**	September 2019

2. Attainment		
KS2 Attainment for: 2017-18 (2 PP pupils / 16 pupils)	*Pupils eligible for PP in Year 6 (your school- 2 pupils)*	*National ALL*
% achieving expected standard or above in reading, writing and maths	100%	64%
% achieving expected standard or above in reading	100%	75%
% achieving expected standard or above in writing	100%	78%
% achieving expected standard or above in maths	100%	75.6%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	• Resislience for learning and developing robust strategies in order to overcome difficulties faced
B.	• SEN issues relating to speaking, listening, reading and writing
External barriers *(issues which also require action outside school, such as low attendance rates)*	
C.	• Some have lower than average attendance (94%)

4. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	Children make expected or better progress so that their attainment is in line with children from similar starting points .	Children make measurable and quantifiable progress in reading, writing and maths across the year Those children in a specific intervention make measurable and quantifiable progress in their intervention (over fixed time period)
B.	Attainment in maths and writing of PP children is close to or better than national levels	The gap between PP children and non PP children is diminished as a result of accelerated progress PP children achieve well in literacy skills
C.	PP pupils develop greater self-awareness of their emotional well-being and how this impacts on how well they learn. As a result PP pupils develop greater resilience and an ability to overcome difficulties.	Children make progress in their social development as measured using Thrive. This impacts on their attitudes towards academic challenges
D.	PP pupils are in school every day and on time ready to learn	PP attendance is at least 95%.

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?
A. Children make expected or better progress so that their attainment is in line with children from similar starting points	Provision Mapping to identify PP pupils and provision Pupil Progress Meetings where PP pupils are discussed in detail and identified early for possible intervention	In a school where there are very few PP pupils, it is essential that teachers identify them in their planning and that their progress is tracked carefully. Often these pupils are taught in groups with other pupils who are not PP and so we need to be mindful that in identifying them we are clearly in our aim to meet their individual needs.	Termly data tracking by groups of vulnerable pupils	RN	T2, T4, T6
	Quality first teaching is vital for all children, and especially PP pupils, to make good progress and so all teachers are supported in their practice. This is through • Cross federation moderation • Cross federation planning • CPD to improve subject knowledge • Networking in the MSNP trust • Support from AHTs	The 6 components of great teaching (*Coe et al)* list teacher subject knowledge and high quality instruction as having a strong impact on pupil progress and classroom climate and classroom management as having a moderate impact on progress. Therefore we ensure time from AHTs is used to model and support to help ensure all teaching is at least good.	Termly lesson visits and book looks Termly planning looks	RN and SLT	Termly

B. Attainment in maths and writing of PP children is close to or better than national levels	Quality first teaching through renewed approaches to teaching English (Write Stuff) and Maths (White Rose). Effective feedback and use of quality AfL	White Rose and Write stuff are both methods of teaching that allow children time to master skills and understanding and then apply these before moving on. Sutton Trust research tells us that "on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches" and that "lower attaining pupils may gain more from this strategy than high attaining students, by as much as one or two months' progress, so mastery learning appears to be a promising strategy for narrowing the gap." We will continue to focus on different ways to offer effective feedback, both written and verbal as research shows that effective feedback can have up to 8 months positive impact, especially in writing.	Termly data tracking by groups of vulnerable pupils Subject leader monitoring Book looks	RN CM, LB, LS TS, CM, RN	T2, T4, T6
PP attendance is at least 95%.	Tracking of attendance by group Newsletters to highlight whole school and class attendance Change in morning timetable and routine to enable a quick and focussed start to the school day for all	Research indicates that attendance improves when schools have a clear policy and procedures which allow for quick intervention with families. In 'Supporting the attainment of disadvantaged pupils; Articulating success and good practice' the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and readjust as necessary. This is far more effective than general approaches to improving attendance. The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes.	Tracking every 3 weeks and letters sent home before every half term break	RN	T2, T4, T6

| PP pupils develop greater self-awareness of their emotional well-being and how this impacts on how well they learn. As a result PP pupils develop greater resilience and an ability to overcome difficulties. | Jigsaw – a whole school approach to teaching PSHE (personal, social and health education) | Jigsaw is a whole school approach to teaching children about their social and emotional needs alongside personal and health issues.
Sutton Trust tells us that 'On average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. Sutton Trust goes on to say that this approach works best when embedded in whole school practice, such as Jigsaw, and also that it has found to be particularly beneficial for disadvantaged or low attaining pupils. | Pupil conferencing by PSHE leads and PP leads | TS, AW, RN | T2, T4, T6 |

Quality of teaching for all cost : No additional costs from Pupil Premium budget as all budgeted through whole school budget, PE budget and English and Maths budgets.

