

## Pupil Premium Strategy 2019-2020

*The Pupil Premium is additional funding allocated to schools based upon the number of children from low-income families who are currently known to be eligible for free school meals or have been eligible over the last six years. It also includes the number of children who are/have been 'looked after'. There is also an additional amount provided for pupils who have a parent working for the armed services. The aim of this additional funding is to be used to raise the attainment of disadvantaged pupils and close the gap between them and their peers.*

<b>Summary Information</b>	
<i>Total number of pupils on roll (September 2019)</i>	435
<i>Total number of pupils eligible for pupil premium</i>	47
<i>Amount received per pupil</i>	£1,320
<i>% of school population</i>	10.8%
<i>Total number eligible for post LAC/LAC</i>	8
<i>Amount received per pupil</i>	£2,300
<i>Total number eligible for Service</i>	4
<i>Amount received per pupil</i>	£300
<i>Total number eligible for Early Years</i>	0
<i>Amount received per pupil</i>	£300
<i>Total amount of pupil premium received</i>	£81,640
<i>Date for next internal review of this strategy</i>	January 2020

## 1. Current Attainment Year 6 2019/20 based on Year 5 assessment based on 3 children

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2018)</i>
% achieving Expected Standard and above in reading, writing & maths (or equivalent)	67%	61%
% making at least expected standard in Reading	100%	71%
% making better than expected standard in Reading	33%	
% making at least expected standard in Writing	67%	76%
% making better than expected standard in Writing	0%	18%
% making at least expected standard in Maths	67%	75%
% making better than expected standard in Maths	0%	

## 2. Barriers to future attainment (for pupils eligible for PP)

In-school barriers	
A.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows rates of progress in subsequent years.
B.	PP pupils who are in multiple vulnerable groups (Boys, SEN, Summer Born, Low Attendance) are making less progress than other pupils across FS, KS1.
C.	Attachment, Trauma and family related behaviour issues for a small group of pupils in Year 4 having a detrimental effect on their academic progress.
D.	Pupil premium children are not exposed to reading at home and do not have many books at home.
External barriers	
D.	Attendance rates for pupils eligible for PP are (below the target of 96.1%). This reduces their school hours and causes them to fall behind on average.

### 3. **Outcomes**

<b>A.</b>	Outcomes for all PP children improve and GAP is reduced significantly.	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>B.</b>	Higher rates of progress across KS1 and KS2 especially in reading for pupils eligible for PP and in multiple vulnerable groups.	PP and PP+ (multiple indices) pupils make accelerated progress to close the gap in attainment. Measured by teacher assessment and moderation practices.
<b>C.</b>	Behavioural issues of pupils in Year 4 continue to be addressed	Fewer behavioural incidents recorded for these pupils, attachment issues addressed, parenting programme/ training delivered and successfully implemented. Parents/ carers confident to support their children without the need for early intervention support.
<b>D.</b>	Increased attendance rates for pupils eligible for PP	Reduce the number of persistent absentees among pupils eligible for PP to 6% or below. Overall PP attendance improves to 96.1% in line with target for all pupils

#### 4. *Planned expenditure*

<b>Academic year</b>		<b>2019-20</b>			
The three headings below enable us to demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
<b>i. Quality of teaching for all</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>
All PP children make at least expected progress	<p>Introduce Read Write Inc the full package in Foundation Stage, Year 1 and 2 and in KS2, where needed.</p> <p>Ensure that teachers deliver interventions to PP children.</p> <p>Monitor regularly through PP</p>	<p>Read Write Inc has had a major impact on literacy skills in schools visited locally.</p> <p>Teacher rather than TA intervention is universally accepted as being more effective.</p> <p>EEF.</p> <p>Regular monitoring ensures teacher accountability.</p>	<p>Development days for RWI lead to provide support and monitoring of delivery.</p> <p>Intensive phonics support monitored for outcomes half termly.</p> <p>Regular observations, Learning Walks and Book scrutinies to ensure PP children make rapid progress.</p>	<p>Kelly T</p> <p>Emily A</p> <p>Carl T</p> <p>Kate H</p>	<p>Half termly through pupil progress meetings.</p> <p>Report findings to governors through Heads Report.</p> <p>Governors meet regularly with Lead.</p>
					<p><b>Anticipated Cost</b></p> <p><b>£5,000</b></p> <p><b>Read Write Ink programme cost + training for staff</b></p> <p><b>+release time to monitor implementation £500</b></p> <p><b>TU to run RWI intervention 3 afternoons per week.</b></p> <p><b>£3,630</b></p>

