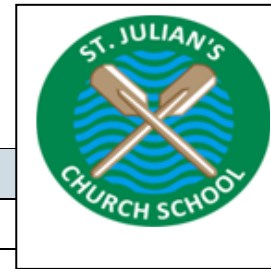


Pupil premium Report 2018-19:



| 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: 2018-19 (2 Y6 pupils were eligible for PP) | <i>Pupils eligible for PP in Year 6 (your school- 2 pupils)</i> | <i>National ALL</i> |
| % 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 (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | <ul style="list-style-type: none"> Resilience for learning and developing robust strategies in order to overcome difficulties faced |
| B. | <ul style="list-style-type: none"> SEN issues relating to speaking, listening, reading and writing |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| C. | <ul style="list-style-type: none"> Some have lower than average attendance (94%) |

| 4. Desired outcomes | | |
|----------------------------|---|--|
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| 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 2018-19 | | | | | | |
| 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 | Cost | 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 | <p>Provision Mapping to identify PP pupils and provision</p> <p>Pupil Progress Meetings where PP pupils are discussed in detail and identified early for possible intervention</p> <p>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</p> <ul style="list-style-type: none"> • Cross federation moderation • Cross federation planning • CPD to improve subject knowledge • Networking in the MSNP trust • Support from AHTs | <p>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.</p> <p>The 6 components of great teaching (<i>Coe et al</i>) 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.</p> | <p>Termly data tracking by groups of vulnerable pupils</p> <p>Termly lesson visits and book looks</p> <p>Termly planning looks</p> | <p>RN</p> <p>RN and SLT</p> | | <p>T2, T4, T6</p> <p>Termly</p> |

| | | | | | | |
|---|--|--|---|---|--|-------------------|
| <p>B. Attainment in maths and writing of PP children is close to or better than national levels</p> | <p>Quality first teaching through renewed approaches to teaching English (Write Stuff) and Maths (White Rose).</p> <p>Effective feedback and use of quality AfL</p> | <p>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.”</p> <p>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.</p> | <p>Termly data tracking by groups of vulnerable pupils</p> <p>Subject leader monitoring</p> <p>Book looks</p> | <p>RN</p> <p>CM, LB, LS</p> <p>TS, CM, RN</p> | | <p>T2, T4, T6</p> |
| <p>PP attendance is at least 95%.</p> | <p>Tracking of attendance by group</p> <p>Newsletters to highlight whole school and class attendance</p> <p>Change in morning timetable and routine to enable a quick and focussed start to the school day for all</p> | <p>Research indicates that attendance improves when schools have a clear policy and procedures which allow for quick intervention with families.</p> <p>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.</p> <p>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.</p> | <p>Tracking every 3 weeks and letters sent home before every half term break</p> | <p>RN</p> | | <p>T2, T4, T6</p> |

| <p>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.</p> | <p>Jigsaw – a whole school approach to teaching PSHE (personal, social and health education)</p> | <p>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.</p> | <p>Pupil conferencing by PSHE leads and PP leads</p> | <p>TS, AW, RN</p> | | <p>T2, T4, T6</p> |
|--|---|--|---|-------------------|---|--------------------------------------|
| <p>Quality of teaching for all : No additional costs from Pupil Premium budget as all budgeted through whole school budget, PE budget and English and Maths budgets.</p> | | | | | <p>£0</p> | |
| <p>ii. Targeted support</p> | | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Cost | When will you review implementation? |
| <p>A. Children make expected or better progress so that their attainment is in line with children from similar starting points</p> | <p>Targeted interventions:</p> <ul style="list-style-type: none"> ● Alpha to Omega ● Precision Teaching ● 1:1 reading with class teacher | <p>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."</p> | <p>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</p> | <p>SENCOs RN</p> | <p>£13 per hour for TA 3 x 1 hour per week for Rapid phonics per</p> | <p>T1, 2, 3, 4, 5, 6</p> |

