

## Pupil premium strategy statement 2019-2020

### School overview

Metric	Data
School name	St Saviour's CE Primary school
Pupils in school	224
Proportion of disadvantaged pupils	13%
Pupil premium allocation this academic year	£34,320
Academic year or years covered by statement	2018-2020
Publish date	November 2019
Review date	November 2020
Statement authorised by	Anton Young
Pupil premium lead	Lindsey Woodford and Libby Granite
Governor lead	Claire Robson

### Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	3.7
Writing	-0.3
Maths	-1.6

### Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2 (RWM)	50% (3 out of 6 children)
Achieving high standard at KS2	0%

### Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Training for relevant staff in delivering phonics
Priority 2	Maths intervention for pupils who are making slow progress
Barriers to learning these priorities address	Use of targeted intervention to address the needs of specific pupils

Projected spending	£15,000
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### Teaching priorities for current academic year

Aim	Target	Target date
Attainment in Reading	Pupils in EYFS and KS1 attain in line with or better than national standards	July 2020
Attainment in Writing	At least 75% of pupils in KS1 attain ARE or better	July 2020
Progress in Mathematics	Improve maths progress scores in KS2	July 2020
Phonics	At least 93% of pupils achieve national standard in PSC	July 2020
Other	Ensure that the quality of education each child receives is exceptional	July 2020

*Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.*

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Training for relevant staff in delivering phonics
Priority 2	Maths intervention for pupils who are making slow progress
Barriers to learning these priorities address	Use of targeted intervention to address the needs of specific pupils
Projected spending	£15,000

### Wider strategies for current academic year

Measure	Activity
Priority 1	Review systems for teaching early reading, as well as guided reading across the school.
Priority 2	Carry out a curriculum review
Barriers to learning these priorities address	Ensure engagement and enrichment for all pupils.
Projected spending	£20,000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure that all staff have the time and support to review and monitor their curriculum.	INSET time and additional time to meet with curriculum teams. Purchase additional support from LA/LDBS as necessary.
Targeted support	Ensure that staff have the resources they need to deliver effective interventions in maths (KS2) and phonics (KS1).	Review impact of interventions in pupil progress meetings and investigate additional resources e.g. Numicon. Pupils to receive focused time with their class teacher as necessary, in order to meet their academic and emotional needs
Wider strategies	1. Review and update class libraries and guided reading books to ensure that pupils develop a love of reading.	Review early reading provision with LDBS advisor and explore funding sources for new resources as needed. Provide pupils with access to high quality texts that they can keep if they do not have access to these at home.
	2. Ensure that all pupils have access to extra-curricular activities	Continue to pay for pupils to attend class trips and residential. Subsidise the cost of clubs and identify out-of-school activities (e.g. music lessons) which are appropriate for specific PP children.

## Review: last year's aims and outcomes

Aim	Outcome
Implement interventions led by teachers and TAs to ensure good progress and attainment.	Gaps in across all 3 key stages were small or closed: EYFS: 100% of PP pupils (2 chn) achieved GLD Y1: 67% of PP pupils (2 out of 3 chn) achieved national expectations in the PSC KS1: 100% of PP pupils (2 chn) met ARE in RWM combined KS2: 50% of PP pupils (3 out of 6 chn) met ARE in RWM combined
All pupils are able to access a rich and engaging curriculum.	We paid for PP pupils to take part in class trips (whole school) and residential trips (Y4, Y5 and Y6). PP pupils also took part in a range of after school clubs which were subsidised to facilitate their participation. We also liaised with families regarding financial support for activities outside of school e.g. music lessons and ballet classes.

	PP pupils also attended Breakfast Club, which meant that they were at school on time and ready to learn.
Additional specialist intervention/support helps to develop pupils and staff.	Beanstalk reader programme provided children with extra reading and mentoring. SEAL groups took place, delivered by staff following training from a specialist.