

Pupil Premium Strategy Statement: Ardleigh St. Mary's C of E Primary School 2019/2020

1. Summary information					
School	Ardleigh St. Mary's C of E (VC) Primary School				
Academic Year	2019/20	Total PP budget '19–'20 Finance	£6260	Date of most recent PP Review	July 2019
Total number of pupils	115	Number of pupils eligible for PP	4	Date for next internal review of this strategy	July 2020

2. Current attainment of Year Six in Summer 2019			
15 pupils in Year 6 last year. 3 children eligible for PP 19% of cohort	<i>Pupils eligible for Pupil Premium at Ardleigh St. Mary's</i>	<i>All pupils at Ardleigh St. Mary's (national average)</i>	<i>Pupils not eligible for PP</i>
% achieving at least the expected standard in reading, writing and maths	0	40% (65%)	50%
% achieving at least the expected standard in reading	7%	67% (73%)	75%
% achieving at least the expected standard in writing	7%	67% (78%)	75%
% achieving at least the expected standard in Maths	0%	40% (79%)	50%

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 language skills in the early stages can make it hard for children to write expressively and accurately as they progress through the school
B.	Maths outcomes lower than reading or writing
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Bereavement
D.	Turbulent home life, moving house, parents splitting up, family bereavement

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4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Key Stages 1 and 2 Improved links with Speech and Language support	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Improve maths outcomes with continued focus on practical maths and maths mastery	Improve maths outcomes
C.	Continue to develop home school communication and range of support available	Respond to parental and child responses in terms of individual, bespoke support required.

5. Planned expenditure					
Academic year		2019/20			
The two 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	Review Date
A. Develop oral language skills B. Improve Maths outcomes	Staff training on high quality feedback. Staff training on developing maths mastery - not only for the high attaining pupils as a distinct group but across all groups	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation Lessons from training embedded in school feedback policy.	RT / DP DP	July 2020
High quality to provision to allow maximum pupil attainment.	CPD on providing stretch for high attaining pupils.	We want to ensure that PP pupils can aspire to achieve the highest outcome possible for the individual child.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation	RT / DP	July 2020

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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?
A. Develop oral language skills B. Improve Maths outcomes	1:1 and small group provision Support from Speech and Language specialists	Some of the children need targeted support to catch up.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult local schools to identify any potential barriers to good implementation.	Class teachers	July 2020

Total Budgeted Costs				
	1:1 Support	Spring and Summer Term 2019		£1,300
	Booster Support	Spring and Summer Term 2019		£2,000
	TA Support	KS2 Classes		£2,960
Total Costs				£6,260

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6. Review of expenditure 2018-2019				
i. Quality of teaching for all				
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)	Cost
A. Develop oral language skills	Staff training carried out by SENCo. Participation in Oral Performance Skills Programme. Developing vocabulary and conversational skills. Opportunities to converse with members of the wider community.	The children were more confident and articulate when in conversation with new people and were able to use a broader spoken vocabulary to express themselves and share opinions.	Due to the success of these approaches, we will continue to use and adapt the as appropriate. A range of staff were deployed to facilitate these programmes.	£11,840
B. Improve Maths outcomes High quality provision to allow maximum pupil attainment.	Practical Maths promoted across the school. Booster clubs for more and less able pupils. Maths training led by LA Consultant. Use of ICT equipment and online programmes to boost skills.	The self-efficacy of the children was raised enabling them to make progress against their original starting points.		
ii. Targeted support				
A. Develop oral language skills	Ardleigh Community Award, Junior Youth Speaks Programme, Booster Groups, Social and Therapeutic Horticulture Programme, 1-2-1 Programmes with TAs and SENCo.	As above	As above	As above
B. Improve Maths outcomes				