

Pupil premium strategy document

1. Summary information

School	COMBE MARTIN PRIMARY				
Academic Year	2018/2019	Pupil Premium allocation	£59,400	Date of most recent External PP Review	NA
Total number of pupils	154 (170)	Number of pupils eligible for PP	39 (45)	Date for next internal review of this strategy	

2. Current attainment (based on end of 2017/18 data)

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	11/38 29%	68/96 71%	
% reaching the expected standard in reading	21/38 55%	79/96 82%	
% reaching the expected standard in writing	18/38 47%	73/96 76%	
% reaching the expected standard in maths	18/38 47%	78/96 81%	

Pupils eligible for PP (your school) Break down per year groups of current cohort (2018/19) based on end of 2017/18 data

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% achieving in reading, writing and maths	1/5 20%	3/6 50%	1/7 14%	2/4 50%	0/7 0%	4/9 44%
% reaching the expected standard in reading	2/5 40%	5/6 83%	3/7 43%	3/4 75%	2/7 29%	6/9 67%
% reaching the expected standard in writing	3/5 60%	4/6 66%	3/7 43%	2/4 50%	1/7 14%	5/9 56%
% reaching the expected standard in maths	3/5 60%	4/6 66%	3/7 43%	3/4 75%	1/7 14%	4/9 44%

Pupils NOT eligible for PP (your school) Break down per year groups of current cohort (2017/18) based on end of 2016/17 data

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% achieving in reading, writing and maths	5/8 63%	16/23 70%	14/19 74%	15/17 88%	7/16 44%	11/13 85%
% reaching the expected standard in reading	6/8 75%	19/23 83%	17/19 89%	16/17 94%	10/16 63%	11/13 85%
% reaching the expected standard in writing	5/8 63%	17/23 74%	15/19 79%	16/17 94%	8/16 50%	12/13 92%
% reaching the expected standard in maths	6/8 75%	20/23 87%	15/19 79%	16/17 94%	9/16 56%	12/13 92%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Social and cultural Capital. The ability to access experiences which will build social and cultural capital.
B.	Aspirational Barriers, especially female students, in a coastally deprived location.
C.	Low language and communication ability
D.	Confidence in mathematical reasoning
E.	Progress of PP children who are SEND in mainstream cohorts. PP measures are effected by SEND PP children.

External barriers *(issues which also require action outside school, such as low attendance rates)*

F.	Attendance of PP/FSM, especially SEND FSM/PP
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To give PP children access to social and cultural events to support their development. Questionnaire and teacher observations on engagement, language use and enthusiasm for learning.	PP Champion with class teachers create a calendar of events where a text may be read (for example) before attending a theatrical performance linked to the story. To give more children access to media which challenges their perception of their learning and position within society.

	To initiate a 'debating' event to give the children opportunity to participate in social conscience type speaking. To develop confidence in speaking and knowledge of the world and events inside and outside of our community.	
B.	To raise awareness of the opportunities available for children to build career aspirations on. Experiences in industry, visits from aspirational speakers or curriculum events with the aim of introducing the children to an alternative career path.	Increase in the number of PP children accessing School provided clubs. To have 3 planned events in place over the academic year.
C.	To increase the language ability and close peer group gaps. Reading Recovery trained FFT TA to work with PP children to raise reading ability in KS2. Children in Nursery to KS1 will access the Talk Boost intervention.	Data shows an increase in the attainment and positive effect on tracking trajectory over time.
D.	Children, through Numbers Count, will close peer group gaps and be measurably more confident in class situations.	CT observations show children to be more confident. Data tracking shows improvement tracking is sustained over time.
E.	Improvement in progress through support for teachers in the reduction of class size to allow concentration on QFT and addressing disadvantage and SEND need.	Children with PP SEND maintain trajectory.
F.	To improve awareness of attendance relationship to progress measures.	Children's attendance improves or is above school target of 96%.

5. Planned expenditure + SBS

Academic year **17-18**

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?	Expenditure
QFT has more impact on PP children.	Proportion of PP budget spent to support lower class size.	The school has identified a SEMH need across the school. The level of pastoral support needed to sustain the school approach to Learning Behaviours is significant. The reduction of class size is essential to ensure teachers have the capacity to deliver QFT sessions to the	SLT monitoring	Head	Termly	15000

		PP children additionally to that expected for the whole class.				

15000

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?	Expenditure
To narrow gaps in attainment and trajectory in maths	To provide Numbers Count	The NC teacher is on staff and was specifically employed and contracted by SWSF to perform this role.	Reviews with NC teacher. Performance Management targets as well as staff feedback	PP Champ	In line with PM Cycle	20000
To narrow gaps in attainment and trajectory for reading	To provide FFT Reading	The RR teacher trained up a specialist TA to provide FFT Reading intervention. We are calling it 'FFT+'.	English coordinator and PP Champion monitor provision and impact.	Eng Lead PP Champ	Termly	8000
Total budgeted cost						28000

iii. Other approaches

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?	Expenditure
Improve social and cultural capital	5k budget line for PP Champion to provide, with class teacher	The aspiration and exposure to Social and cultural capital is needed to show the children the need for education.	SLT Reviews	PP Champion	Termly	5000

	involvement, specific opportunities.					
Total budgeted cost						5000