	<p>Encourage reading at home through the "Own Books" library-children have books to keep at home.</p> <p>Homework Club</p> <p>Book Bus</p>		<p>Create a library of books in entrance hall-encourage PP parents and children to use it.</p> <p>Own books lead follows up with the PP children to see what and when they are reading.</p> <p>Develop the Bus to create a reading space which inspires the hard to reach readers-PP and Low achieving boys. Book bus manager will ensure this is an inspirational space.</p>		<p><b>£5,000</b> for shelving to make it a special place to read and choose books.</p> <p><b>£10,000</b> contribution to the development of book bus.</p>
<p>100% of teaching to be at least good and more teaching to be outstanding throughout the school. (30%) PP children have access to consistently good or better teaching.</p>	<p>Regular observations of teaching</p> <p>Teacher coaching to develop Quality First Teaching.</p> <p>Use the Aspire Quality Framework For Learning and Teaching to develop an even more effective performance management system.</p>	<p>That if all teaching is good then progress for all children will be at least good.</p>	<p>Monitored through regular meetings</p> <p>Observed through: Termly formal obs Book Trawls and Regular learning walks.</p>	<p>Kate H to take lead supported by Carl T Emily A Carolyn A</p>	<p>Half termly</p> <hr/> <p><b>Anticipated Cost</b>  <b>£9,630</b> EA plus <b>£12,050</b> KH 1 day per week KH/EA salary to release as teacher coach</p>

<b>ii. Targeted support</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>
<b>A</b> Improve outcomes for all pupil premium children through targeted support.	Support at home through A4A structured conversations.	Research (Hansen and Joshi 2007) shows variations in cognitive development are seen as early as 22 months. By the age of 3 pupils from disadvantaged backgrounds can be up to a year behind their more advantaged peers. Their findings also showed that parents from these backgrounds engage in educational activities less than other parents. The gap increases over time and lasts a lifetime.	Regular extended parents meetings once a term.	GL CT and KH	Half termly from January 2020
					<b>Anticipated costs</b> <b>£1,200</b> for cover to release teachers over 2 terms based on 2 days cover per term

<p><b>B</b> Higher rates of progress for underachieving pupils in Reading and Maths (for pupils eligible for PP and in multiple vulnerable groups.)</p>	<p>1:1 RWI spelling interventions RWI Phonics and reading 1:1 Maths Groups. Catch Up Maths in Y6-small gp work Focused intervention at pupil level FFT to be delivered by fully trained practitioners.</p>	<p>Focused support will make the difference-Aspire.</p>	<p>Development days training for intervention. Fast maths and Precision Pedagogy, RWI</p>	<p>AfL Team Pedagogy and Curriculum Team</p>	<p>Half Termly</p>	
					<p><b>Anticipated Cost £13,010</b> release one day for GL to monitor progress and impact of these interventions.</p>	
<p><b>C Social Emotional and</b> Behavioural issues of pupils addressed. Behaviour is not a barrier to learning</p>	<p>Early Help to be initiated with agreement of parents.</p>	<p>Teaching and Learning Toolkit: Social and Emotional Learning interventions +4 Months, Parental involvement +3 months</p>	<p>High quality training for attachment and other issues. Pupil Mentors introduced and working with parents and children. Senco and SAFS team monitoring ED. Psych monitoring and observing</p>	<p>AG CA ML SAFS Team</p>	<p>Half Termly Release time for SAFs team members.</p>	
	<p>Additional Nurture Group</p>				<p>Trained Mentors to deliver this programme</p>	<p><b>Nurture Group Anticipated Cost £700</b> training <b>£4,000</b> ML and <b>£3,500</b> to fund release time for <b>Learning Mentor and TA2 3</b> afternoons weekly</p>
	<p>Learning Mentor to work with at risk children and Parents</p> <p>Learning Mentor to run Parent support group</p> <p>Pupil Mentoring to support children with difficulties accessing learning.</p>					

<b>D</b> Increased attendance rates for pupils eligible for PP	Achievement for All ACE Team (Attendance, Compliance and Enforcement) subscription	Teaching and Learning Toolkit: Parental involvement +3 months		CT L KN SAFS Team	Half Termly
	Attendance officer to follow up absences (formal meetings, panel meetings, referrals to outside agencies etc). Learning mentor to support families				<b>Anticipated Cost</b> <b>£10,000</b> LM salary (5 x mornings) Attendance Officer 15 hours per week = <b>£11,250</b> plus ACE subscription at <b>£750</b>

**lii. Other support.**

<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>
Develop aspiration to pursue enriching experiences.	Support PP children in accessing enrichment activities including Music and Extended visits.	EEF Teaching and learning toolkit- Arts Participation +2 months	Funding support for Extra Curricular visits. PP children encouraged to attend at least 1 club a year.	CT LG Business Manager	Termly
					<b>Anticipated Cost</b> <b>£1,500</b>

PP children have access to music tuition	UPBEAT programme delivered to all Year 4 pupils Any PP children wishing to play an instrument have funding to support.	Playing a musical instrument is good both for academic development and self esteem	Delivered by a trained professional and monitored by class teacher	Year 4 Teachers drop in to observe as part of PPA	<b>£1830</b>
Outdoor Learning	Forest School	EEF Teaching and learning toolkit- Outdoor Adventure Learning +3 months	High quality training Monitoring using Learning Outside the Classroom framework	EH SS Environment Team	Termly <b>£500</b>

<b>Total budgeted cost</b>					<b>£94,050</b>
<b>Overall projected expenditure</b>					<b>£</b>