

Primary School
Pupil Premium Strategy Statement
2019 – 2020

Rationale

The Pupil Premium is allocated to local authorities and schools with pupils on roll that are known to have been eligible for free school meals (FSM) at any time in the last six years.
 Our school has the freedom to spend the Pupil Premium, which is additional to the underlying schools budget, in a way we think will best address inequalities and tackle disadvantage, which can be barriers to learning for some pupils. By doing this, we are committed to using the additional funding to raise attainment and increase progress measures for our pupils.

Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding	Number of Looked After Children	Number of Service Children
98 pupils per pupil	Per Pupil £1,900* 2	Per Pupil £300 5

*Looked After Children receive £1,900 with £300 being retained centrally by the Local Authority.

Early Year Pupil Premium Funding

Total of Nursery Pupils	Number of Eligible Pupils	Number of Eligible Boys	Number of Eligible Girls	Total EYPP Budget
13	Hourly Rate £0.53 1	Hourly Rate £0.53	Hourly Rate £0.53 1	Hourly Rate £0.53

Pupil Premium Summary Information			
Total Number of Pupils (Inc. FTE)	220	Number of Pupils Eligible	98
Total Pupil Premium Budget	£146,740	% of Pupils Eligible	45%

KS1	Attainment														
	PP Pupils			Other			SCH GAP	KS2	PP Pupils			Other			SCH GAP
	SCH	NA	DIF	SCH	NA	DIF			SCH	NA	DIF	SCH	NA	DIF	
EYFS GLD	54	56.0	-2	71	75.0	-4		Expected Standard Reading	44	62.0	-18	83	77.0	-10	
Year 1 Phonics	46	71.0	-24	82	84.0	-2		Expected Standard Writing	44	68.0	-24	100	81.0	-5	
Expected Standard Reading	86	62.0	24	85	78.0	7		Expected Standard Maths	63	68.0	-5	92	80.0	-27	
Expected Standard Writing	71	55.0	16	60	72.0	15		Expected Standard GPS	56	68.0	-12	100	82.0	-2	
Expected Standard Maths	86	63.0	23	90	79.0	21		Expected Standard R/W/M	43	51.0	-8	75	71.0	-14	

% pupils reaching expected standards at end of EYFS	Pupil Premium Eligible	Non Pupil Premium Eligible	Difference
Reading	54 %	71%	-17
Writing	54 %	71%	-17
Number	62 %	71%	-9
Shape, Space & Measure	77%	88%	-11

% pupils reaching expected Year 1 Phonics standards	Pupil Premium Eligible	Non Pupil Premium Eligible	Difference
	46%	82%	-36
% pupils reaching expected standards at end of Key Stage 1	Pupil Premium Eligible	Non Pupil Premium Eligible	Difference
Reading	86 %	85%	1
Writing	71 %	60%	11
Maths	86 %	90%	-4

% pupils reaching expected standards at end of Key Stage 2	Pupil Premium Eligible	Non Pupil Premium Eligible	Difference
Reading	44 %	83%	-37
Writing	44 %	100%	-56
GPS	56 %	100%	-44
Maths	63 %	92%	-29
Reading/Writing/Maths combined	19%	75%	

Barriers to Future Attainment	
A	Some PP pupils do not achieve ARE across year groups
B	Varied rates of progress in Reading, Writing and Maths of PP pupils across Key Stage 2
C	PP Pupils enter school with skills significantly below those expected for their age in Reading, Writing and Number.
D	Phonics skills at end of Year 1 below expected in 2019
E	Significant groups in some cohorts with Social and Emotional difficulties
F	Poor emotional Resilience of PP pupils. Affecting ability to concentrate, take on new challenges and persevere working independently
G	PP pupils with poor Communication and Language skills across school – poor levels of speech on entry
H	Attendance and persistent Absence figures below National
I	Due to family circumstance and levels of deprivation – pupils can have limited experience outside local area
Desired Outcomes	
	To diminish the difference in attainment between PP and non-PP pupils in Reading, Writing and Maths
	Pupils eligible for PP to make progress in line with other pupils across Key Stage 2
	To continue to diminish the difference in attainment between PP and non PP pupils in EYFS.
	Improved numbers achieve standard in Year 1 and PP pupils achieve standard on Re-test
	PP Pupils have access to support and intervention for Social and Emotional development
	Improve Emotional Resilience for PP pupils
	Improved language skills of PP pupils
	Increased attendance rates for PP pupils
	Access to activities and experiences to widen PP pupils aspirations outside and in school

	Desired Outcomes	Actions	Evidence Source	Expenditure	Baseline Data
A	To diminish the difference in attainment between PP and non-PP pupils in Reading, Writing and Maths	<p>Targeted support including Maths, Reading and Writing. TA/HLTA Support in and out of lesson time.</p> <p>Catch Up Maths with targeted groups</p> <p>Catch Up English groups</p> <p>Further Numicon to be purchased</p> <p>Targeted Precision teaching (Support staff – training and daily group support)</p> <p>Verbal Feedback groups - daily</p> <p>IT resources to develop Maths and reading skills. (including Maths Whizz, Times Tables Rocks, Accelerated Reader) In school and at home</p>	<p>(EEF) Where TA's support individual pupils or small groups on average show positive outcomes</p> <p>Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. (EEF)</p>	<p>Salary costs £ 20,000</p> <p>IT subscriptions £ 4900</p> <p>Resources £5500</p> <p>Outdoor £1000</p> <p>Staff support and Training £1050</p> <p>Visitors/Experience costs £ 1000</p> <p>Ed Psych £1800</p> <p>SEND Support services £2000</p>	<p>Attainment KS 2 2018-19 PP eligible pupils Reading 44% Writing 44% Maths 63% Below NA</p> <p>Year 6 2019 Aspirations for KS2 Reading 63% Writing 63% Maths 69%</p>
B	Pupils eligible for PP to make progress in line with other pupils across Key Stage 2	<p>After school support for reading, spelling and maths.</p> <p>Small group targeted phonics and number activities –</p> <p>Fine motor support to develop writing skills – (including TTots)</p> <p>Additional resources for varied activity (including APPS, software and online subscriptions)</p>			<p>Progress 2018-19 Reading -5.1 Writing – 4.5 Maths – 2.5</p> <p>Well below expected</p>