| | | | | | | |
|---|--|--|--|-----------|--|-------------------|
| <p>B. Attainment in maths and writing of PP children is close to or better than national levels</p> | <ul style="list-style-type: none"> • Phonics groups (stage not age) • PP pupil books are marked first • Regular pupil conferencing <p>In addition, any PP pupil who is also in SEN register will receive targeted SEN interventions</p> | <p>1:1 programmes “can be effective, on average accelerating learning by approximately five additional months’ progress.”</p> <p>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.</p> | <p>reviewed at pupil progress meetings.</p> | | <p>group</p> <p>3 x 20 mins precision teach or Alpha to Omega per week per child</p> | |
| <p>PP attendance is at least 95%.</p> | <p>Termly letters and follow up meetings to all who hit trigger points</p> | <p><i>“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.”</i></p> <p><small>Intervening through influential third parties: Reducing student absences at scale via parents, Rogers & Feller, 2017</small></p> <p>We believe that a personal approach will lead to the most effective improvements and therefore individual letters and meetings are our chosen strategy.</p> | <p>Tracking every 3 weeks and letters sent home before every half term break</p> | <p>RN</p> | | <p>T2, T4, T6</p> |

| | | | | | | |
|--|--|--|---------------------------------------|---------------|---|-----------------|
| <p>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.</p> | <p>1:1 Thrive and counselling</p> | <p>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.”</p> | <p>Tracking of Thrive Assessments</p> | <p>SENCOs</p> | <p>£13 per hour for TA to deliver Thrive</p> <p>£30 per hour for counselling all year</p> | <p>T2, 4, 6</p> |
| <p>Targeted support:</p> | | | | | <p>£7920</p> | |

6. Review of expenditure

Academic Year 2018-19

i. Quality of teaching for all

| Desired outcome | Chosen approach | Impact | Lessons learned | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|-----------------|---------|-------|-----|-----|-----|---------|---------|-------|-----|-----|-----|-----------|---------|---------|-------|----|--|--|--|----|-----|-----|-----|----|-----|-----|-----|----|--|--|--|----|-----|-----|-----|----|-----|-----|-----|---|
| <p>A. Children make expected or better progress so that their attainment is in line with children from similar starting points</p> | <p>Provision Mapping to identify PP pupils and provision Pupil Progress Meetings where PP pupils are discussed in detail and identified early for possible intervention</p> <p>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</p> <ul style="list-style-type: none"> • Cross federation moderation • Cross federation planning • CPD to improve subject knowledge • Networking in the MSNP trust • Support from AHTs | <p>The average progress across the school was expected (3.0) in the core subjects (point to point 1 academic year)</p> <table border="1" data-bbox="824 443 1350 560"> <thead> <tr> <th>writing</th> <th>reading</th> <th>maths</th> </tr> </thead> <tbody> <tr> <td>3.0</td> <td>3.0</td> <td>3.1</td> </tr> </tbody> </table> <p>In year 6 progress was above expected in reading and writing</p> <table border="1" data-bbox="824 671 1350 788"> <thead> <tr> <th>writing</th> <th>reading</th> <th>maths</th> </tr> </thead> <tbody> <tr> <td>3.5</td> <td>3.3</td> <td>3.0</td> </tr> </tbody> </table> <p>Progress for PP pupils was very strong in Y2 and KS2. Progress in Y1 was less strong and linked to complex SEN needs.</p> <table border="1" data-bbox="824 959 1335 1390"> <thead> <tr> <th>PP pupils</th> <th>writing</th> <th>reading</th> <th>maths</th> </tr> </thead> <tbody> <tr> <td>YR</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y1</td> <td>2.0</td> <td>3.0</td> <td>2.0</td> </tr> <tr> <td>Y2</td> <td>3.0</td> <td>3.0</td> <td>4.0</td> </tr> <tr> <td>Y3</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y4</td> <td>5.0</td> <td>3.0</td> <td>4.0</td> </tr> <tr> <td>Y5</td> <td>3.0</td> <td>4.0</td> <td>4.0</td> </tr> </tbody> </table> | writing | reading | maths | 3.0 | 3.0 | 3.1 | writing | reading | maths | 3.5 | 3.3 | 3.0 | PP pupils | writing | reading | maths | YR | | | | Y1 | 2.0 | 3.0 | 2.0 | Y2 | 3.0 | 3.0 | 4.0 | Y3 | | | | Y4 | 5.0 | 3.0 | 4.0 | Y5 | 3.0 | 4.0 | 4.0 | <p>Class provision maps were very useful for teachers to know who was PP, SEN or had other needs to be supported. The maps enabled teachers to be clear about the strategies they were to use to support them.</p> <p>Where PP children made less than expected progress, especially when compared to peers, these children are on the SEN register and have additional barriers outside of school.</p> <p>In 2019-20 the Provision mapping has been redesigned and improved further and Evaluation Days are being rolled out to support staff with the implementation of the provision maps.</p> |
| writing | reading | maths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.0 | 3.0 | 3.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| writing | reading | maths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.5 | 3.3 | 3.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP pupils | writing | reading | maths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| YR | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y1 | 2.0 | 3.0 | 2.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y2 | 3.0 | 3.0 | 4.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y4 | 5.0 | 3.0 | 4.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y5 | 3.0 | 4.0 | 4.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | |
|----|-----|-----|-----|
| Y6 | 4.0 | 4.0 | 3.5 |
|----|-----|-----|-----|

