

Pupil premium strategy statement:

1. Summary information					
School	Tiptree St Luke's Primary				
Academic Year	2017/18	Total PP budget	£55,280	Date of most recent PP Review	n/a
Total number of pupils	296	Number of pupils eligible for PP	35	Date for next internal review of this strategy	Autumn 2018

2. Current attainment	
	<i>% of Pupil Premium Pupils</i>
% achieving expected standard or above in reading, writing and maths	C- 48.6% (Aut 1)
% achieving expected standard or above in reading	R- 68.6% (Aut 1)
% achieving expected standard or above in writing	W- 60% (Aut 1)
% achieving expected standard or above in maths	M- 54.3% (Aut 1)

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.	Poor verbal skills, speech and language difficulties
B.	Memory difficulties and other learning difficulties – 14.2% also SENd (20% including initial concerns)
C.	Significant increase in children presenting with anxiety, low self-esteem and social and emotional difficulties
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Increase in time children spend on electronic devices and reduction in key skills such as conversation, listening and attention and reading
E.	Increase in need for parent/family support from Family Support Worker

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To provide high quality support to pupils in literacy and maths, focusing on consolidation of key skills, raising expectations and reinforcing high quality teaching.	Children feel confident in literacy and maths and have a 'can do' attitude Children have opportunities to focus on key areas in literacy and maths and gaps in learning are identified and addressed. An increase in the number of children making expected progress.
B.	To ensure that evidence-based, well-delivered, swift interventions are in place. These stem from learning standard meetings and gap analysis for individual pupils. This will support accelerated progress.	Interventions are run by HLTAs or experienced LSA's. Children are identified for specific interventions which address individual needs. Learning from interventions is transferred to learning in the classroom. Increase in number of children making age related expectations. Impact report shows percentage of pupils making expected or accelerated progress.
C.	To provide well-being/emotional and family support to any pupils who meet the criteria for support. To provide pupils and families with emotional/well-being support throughout the week. To provide families with an early morning access point for queries and concerns. To deliver specific therapeutic interventions to pupils as needed. To monitor and improve attendance for pupil premium children (governor target of 97%)	Children and families needing emotional support or therapeutic interventions benefit from the in-school support available. Teachers know how to refer a pupil for therapeutic support and liaise well with the Family Support Worker to organise support. Pupils feel more confident and self-esteem is growing across the school. Pupils and parents feel empowered to cope with difficulties they may face. Attendance focus of pupil premium children in weekly safeguarding meetings. Attendance data tracked, parental feedback and visits/meetings if required.
D.	To enable participation of all children in events or activities where financial contributions are required and not manageable for parents.	A fully inclusive curriculum on offer to all pupils. Increased aspirations for pupils regardless of income.

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?
High quality support for classes and cohorts with a higher number of children working below age related expectations, provided by HLTA A larger team of HLTAs to help deliver this support	HLTA training x 2 Assessment fees x 2 Allocation of HLTAs linked to assessment data and PP.	HLTA team and SENCO have identified that some of the interventions running last year needed further consolidation in the classroom. By allocating more HLTA time to supporting class teachers, teaching and learning, we aim to help children consolidate learning from interventions carried out by HLTAs. High quality support in the classroom is having a bigger impact in some cases than taking part in many interventions. Specific cohorts have higher numbers of low attaining pupils, or PP pupils, and these areas will be priority for receiving HLTA support.	Senior HLTAs to support and mentor newly trained HLTAs. SLT to monitor HLTA support. SLT will monitor data to assess the impact of this support.	HT/DHT SENCO	July 2018
Children of all backgrounds have full access to learning opportunities available in school, including any trips or opportunities outside of school	PP funding to be used to ensure that all children have access to school trips and other opportunities.	School policy ensures that no child should be disadvantaged because of their background or any other reason beyond their control.	SLT to monitor this and ensure that parents are made aware of how to request support.	HT/DHT	July 2018

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?
Targeted intervention will help to close the gap in maths for a group of learners.	Twice weekly delivery of Numicon, 1 st Class Number 1, delivered by experienced LSA.	Data analysis sheets show that these interventions have a positive impact and children make progress over a term.	Monitored by SEN HLTA and SENCO Assessment sheets will track progress at the end of each term.	Deputy to support CM	July 2018
Targeted intervention will help to close the gap in literacy for a group of learners.	Swift interventions: X4 reading per week (year 5/6) X2 maths per week (year 6) 1 x reading per week (year 3/4) 1 x writing per week (year 3/4) 1 x maths per week (year 3/4) 1x phonics per week (year 1) 1 x writing per week (year 2) 2 x writing per week (year 6)	Data analysis sheets show that these interventions have a positive impact and children make progress over a term	Monitored by SEN HLTA and SENCO Assessment sheets will track progress at the end of each half term.	Deputy to support HLTA/LSA team	February 2018
Targeted 1:1 interventions for pp children based on data analysis every half term,	Designated LSA employed 9 hours per week to provide quick, booster to pp pupils. Focus is based on data and half termly learning standards discussion.	Data analysis sheets show that these interventions have a positive impact and children make progress over a term. Alterations made if necessary based on level of impact.	Monitored by Deputy/Inclusion Manager/head. Target tracker analysis and learning standards documents used half termly. PP impact governor report.	Deputy to support HLTA team	Half termly

<p>Children make better progress in literacy and maths and have opportunities to fill gaps in their learning</p>	<p>LSAs to deliver Running Record 1:1 time for PP children, focusing on identified gaps in learning. This can range from additional time to read with an adult and discuss text, to focusing on specific maths skills such as number bonds to 10.</p>	<p>Running Records are run by an LSA who works closely with Classroom Teacher to work on specific areas of the curriculum. These sessions are planned and monitored by the class teacher and so can be very relevant to the learning for a specific week.</p> <p>Running Records provide the child with valuable opportunities to work 1:1, at their own pace, and on a skill which is specifically targeted to individual needs.</p>	<p>Class teachers monitor weekly. Feedback sheets provide evidence of 1:1 sessions and inform next steps</p>	<p>Class teacher SS to collate and monitor termly</p>	<p>July 2018</p>
<p>PP children feel more confident and there is a rise in self-esteem amongst this group.</p> <p>Families have a direct route to support and feel empowered through support given in school.</p>	<p>1:1 support for emotional well-being from in-school Family Support Officer.</p> <p>Well-being and emotional support for parents and families from in-school Family Support Officer.</p>	<p>Employment of an in-house Family Support Officer enables us to provide full time support and emotional/well-being coaching to children and their families.</p> <p>Early morning drop in means that support is available when it is most needed.</p> <p>Having this level of support in the building avoids the cost of buying in similar support and addresses a growing need in our school.</p>	<p>Intervention Tracker identifies pupils receiving support.</p> <p>Family Support Officer records show impact of sessions</p>	<p>SL</p>	<p>July 2018</p>