



## Pupil Premium Strategy Statement – St Alphege CE Federated Junior and Infant Schools 2018 - 19

### 1. Pupil premium at St. Alphege CE Schools

St Alphege C of E Nursery and Infant School is federated with St Alphege C of E Junior School. Although on separate sites the schools share an executive head teacher, deputy head teacher and governing body. The percentage of disadvantaged pupils in both schools is low: 4.9% infants and 7.9% juniors. Given the low numbers of disadvantaged pupils and to maximise resources we have drawn up one pupil premium strategy statement for the two schools.

### 2. Summary information

Academic Year	2018-19	Total PP Budget	£43,560	Date of most recent PP Review	Sept 2018
Total number of pupils	506	Number of pupils eligible for PP	33	Date of internal review of this strategy	July 2019

### 3. Current attainment

Percentage of children achieving the expected standard at the end of KS 1 and 2 (2017-18)	All pupils (our schools)		Pupils eligible for PP (our schools)		All pupils (national average)	
	KS 1	KS 2	KS 1	KS 2	KS 1	KS 2
<i>% of pupils achieving the expected standard in reading, writing and maths</i>	79%	73%	67%	63%	64%	64%
<i>% of pupils achieving the expected standard in reading.</i>	86%	84%	67%	88%	75%	75%
<i>% of pupils achieving the expected standard in writing</i>	82%	79%	67%	75%	70%	78%
<i>% of pupils achieving the expected standard in maths</i>	86%	81%	67%	63%	76%	76%
<i>% of pupils achieving the expected standard in SPAG.</i>	NA	86%	NA	67%	NA	77%
<i>Reading progress score</i>	NA	+1.48	NA	+2.95	NA	+0.03
<i>Writing progress score</i>	NA	-1.88	NA	+0.15	NA	+0.03
<i>Maths progress score</i>	NA	+1.18	NA	-0.30	NA	+0.03
<b>% achieving expected or above in reading, writing &amp; maths</b>	23%	11%	0%	11%	12%	10%

4. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Variable progress of pupils eligible for PP in writing and maths
B.	Emotional wellbeing - anxiety
C.	Confidence – sometimes unwilling to engage or offer contributions in class
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	Low attendance (FSM and SEND),
F.	Vulnerable families

5. Desired outcomes		Success criteria
A.	Close the attainment gap for pupils who are eligible for PP.	Targeted interventions demonstrate attainment gap – particularly in writing and maths – for pupils eligible for PP is closing.
B.	Ensure all children – especially those eligible for PP feel happy, secure and resilient in both schools.	Children report (surveys, questionnaires, interviews) that they have someone to talk to and coping strategies for school.
C.	Children eligible for PP are confident to contribute in class and set themselves high standards of presentation	Books show high levels of presentation so that all pupils eligible for PP make good progress by the end of the year.
E.	Increase rates of attendance for pupils eligible for PP and SEND.	Attendance gap of pupils eligible for PP and SEND is reduced.
F.	Vulnerable families are signposted to relevant support and agencies. Children of these families are nurtured and they are supported to enable them to achieve in school	Vulnerable families are aware of the support available for them. Children of these families are given targeted, appropriate support to enable them to achieve.

6. Planned expenditure					
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?
Close the attainment gap for pupils eligible for PP in writing and maths.	On-going CPD & support to provide a wide range of teaching and learning programmes that develop teacher skills and classroom practice.	Study by The Sutton Trust identified quality first teaching as having a major impact on disadvantaged pupil's learning. EEF also recommend bulk of pp spend is on improving first wave teaching.	Class teachers will carefully monitor progress of children eligible for PP and discuss them at pupil progress meetings.	HT & Deputy Head	Termly
Children eligible for PP are confident to contribute in class and set themselves high standards of presentation	Teachers feedback to disadvantaged pupils gives clear direction on how they can improve their learning – teaching assistants required to closely monitor disadvantaged pupils in lessons.	EEF Teaching & Learning Toolkit highlights the impact quality feedback can have on learning.	Careful monitoring using PP children provision map.	HT & Deputy Head	Termly

Gaps in learning and other identified needs of children eligible for pp are addressed.	Teachers drawn up individual plans for each child eligible for pp – these plans will target specific gaps in learning and other identified needs.  Termly pupil progress meetings will discuss progress of every child – in particular vulnerable groups such as children eligible for pp.	As above.		HT & Deputy Head	Termly
				Total cost	£15,000

2. 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?
Improve progress for pupils eligible for PP.	Specific early interventions & targeted support to enhance progress and attainment of disadvantaged pupils, including: <ul style="list-style-type: none"> <li>• Forest School</li> <li>• Early identification and targeted support including support from external agencies (SEMH and SENTAA - £4,400)</li> <li>• Small group and 1:1 tuition</li> <li>• Study materials to support home learning</li> <li>• Home reading initiative – FS 2 and KS 1</li> </ul>	Extra support to ensure high attainment – small group interventions with highly qualified staff have been shown to be effective (visible learning by John Hattie and the EEF toolkit)	Timetabled sessions for interventions.  Pupil data and pupil progress meetings  SLT analysis each term  Governors termly monitoring	DH & SENDco	Termly
				Total cost	£10,000

3. 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?
Increase rates of attendance for pupils eligible for PP and SEND.	Subscription to CSAW Ltd – Attendance Welfare Service via Synergy Collaborative  Family support worker employed to support families on school attendance - £1,542 per annum	We can't improve outcomes for children if they are not attending school on a regular basis  NFER briefing for school leaders identifies addressing attendance as a key step	Attendance rates for disadvantaged pupils improve.  Termly monitoring by CSAW team.	HT	Termly
Vulnerable children are nurtured and supported to enable them to achieve in school	Trained counsellor employed to work with identified children to offer a person centred approach – 1:1 sessions in the Junior School - £4,500 per annum.	EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective, especially for older pupils.	Monitor behaviour and attitudes of children seeing counsellor.  Monitor whether improved attitude leads to improved attainment using Boxall profile or equivalent to	HT, SENDco and DH	Termly

			evidence impact.		
Pupils eligible for PP engage in clubs and extra-curricular activities	Extra-curricular activities targeted at PP pupils – opportunities offered to PP children to learn a musical instrument / choir etc.  Residential trips subsidised by school so that cost not a barrier for disadvantaged children benefitting.	Extra-curricular activities can have an impact on attendance, engagement and attainment	Learning walks  Analysis of data and any correlation between clubs and responsibility with improved attendance / attainment / behaviour for PP groups  Pupil progress reviews  SLT analysis of club attendance  Termly visit by governors	SLT	Termly
				Total cost	£18,560
				Total budgeted cost	£43,560