**Pupil premium strategy statement (primary)**

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| 1. **Summary information** | | | | | |
| **School** |  | | | | |
| **Academic Year** | 2019-2020 | **Total PP budget** | £23.245 | **Date of most recent PP Review** | TBC |
| **Total number of pupils** | 301 | **Number of pupils eligible for PP**  **Number of pupils SEND/PP** | 17  5 | **Date for next internal review of this strategy** | TBC |

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| 1. **Current attainment**   ***Attainment 2018-2019 ) 0 PPG***   |  |  |  |  |  | | --- | --- | --- | --- | --- | | %EXS | SCHOOL | | NATIONAL | | |  | PPG | ALL | PPG | ALL | | Reading | % | 87% | 78% | 73% | | Writing | % | 89% | 83% | 78% | | Maths | % | 87% | 84% | 79% | | SPAG | % | 91% | 83% | 78% |   ***Progress 2018-2019***   |  |  |  | | --- | --- | --- | |  | SCHOOL | | | PPG | ALL | | Reading |  | 1.25 | | Writing |  | 0.25 | | Maths |  | 0.69 | |

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| 1. **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)* | | | | |
|  | | Emotional, social and behavioural barriers | | |
|  | | Attainment and Progress of PPG /SEND group significantly below ‘All Children, Non PPG/SEND’ | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **C..** | | * Attendance * Unsettling and difficult home circumstances for a number of pupils | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Improve attainment and progress of the Pupil Premium Children | | The gap between the PPG compared to national is diminishing |
|  | Intervention strategies impact on progress and attainment | | Data shows that the attainment and progress of the PPG is increasing on a termly basis |
|  | Early support and intervention through the use of a Counsellor/ELSA are having an impact on children’s emotional, social and mental well-being | | Pupil Surveys show that pupils feel supported and that their mental well-being is being addressed throughout the school |
|  | Increased attendance/lateness rates for PP Children | | Reduce the number of persistent absentees (PA) among pupils eligible for PPG to 10% or below. PPG attendance improves to 96% in line with ‘other’pupils |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2019-2020** | | | | |
| 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. | | | | | |
| 1. **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?** |
| The gap between the PP children and non PPG is diminishing in attainment in R/W/M | Quality first teaching for Y5/Y6 children during Summer Term 2019  Extra teacher working across KS1 and KS2 focusing on PPG during Autumn Term 1 2019    Analysis of Teacher Assessment which identifies gaps in learning | Performance Data of the PPG  Quality First Teaching aimed at addressing the gaps in children’s learning  Learning is targeted and personalised | Monitor the impact of each approach on a half termly basis.  Look at the impact through book looks, planning, assessments and data analysis  GB Termly visits | DHT  Phase Leaders  GB | **Termly**  **Termly reporting to GB** |
| **Total budgeted cost** | | | | |  |
| 1. **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?** |
| Improve the attainment and progress for pupils eligible for PP in reading, writing and maths | Third Space Learning booster sessions (1:1 maths tuition)  Morning and afternoon booster sessions for Year 6 during Spring term until SATs  Release teaching staff to support core interventions across reading, writing and maths  Teachers and TAs to have a consistent approach to guided reading including phonics teaching providing opportunities for exposure to high-quality texts  Continued investment in reading resources to provide high-quality text stimulus to drive writing forward | Rationale: Progress from KS1 to KS2 needs a clearer focus, with more precise identification of pupils at risk of not making expected progress, or pupils at risk of not achieving combined expected.  Evidence: Feedback and individual instruction are both approaches recommended by the EEF: https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/feedback/ and https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/individualised-instruction/  Third Space Learning is a proven intervention – in-school evidence is yet to be available as the intervention is new to the school | Learning walks conducted by phase leader and the leadership team  Feedback from intervention focus group  Regular review of Third Space Learning for impact  . | Year 6 class teachers and TAs  Year 5/6 Phase Leader  Phase Leaders  Leadership team  Maths lead English lead  Phonics Lead | Termly |
| Intervention is having an impact on attainment and progress | Rationale: To expose pupils to high-quality, effective teaching at all times and, where possible, ensure that interventions are planned and led by class teachers. Evidence: Evidence suggests that disadvantaged pupils who exposed to high-quality teaching will make 14 months’ progress in an academic year  Refer to Phase Leader Timetables  Third Space Learning  HT Boosters 2 x am (30 mins) | Small group / 1:1 sessions will ensure learning is personalised and targeted.  Quality First Teaching  Third Space Learning is a proven intervention – in-school evidence is yet to be available as the intervention is new to the school | * Intervention timetables * Impact monitored on a half termly basis * SMT half termly book looks * Termly assessment data | Phase Leaders  DHT | Half Termly  Pupil Progress Meetings |
| Long term strategic plan is in place to support children’s emotional, social and mental well being | Possible recruitment of a p/t (0.4) ELSA who has proven strategies for supporting children with social and emotional needs  ELSA training to 1 TA  Extra day from Partnership Counsellor  Review PHSCE Provision and investigate schemes | Barriers need to be addressed in order to improve children’s achievement. | * School can use in house expertise to support children’s well-being * Pupil Survey | HT | Termly review |
| **Total budgeted cost** | | | | |  |
| 1. **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?** |
| Counsellor begins to break down some of the barriers to learning  Mindful Activities support social and emotional needs | Counsellor to work on a 1:1 or small group basis across the school  Friendship Groups to work on self-esteem and how to build and maintain friendships  Phase Leader to run 2x 1hr lunchtime clubs for identified PP children and other | Barriers need to be addressed in order to improve children’s achievement.  Provide emotional support, educational support in small groups. | * Extra day of Counsellor time * Monthly feedback sessions with HT * Reports from Multi Agency Meetings * CT feedback * Data tracking progress and attainment | Counsellor  HT | Termly Evaluation  Monthly Meeting with HT |
| Curriculum Enrichment | Provide children with a wide range of enrichment and enhancement opportunities that are linked into their curriculum: Theatre visits; Oracy projects; 3M challenge; educational visits; links with secondary schools; visits from local businesses and external educators | Rationale: To create opportunities and experiences that engage and excite our children. Pupils self-confidence will increase when they learn and apply new skills. Evidence: Data from Pupil Survey and Pupil Voice | * Enjoyment of activities Pupils growing in confidence and developing new skills | Class teachers External teaching providers Leadership team | Half Termly |
| Resources for PPG/SEND | Provide agency and other support for PPG/SEND | Agencies support PPG/SEND. Expertise is brought in to support SENDCOs and CTs | * Children’s needs are being met by experts | SENDCOs  Agencies | Half Termly |
| Enrichment Off Site and On Site | Financial support for residentials, trips etc.  £5,000 | To ensure no child is disadvantaged and that all pupils have full access to the curriculum. | * Monitor PPG participation in an array of activities | HT/DHT  Secretary | Termly |
| Welfare Fund | Money to improve children’s life chances | Support given to vulnerable families for items such as school uniform, shoes etc. | * Children are ready for school and are not disadvantaged in relation to their peers | HT  DHT | Termly |
| **Total budgeted cost** | | | | | **£23, 245** |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | |  | | |
| 1. **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** |
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| 1. **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** |
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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  Our full strategy document can be found online at: www.aschool.sch.uk |