

Pupil premium strategy statement 19/20

School overview

Metric	Data
School name	St Paul's Cray CE Primary School
Pupils in school	286
Proportion of disadvantaged pupils	32%
Pupil premium allocation this academic year	£135,936.92
Academic year or years covered by statement	2018-20
Publish date	September 2019
Review date	July 2020
Statement authorised by	Peter Rhodes
Pupil premium lead	Elizabeth Bennett
Governor lead	Mylene Williams

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	0.6
Writing	-2.10
Maths	0.4

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	55%
Achieving high standard at KS2	10%

Strategy aims for disadvantaged pupils

Measure	Activity
<p>Priority 1</p> <p>Extra-curricular activities</p> <p>-breakfast club/afterschool club</p> <p>-specialist clubs</p>	<ul style="list-style-type: none"> To support disadvantaged children and families with the cost of extra-curricular activities To provide disadvantaged children with the opportunity to attend the Year 6 school journey To give disadvantaged children the opportunity to attend paid for clubs <p>Impact:</p> <ul style="list-style-type: none"> Spaces offered at dance, football, lacrosse, judo and gymnastics for PP children. Although uptake poor. Spaces made available at after school club/breakfast for the most vulnerable funded through PP The shortfall has been funded towards educational visits over the year across all year groups, to ensure that all children have exceptional experiences. All PP children receive a free school trip each year. Most families take advantage of this at Christmas when we go to the pantomime. <p>£5,530</p>
<p>Priority 2</p> <p>Bought in services</p> <ul style="list-style-type: none"> EWO 	<p>Improvement in Attendance:</p> <ul style="list-style-type: none"> Attendance is closely monitored through 3 weekly meetings between the EWO, Family Worker, office team and HoS. Disadvantaged children's attendance remained a focus throughout the year; they continued to be below target. Analysis showed that the difficulties related to particular families and siblings who consistently had poor attendance. These families were targeted through school/EWO letters and school meetings. Several children were also monitored through Social Care. This will be a continued focus in 2019- 2020. Attendance for PP children in 2018-19 improved going from 91.1% to 93.3% <p>£41,815</p>
<p>Priority 4</p> <p>Pastoral support for children and families through:</p> <p>Inclusion Team</p>	<ul style="list-style-type: none"> Pupil and parental engagement Provide a link for parents Lead LAC/CLA meetings and record keeping Monitor attendance and liaise with EWO Monitor progress and achievement of disadvantaged children <p>Champion disadvantaged children in school e.g. make class teachers aware of who their disadvantaged pupils are learning</p> <p>Refer to other agencies for support</p> <p>IMPACT:</p> <ul style="list-style-type: none"> As a result of this action families feel supported and engage with staff to ensure the best outcome for children. Parents are able to overcome barriers to children's learning and increasing engagement of parents in learning. Behaviour management strategies and a Nurturing parenting course encourages positive parenting in a helpful way. Strengthens relationship with parents and school. Parent information coffee mornings for Parents learn more about the school and what we do, enabling the parents to better support their children, educationally and socially.
<p>Barriers to learning these priorities address</p>	<p>Need to engage parents and set up links so they will engage with the courses / plans. Relationship / Communication plan will need fully developing to support this.</p>

Projected spending	£47,345
--------------------	---------

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0+)	July 20
Progress in Writing	Achieve national average progress scores in KS2 Writing (0+)	July 20
Progress in Mathematics	Achieve national average progress scores in KS2 Writing (0+)	July 20
Phonics	Achieve national average expected standard in PSC	July 20
Other	Improve attendance of disadvantaged pupils to above National average (97%)	July 20