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

Attainment in **maths** by % of pupils achieving age-related expectations shows that as a school QFT in maths has had a positive impact on the outcomes for most children. However the PP pupils continue to work just below ARE.

| | whole cohort | PP pupils |
|--------------|--------------|-----------|
| whole school | 74% | 33% |
| YR | 83% | |
| Y1 | 68% | 0% |
| Y2 | 83% | 0% |
| Y3 | 50% | |
| Y4 | 67% | 0% |
| Y5 | 71% | 0% |
| Y6 | 92% | 100% |

Attainment in writing by % of pupils achieving age-related expectations shows that QFT in writing is having more impact in some year groups than in others. Some

QFT in maths improved significantly over the course of the academic year with the introduction of White Rose and deepening understanding of mastery teaching. Next steps is to further embed teaching practices that enable those who are working below ARE to further accelerate their progress.

Write Stuff made a significant impact on the teaching of writing in most classes but has yet to have the desired impact on writing outcomes due to not yet being embedded in teachers practice. Further CPD will address this in 2019-20.

PP pupils continue to work just below ARE.

| | whole cohort | PP pupils |
|--------------|--------------|-----------|
| whole school | 70% | 50% |
| YR | 83% | |
| Y1 | 53% | 0% |
| Y2 | 72% | 0% |
| Y3 | 64% | |
| Y4 | 80% | 100% |
| Y5 | 57% | 0% |
| Y6 | 92% | 100% |

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

Whole school attendance 2018-19: **96.6%**
PP Pupil attendance 2018-19: **97.9%**

Termly letters led to improvements.

| | | | |
|--|--|--|--|
| <p>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.</p> | <p>Jigsaw – a whole school approach to teaching PSHE (personal, social and health education)</p> | <p>Jigsaw was well received by staff, parents and pupils. Good behaviour and positive attitudes continue to be a strength of the school.</p> | <p>Evaluation Days in 2019-20 to include pupil conferencing questions that link to pupil mental health, well-being and resilience.</p> |
|--|--|--|--|

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) |
|--|---|---|---|
| <p>A. Children make expected or better progress so that their attainment is in line with children from similar starting points</p> <p>B. Attainment in maths and writing of PP children is close to or better than national levels</p> | <p>Targeted interventions:</p> <ul style="list-style-type: none"> ● Alpha to Omega ● Precision Teaching ● 1:1 reading with class teacher ● Phonics groups (stage not age) ● PP pupil books are marked first ● Regular pupil conferencing <p>In addition, any PP pupil who is also in SEN register will receive targeted SEN interventions</p> | <p>detail to be added All interventions had a positive impact on pupil outcomes.</p> | <p>There have been improvements to how interventions are monitored this year and this has enabled the SENCO to evaluate effectiveness and to intervene quickly where pupils are not making good progress.</p> <p>2019-20 will see the introduction of even more detailed provision maps so to further improve this tracking and monitoring.</p> |

| | | | |
|--|--|---|--|
| <p>PP attendance is at least 95%.</p> | <p>Termly letters and follow up meetings to all who hit trigger points</p> | <p>PP Pupil attendance 2018-19: 97.9%</p> | <p>Tracking to continue</p> |
| <p>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.</p> | <p>1:1 Thrive and counselling</p> | <p>detail to be added Thrive and counselling both had a significant impact on individual pupil well-being and ability to engage in education.</p> | <p>Continue to regularly monitor the impact of the emotional and social support PP pupils receive.</p> |