

# Pupil premium strategy statement

1. Summary information					
School	Primary				
Academic Year	2018/19	Total PP budget	£68,170	Date of most recent PP Review	September 2018
Total number of pupils	198	Number of pupils eligible for PP	42	Date for next internal review of this strategy	September 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing and maths	71.4%	64.4%
Average progress in reading	-0.47	0.31
Average progress in writing	1.26	0.24
Average progress in maths	-1.28	0.31

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Disadvantaged children's basic skills in Reading, Writing, Speech and language are low on entry to Foundation Stage.
<b>B.</b>	Aspirations are low and are disadvantaged pupils are not attaining higher levels.
<b>C.</b>	Social and emotional skills are less well developed in these pupils.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Parental engagement for this group of pupils is significantly lower than other groups.
<b>E.</b>	Opportunities for pupils to take part in wider curriculum and enrichment activities due to low income.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Raise attainment of PP pupils in Reading, Writing and Maths so that they attain closer to non PP pupils.	% achieving expected standard in RWMa= 60%
<b>B.</b>	Develop enthusiastic, ambitious life-long learners.	Learning behaviours in lessons is outstanding. Pupils are able to respond effectively to feedback. Pupils are able to self-assess.

C.		
D.		

**5. Planned expenditure**

**Academic year**

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?
Standards in reading, writing and maths are in-line with non PP pupils in KS1.	Consultant support. SLT support with planning. Opportunities to visit other schools.	At KS1 the attainment of disadvantaged pupils is below non-disadvantaged. However, internal tracking shows the gap has closed in reading and maths but remained the same in writing.	Teaching and Learning Review. Lesson observations and drop-ins. Monitoring of planning, books and data analysis.		
Progress during lessons is accelerated due high engagement and effective AfL.	Teachers to complete self-evaluation of AfL practice. To identify area for development and work in pairs to develop practice using peer observations. 3x annually Teaching Learning Community meetings.	Latest EEF research (July 2017) shows that effective feedback has the greatest differential on progress for PP pupils.	Lesson observations and drop-ins.		
All pupils have access to quality first teaching.	Review the teaching and learning policy. Release time for Literacy and Maths leaders to support teachers to achieve outstanding teaching.	Quality first teaching has greatest impact on progress.	Lesson observations, book looks and drop-ins. Literacy and maths leader's action plans, evaluations and reports.		

**Total budgeted cost** 14,600

**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?
Improved outcomes for pupils who have speech and language difficulties.	1 half day per week of SaLT support.	Early identification and support has accelerated progress of pupils. SaLT coffee mornings has increased	SaLT to monitor progress. Report to Governors on VFM and impact.		

		parental engagement. Training for staff to ensure programmes are implemented and reviewed.			
Increase in % of pupils who pass Phonics screening check.	Commitment to small group phonics teaching. One-to-one RWInc intervention. New phonic intervention for SEND pupils.	57.1% of PP pupils at Year 1	Half termly RWInc progress checks.		
Close the gap between PP and Non PP at end of KS2.	One-to-one tuition. Easter school. All PP pupils targeted including those for higher standard. Spelling intervention.	Gap closing but attainment is still below National Standard in R, Wr, Ma.	Half termly progress checks in R, Wr, Ma. Pupil progress meetings.		
Improved attendance Reduction in persistent absence Vulnerable families access Family support worker, Early Help Plans, Vulnerable pupils access counselling.	Newly Appointed Learning Mentor attends Guidance and Support meetings. Referrals made. Learning Mentor carries out small group and individual support for social, emotional development.	Research (Babcock, 2016) suggests that addressing social and emotional needs of PP children/families improves outcomes.	Half termly attendance monitoring. Fast track attendance monitoring. Case studies.		
<b>Total budgeted cost</b>					43,100
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Equal opportunities to access extra-curricular/enrichment activities.	Funding to allow pupils to have access to school trips, Breakfast Club, residential. Pupils targeted and given priority access to some extra-curricular activities.	To allow children to access activities that they would not otherwise be able to. To build self-confidence and resilience.	Monitor pupils who access activities against PP register.		
<b>Total budgeted cost</b>					11,300