Targeted academic support for current academic year

Measure	Activity
<p>Priority 1</p> <p>KS1/KS2 interventions In class support (Teaching Assistants)</p>	<ul style="list-style-type: none"> Intervention groups aimed at children at risk of underachieving Small groups/1:1 support to deliver advice from external agencies e.g. speech and language Closing the achievement and progress gap Providing early morning intervention groups to prevent withdrawal from whole class sessions Afternoon support to target individual and small groups of children Reading Recovery to target disadvantaged children to receive additional reading opportunities To support children with identified difficulties Action plans created and implemented Liaison with parents and carers Upskilling staff <p>Targeted Impact: PP/NPP Progress</p> <ul style="list-style-type: none"> Progress of PP children is a focus in every PPR. Targeting interventions accordingly. Participated in closing the gap project with Bromley LA. End of KS1 and 2 data shows that <p>REF: KS2 data further on in report</p> <ul style="list-style-type: none"> The Educational Psychologist completed 4 assessments of disadvantaged children. The advice given resulted in good progress and improved achievement and X 4 children are being assessed for EHCPs. 2 of these children were accepted at BTA during this assessment period <p>KS1/KS2 interventions In class support (Teaching Assistants) £82,385</p>

Barriers to learning these priorities address	Ensuring monitoring of wider staff to ensure use evidence-based whole-class teaching interventions, carefully alongside external intervention, monitoring the impact. (Cost Neutral)
Projected spending	£82,385

Wider strategies for current academic year

Measure	Activity
Priority 1	To provide uniform for those children who are Pupil Premium on entry. £3000.00
Priority 2	To allow full access to wide range of cross curricular visits for PP pupils, including GD events for more able. £3206.92
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£6206.92

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development with this targeted and refined to match need.	Use of INSET days and additional cover being provided for MLT, as well as targeted Professional Development and review of impact at regular intervals.
Targeted support	Ensuring assessment completed early to enable targeted teaching both in class and through interventions.	Scheduled tests for Aut 1 Wk2. Clear return and QLA expectations and supported / monitored timetabling to ensure speed and effectiveness. Across the year monitored via MLT.
Wider strategies	Engaging the families facing most challenges	Working closely with the SLT, FSW, EWO and wider Bromley Services as well as other Trust Schools.

Total Allotted Spending 2020-21

Strategy Aims for Disadvantaged Pupils	£47,345
Targeted Academic Support	£82,385
Wider Strategies	£6206.92
TOTAL	£135,936.92