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?**
A. Children make expected or better progress so that their attainment is in line with children from similar starting points	Targeted interventions: • Alpha to Omega • Precision Teaching • 1:1 reading with class teacher	Sutton Trust reports that ""On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress."	We have introduced termly intervention tracking sheets. All pupils are now assessed on entry and exit and progress is carefully monitored. Where an intervention is not having a positive impact it is	SENCOs RN	T1, 2, 3, 4, 5, 6

B. Attainment in maths and writing of PP children is close to or better than national levels	• Phonics groups (stage not age) • PP pupil books are marked first • Regular pupil conferencing In addition, any PP pupil who is also in SEN register will receive targeted SEN interventions	1:1 programmes "can be effective, on average accelerating learning by approximately five additional months' progress." For younger children we use interventions that are phonics based because "phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches). We embed our interventions in our quality first teaching.	reviewed at pupil progress meetings.		
PP attendance is at least 95%.	Termly letters and follow up meetings to all who hit trigger points	*"Sending brief letters to parents comparing the attendance of their children to their peers, in order to correct their own attendance bias, has a positive impact."* Intervening through influential third parties: Reducing student absences at scale via parents, Rogers & Feller, 2017 We believe that a personal approach will lead to the most effective improvements and therefore individual letters and meetings are our chosen strategy.	Tracking every 3 weeks and letters sent home before every half term break	RN	T2, T4, T6

PP pupils develop greater self-awareness of their emotional well-being and how this impacts on how well they learn. As a result PP pupils develop greater resilience and an ability to overcome difficulties.	1:1 Thrive and counselling	We use Thrive and counselling for targeted pupils to access on a 1:1 basis. This is to support children who may have social, emotional or behavioural difficulties, or sometimes to support a child through a difficult period in their life which is affecting them at school. Sutton Trust says that SEL programmes and mentoring can have a low impact on raising attainment, however they do help children to build relationships and be more settled in school. These programmes "appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average" and this can be up to 2 months additional progress. Where the provision is specifically related to behaviour then impact can be up to 4 months additional progress and "there is some anecdotal evidence about the benefits of reducing problematic behaviour of disruptive pupils on the attainment of their classmates."	Tracking of Thrive Assessments	SENCOs	T2, 4, 6
Targeted support cost : **Terms 1 & 2 2018-19 = £2000** **Terms 3 & 4 2018-19 = tbc** **New financial year:** **Terms 5 & 6 2018-19 = tbc**					

6. Review of expenditure last year

Previous Academic Year	2017-18			

i. Quality of teaching for all

Desired outcome	Chosen approach	Impact	Lessons learned	Cost
Children are able to talk about their feelings and acknowledge problems can be solved. Use of mindfulness and Thrive nurture groups/sunshine circles to improve social interactions and raise self esteem	Mindfulness and sunshine circles are used regularly throughout school. .	Children are always ready to learn and settled. They are keen to engage in conversations about their feelings and how these may impact on their learning. Attendance for this group was 95%	When learning Powers are introduced in 2018-19 will be able to build on this to help children become more self-aware about how they learn	£450
Children make expected or better progress so that their attainment is in line with children from similar starting points	Pupil progress and/or TAC meetings termly will inform how the children are achieving. They will be aware of next steps. Assemblies and lessons will share with the children the purposeful learning and how it can lead to a desired career. Children will be inspired by visitors who talk about their jobs/careers.	In general PP pupil progress is at or better than expected.	Introduce PP-pupil progress meetings in 2018-19	£1350

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Attainment in maths and writing of PP children is close to or better than national levels	Children will receive extra basic maths and literacy interventions with a TA Involvement in Better Maths project Write Stuff training will be disseminated investment in reading scheme and training	KS2 PP results 100% attained expected standard or higher in reading, writing and maths KS1 There were no PP pupils EYFS This child did not attain GLD due to his significant SEN. He is on the SEN register. This child did make significant progress from his starting points.		£2100 £350 + £900 £2500

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children are able to talk about their feelings and acknowledge problems can be solved. Use of mindfulness and Thrive nurture groups/sunshine circles to improve social interactions and raise self esteem	PP children will attend Thrive nurture time to talk about their feelings if appropriate	See Thrive assessments	Investigate other methods to track impact on all aspects of a child's development	£3700

Children are able to talk about their feelings and acknowledge problems can be solved. Use of mindfulness and Thrive nurture groups/sunshine circles to improve social interactions and raise self esteem	Pupil progress and/or TAC meetings termly will inform how the children are achieving. They will be aware of next steps. Assemblies and lessons will share with the children the purposeful learning and how it can lead to a desired career. Children will be inspired by visitors who talk about their jobs/careers.		Need to plan visitors that link to whole topics and curriculum areas.	£1350 (as above i)
Attainment in maths and writing of PP children is close to or better than national levels	Children will receive extra basic maths and literacy interventions with a TA Involvement in Better Maths project Write Stuff training will be disseminated	KS2 PP results 100% attained expected standard or higher in reading, writing and maths KS1 There were no PP pupils	Introduce PP-pupil progress meetings in 2018-19	

7. Additional detail