6. Review of expenditure				
Previous Academic Year		2017-18		
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
All pupils (particularly PP boys) have excellent learning behaviours to ensure they maximise progress.	6 days of behaviour consultant to work alongside individual staff members to ensure eradication of low-level disruption, developing independence, engagement, challenge and resilience.	Observations show a consistent approach to managing behaviour through school with high expectations and common language.  Behaviour judged as good during external review November 2018.	Approach to continue with staff training planned for Autumn term to ensure staff start the new academic year consistently and to support staff who are new to school.	3,000
Standards in reading are in-line with non PP pupils.	Review of the teaching of reading.	Reading All Pupils achieved 74% ARE standard. (0.9 Progress score) PP children achieved 71% ARE.	School will continue the class book approach to reading as pupil voice and data show a positive impact.	2,000
Progress during lessons is accelerated due to effective AfL.	Teachers to complete self-evaluation of AfL practice. To identify area for development and work in pairs to develop practice using VEO. 4x annually Teaching Learning Community meetings.	Lesson observations show a consistent approach to AFL strategies. Pupil engagement is high. Overview: Increased from 67% - 91% of AFL techniques being used. See separate report.	Approach to continue with termly Teaching and Learning Community Meetings. New staff to be supported to ensure effective use of AFL.	1,350
All pupils have access to quality first teaching.	Release time for Literacy and Maths leaders to support teachers to achieve outstanding teaching.	30% teaching is outstanding, 50% good. Maths leader supporting teachers to develop Mastery Maths approach. Literacy lead working alongside consultant to develop teaching of Guided Reading.	Continue development of Quality First teaching.	13,000
ii. Targeted support				
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
Improved outcomes for pupils who have speech and language difficulties.	1 half day per week of SaLT support.	Early identification and support has accelerated progress of pupils. SaLT supporting staff to deliver programmes	School to continue to resource ½ day per week SaLT support.	5,400

		throughout school. Training for staff to ensure programmes are implemented and reviewed.																		
Increase in % of pupils who pass Phonics screening check.	Commitment to small group phonics teaching. One-to-one RWInc intervention. New phonic intervention for SEND pupils. 3x RWInc review days.	Phonic pass rate 76.2% ( 5.2% rise from 2017)	Staff training for staff new to RWInc. Continue to resource time for leader ( new to post) to support staff. Ensure staff focus on application of phonics in independent tasks.	2,000																
Close the gap between PP and Non PP at end of KS2.	Recovery plans for 2 identified PP LA boys. One-to-one tuition. Easter school. All PP pupils targeted including those for higher standard. VMI intervention. Spelling intervention.	<table border="1"> <thead> <tr> <th>%</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Better</td> <td>58</td> <td>42</td> <td>50</td> </tr> <tr> <td>Expected</td> <td>42</td> <td>50</td> <td>42</td> </tr> <tr> <td>Less</td> <td>0</td> <td>8</td> <td>8</td> </tr> </tbody> </table>	%	Reading	Writing	Maths	Better	58	42	50	Expected	42	50	42	Less	0	8	8	One to one tuition to continue. Easter school to target KS2 pupils. •30.4% of the KS2 cohort were disadvantaged which is above national. RWM combined is better than non-disadvantaged at the end of KS2. Disadvantage: +38.8% from 2017 in RWM. Disadvantaged KS2 Reading +10.5% from 2017, Writing +2.6% from 2017, Maths + 6.2% from 2017. Progress in writing is better than non disadvantaged. Attainment at key stage 2 is significantly above disadvantaged nationally ( 2017 data) . •At KS1 the attainment of disadvantaged pupils is below non-disadvantaged. However, internal tracking shows the gap has closed in reading and maths, but remained the same in writing. Continue to diminish the difference in KS1.	2,225
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Expected	42	50	42																	
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Improved attendance Reduction in persistent absence Vulnerable families access Family support worker, CAF Vulnerable pupils access counselling.	Inclusion manager attends Guidance and Support meetings. Referrals made. Inclusion Manager carries out small group and individual support for social, emotional development.	Whole school attendance 96.5% PA 3.5% 3 vulnerable children had access to counselling. One family has access to support from a Family Support Worker. No permanent exclusions were made.	Learning Mentor and Head of School to continue to monitor attendance. Learning Mentor to initiate EHPs where needed.	£17,500																
<b>iii. Other approaches</b>																				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>																
Equal opportunities to access extra-curricular/enrichment	Funding to allow pupils to have access to school trips,	All children have access to extra-curricular activities. Additional funding has allowed all children the opportunity to attend the residential	Continue to promote extra curricular clubs and ensure financial issues do not prevent children from participating in all activities.	£1, 700																

activities.	Breakfast Club, residential. Pupils targeted and given priority access to some extra- curricular activities	trips.		
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