

Pupil premium strategy 2019-2020

1. Summary information					
School	Manston St James CE Primary Academy				
Academic Year	2019-20	Total PP budget	£150,000	Date of most recent PP Review	Nov 2018
Total number of pupils	412	Number of pupils eligible for PP	96 (23%)	Date for next internal review of this strategy	Spring 2020

2. Current attainment (Summer 2019)		
	<i>Pupils eligible for PP (Manston St James CE Primary Academy)</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing & maths	44%	71%
% achieving expected standard or above in reading	63%	76%
% achieving expected standard or above in writing	50%	84%
% achieving expected standard or above in mathematics	56%	87%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers	
A.	Attainment gap between pupils eligible for PP and non-PP in reading and writing
B.	Attainment gap between pupils eligible for PP and non-PP in mathematics
C.	Social, Emotional and Mental Health (SEMH) needs of pupil premium pupils
Additional barriers	
D.	Low attendance rates for Pupil Premium pupils
E.	Reduced ability to access extra-curricular activities and curriculum enhancing experiences.
Intended outcomes	
A.	To narrow the gap between pupils eligible for PP and their non PP peers by improving outcomes for PP pupils in English (PEARL)
B.	To narrow the gap between pupils eligible for PP and their non PP peers by improving outcomes for PP pupils in mathematics

C.	Implementation of THRIVE provision impacts positively on SEMH needs of pupils
D.	Improved attendance rates for disadvantaged pupils
E.	100% of Pupil Premium pupils have access to inspirational events and experiences on offer without negative impacts on other needs.

Strategy	Outcomes and Success Criteria	Owner	Milestones	Completed	Review Date	Cost Per Pupil (average)	Total Cost
1. Use of the Home Partnership Team with a focus on attendance support and parenting advice. To ensure children are in school, ready to learn and able to progress appropriately. Support to remove barriers to effective learning.	Improve attendance rates for disadvantaged pupils (95%+ target) - Learning Mentor allocation to support and monitor - No 'Persistent Absence' PP children on census - To ensure the contribution supports 96%+ attendance (whole school target)	Learning Mentor Headteacher	Weekly monitoring and monthly check on attendance results	(each month throughout the academic year)	January 2020	£174	£16,704
			% target monitoring review termly.				
2. Targeted and structured use of teaching assistants, placed and acting upon need, with a focus on developing English and Maths skills, including focus on those pupils who are High Attaining (HA)	Review use of TA to ensure effective deployment continues - All pupils (100%) have the opportunity to make expected progress or better to at least meet age related expectation.	SENDCo Deputy Head	TA & staff updates. Plan future needs. Termly data measures re progress to Governors re PP pupils. % target monitoring review termly	(each half term throughout the academic year)	November 2019	£669	£67,104
3. Targeted support working only with Pupil Premium children on a small group basis to develop and improve reading, writing and maths.	Effective interventions with all pupils (100%) having the opportunity to make expected progress or better to at least meet age related expectation.	SENDCo	Half termly tracking of intervention impact on all interventions via tracking & SMT planned monitoring. % target monitoring review termly	(each half term throughout the academic year)	November 2019	£98	£9,408

<p>4. Develop THRIVE provision and support social and emotional development of pupils.</p>	<p>Pastoral Care Leader, BSW to support the SEMH needs of pupils by becoming THRIVE practitioners and implementing THRIVE provision within the academy.</p> <p>TA's to support the social and emotional development of pupils through the effective use of school resourcing.</p>	<p>Home Partnership Team</p> <p>Assistant Head with responsibility for THRIVE</p>	<p>Track case study pupils and report to SLT and Governors</p>	<p>Termly</p>	<p>December 2019</p>	<p>£430</p>	<p>£41,280</p>
<p>5. To continue to implement the strategies within the EEF research for literacy, through participation in the Abbey MAT SSIF (PEARL) project.</p>	<p>Teaching staff show continued improvements in QFT as a result of the PEARL project</p> <p>Pupil standardised scores in reading improve as a result of QFT and the use of a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills</p> <p>GPS outcomes improve through the promotion of fluent written transcription skills by encouraging extensive and effective practice and explicit teaching of spelling and handwriting.</p> <p>Writing outcomes improve through the teaching of writing composition strategies (through modelling and supported practice).</p> <p>All pupils (100%) having the opportunity to make expected progress or better to at least meet age related expectation.</p>	<p>English Lead / Headteacher</p>	<p>Termly tracking of impact</p> <p>Monitoring of quality of teaching and learning</p>	<p>Termly</p> <p>Ongoing</p>	<p>December 2019</p>	<p>£100</p>	<p>£9,600 (additional funding provided through SSIF bid)</p>
<p>6. Funding of trips, visits and visitors to school - in promotion of inspirational events and experiences, including the Key Stage 2 residential visits.</p>	<p>Ensure all pupils can access inspirational events and experiences on offer without negative impacts on other needs.</p> <p>- % Target to maintain for residential and trips (100%)</p>	<p>Senior Administrator</p>	<p>Letters to parents/ admin reminding of offer.</p> <p>Half termly tracking by senior staff – reporting against targets</p>	<p>Each half term</p>	<p>Y3 = 12 PP Y4 = 16 PP Y5 = 21 PP Y6 = 20 PP</p> <p>£70</p>	<p>Residential £4830 Trips/Visits £1920</p> <p>Total £6750</p>	