Review: last year's aims and outcomes

Aim	Outcome																												
Progress in Reading and Writing	<p>4. The impact of our support for Pupil Premium Children</p> <p>The following tables illustrate the achievement of Pupil Premium children at St Paul’s Cray CE Primary School:</p> <p>4a) Impact for Pupil Premium children (progress from KS1-KS2)</p> <ul style="list-style-type: none">The KS1-KS2 progress measure for 2018 shows disadvantaged children made the following progress: <table><tr><th>Subject</th><th>Progress measure 2019</th><th>Confidence interval bracket set by DfE 2019</th><th>Progress measure 2018</th><th>Confidence interval bracket set by DfE 2018</th><th>+/- on previous year</th></tr><tr><td>Reading</td><td>-0.6</td><td>(-3.3 to 2.1)</td><td>-1.0</td><td>(-3.3 to 1.3)</td><td>+0.4</td></tr><tr><td>Writing</td><td>-2.10</td><td>(-4.6 to 0.4)</td><td>1.9</td><td>(-0.3 to 4.1)</td><td>-4.0</td></tr><tr><td>Maths</td><td>0.4</td><td>(-2.0 to 2.8)</td><td>-1.0</td><td>(-3.0 to 1.0)</td><td>+1.4</td></tr></table>	Subject	Progress measure 2019	Confidence interval bracket set by DfE 2019	Progress measure 2018	Confidence interval bracket set by DfE 2018	+/- on previous year	Reading	-0.6	(-3.3 to 2.1)	-1.0	(-3.3 to 1.3)	+0.4	Writing	-2.10	(-4.6 to 0.4)	1.9	(-0.3 to 4.1)	-4.0	Maths	0.4	(-2.0 to 2.8)	-1.0	(-3.0 to 1.0)	+1.4				
Subject	Progress measure 2019	Confidence interval bracket set by DfE 2019	Progress measure 2018	Confidence interval bracket set by DfE 2018	+/- on previous year																								
Reading	-0.6	(-3.3 to 2.1)	-1.0	(-3.3 to 1.3)	+0.4																								
Writing	-2.10	(-4.6 to 0.4)	1.9	(-0.3 to 4.1)	-4.0																								
Maths	0.4	(-2.0 to 2.8)	-1.0	(-3.0 to 1.0)	+1.4																								
Progress in Mathematics	<p>As shown in the table above, these progress measures are within the confidence interval brackets set by the DfE.</p> <p>4b) Improvement over time – Key Stage One and Two</p> <p>In 2016 assessment without levels was introduced by the Government and a new way of measuring progress from KS1 to KS2 was devised. With the new raised end of Key Stage expectations, it is difficult to compare these results with previous years (in fact the Government has advised us not to)</p>																												
Phonics	<p>4c) Diminishing the difference – within the school</p> <p>The table below compares scaled scores for PP and NPP</p> <table><tr><th></th><th>2019 Scaled Score PP</th><th>2019 Scaled Score NPP</th><th>Difference</th><th>2018 Scaled Score PP</th><th>2018 Scaled Score NPP</th><th>Difference</th></tr><tr><td>GPS</td><td>98.5</td><td>110.1</td><td>11.6</td><td>100.9</td><td>101.6</td><td>0.7</td></tr><tr><td>Reading</td><td>97.4</td><td>106.9</td><td>9.5</td><td>100.6</td><td>102.4</td><td>1.8</td></tr><tr><td>Maths</td><td>100.8</td><td>106.4</td><td>5.6</td><td>100.5</td><td>100.9</td><td>0.4</td></tr></table>		2019 Scaled Score PP	2019 Scaled Score NPP	Difference	2018 Scaled Score PP	2018 Scaled Score NPP	Difference	GPS	98.5	110.1	11.6	100.9	101.6	0.7	Reading	97.4	106.9	9.5	100.6	102.4	1.8	Maths	100.8	106.4	5.6	100.5	100.9	0.4
	2019 Scaled Score PP	2019 Scaled Score NPP	Difference	2018 Scaled Score PP	2018 Scaled Score NPP	Difference																							
GPS	98.5	110.1	11.6	100.9	101.6	0.7																							
Reading	97.4	106.9	9.5	100.6	102.4	1.8																							
Maths	100.8	106.4	5.6	100.5	100.9	0.4																							
Other																													

<p>Conclusions and next steps</p>	<p>Overall, children eligible for the Pupil Premium have continued to benefit from the additional support the funding has provided. This is not necessarily shown with the data but the 11 children in receipt of the PP funding had a multiplicity of need, with 7 being both PP and SEND. Children's progress is rigorously tracked and analysed closely using Target Tracker. Regular dialogue between class teachers and senior leaders in PPRs (pupil progress reviews) takes place to ensure children are supported in their learning and provided with additional support when the need arises. This continues to be a priority of the Pupil Progress Review meetings that take place half termly. Staff are aware through vulnerable Venn's which children in their classes are in receipt of Pupil premium funding and are able to plan and deliver tailored interventions bearing this in mind.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • To continue to ensure that the progress of PP children is monitored rigorously and gaps are identified and planned for reducing gaps in scaled scores across all subjects. • To continue to raise attainment of children who are in receipt of Pupil Premium so they are closer to national • To improve attendance of Pupil Premium children in order for them to access the full curriculum, interventions and quality first teaching that they are entitled to. • To ensure that gifted PP are identified and challenged across all areas of the curriculum. • To continue to diminish the difference between progress of PP and NPP children particularly in Reading and Writing.
-----------------------------------	---