		<p>Staff training supporting specific needs and CLL Targeted group support Delivered by HLTAs Enhanced provision in outdoor space Basic Skills based support</p> <p>Early Assessment of need (Ed Psych time additional services)</p>			
C	To continue to diminish the difference in attainment between PP and non PP pupils in EYFS.	<p>Small group Phonics and Maths teaching and additional support</p> <p>Online consolidations resources – phonics and Maths in EYFS. Used in school and at home access SALT groups</p> <p>Social and Emotional support (learning Mentor Time)</p> <p>Outdoor focus to engage learners</p> <p>Continue Blast programme in EYFS</p> <p>Assessment tools (Speech/Language Link) used</p> <p>HLTA responsible for SALT working across school working with targeted pupils</p>	<p>Where TA's support individual pupils or small groups on average show positive outcomes(EEF)</p> <p>Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. (EEF)</p> <p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school They also have an average overall impact</p>	<p>Staffing £12000 (SALT, Support and Learning Mentor sessions)</p> <p>Online subscriptions £ 1800</p> <p>Outdoor area £2000</p>	<p>EYFS end of 2018-19 Premium eligible pupils Achieved Age related Reading 54% Writing 54% Number 62%</p> <p>2019-20 GLD on entry data Premium eligible 42% Non eligible 78%</p>

		<p>Focus and CPD on Speaking and Listening across school –</p> <p>Visitors and new experiences in EYFS to promote interest and engagement.</p>	<p>of four months' additional progress on attainment. (EEF).</p> <p>SALT - EEF suggests that studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p>		
D	Improved numbers achieve standard in Year 1 and PP pupils achieve standard on Re-test	<p>Small group Phonics daily</p> <p>Additional phonics intervention X3 each week minimum</p>	Phonics approaches have been consistently found to be effective in supporting younger readers (EEF)	<p>Staffing £8000</p> <p>Support resources £1800</p>	<p>18-19</p> <p>46% PP pupils achieved standard</p>
E	PP Pupils have access to support and intervention for Social and Emotional development	<p>Weekly P4C continuing sessions and support</p> <p>Resources to support the P4C</p>	Evidence that P4C had a positive impact on Key Stage 2 attainment. Overall, pupils using the approach made	<p>Resources £500</p> <p>Counsellor £4000</p>	Pupils presenting with anxiety and confidence issues in school. Little resilience tackling new challenges.

F	Improve Emotional Resilience for PP pupils	Staff training and support Counsellor available weekly	approximately two additional months' progress in reading and maths. 2. Results suggest that P4C had the biggest positive impact on Key Stage 2 results among disadvantaged pupils (EEF)	Staffing £10000 Training £1500 Resources/ subscriptions £ 1200	
G	Increased attendance rates for PP pupils	Learning Mentor to work with targeted parents – supporting and signposting appropriate agencies. 1:1 support to parents. Regular attendance meetings All late pupils logged on Inventory system – punctuality reports to be send to identified families Rewards – weekly, monthly, termly and annually. Constant information about attendance issues. Letters praise and information about issues. Visible displays in school	The association between parental involvement and a child's academic success is well-established (EEF) NfER briefing for school leaders identifies addressing persistent lateness as a key step in improving attendance and outcomes for pupils.	Learning Mentor Time £ 3500 Clerical £ 900 Incentives £1000	PP Attendance at end of 2018-19 – 94.2% Below that of other pupils Majority of pupils with punctuality issues are PP eligible
H	Access to activities and experiences to widen PP pupils aspirations outside and in school	Focus events – writing weeks, author visits, magical maths days... Each class 1 visit and a1 visitor each term linked to curriculum	LOTC indicates that pupils learn better though practical experience and acquire their knowledge and understanding through	Subsidising costs £ 5000 Residential £9000 Resources £2500	Highly deprived area Many pupils have little experience outside the local area.

		Specialist Music provision –instrumental instruction and singing. SLA from music service.	<p>real-life experiences that stimulate their natural curiosity. These can then be consolidated through further learning opportunities in school.</p> <p>EEF suggests the overall impact of enrichment activities on academic achievement tends to be positive.</p> <p>There is moderate evidence that outdoor adventure learning can have a positive impact on attainment.</p>	<p>Visitors £ 3000</p> <p>Music £6000</p>	
I	Improve Life Chances of PP Pupils	<p>Offer free Breakfast club provision – alongside Magic Breakfast (who provide free bagels and cereal)</p> <p>Subsidised fruit and milk</p> <p>Healthy living support – activities parental engagement</p>	Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results. (EEF)	<p>Staffing £8000</p> <p>Fruit/Milk £2000</p> <p>Coaches/visitors/parental workshops £1200</p>	
				£122, 150	
<p>Unallocated Funding</p> <p>Some funding at present is unallocated for specifics – due to fluctuating numbers and giving scope for changes following termly reviews.</p>					

Budget Summary		
Desired Outcome		Cost
A	To diminish the difference in attainment between PP and non-PP pupils in Reading, Writing and Maths	£37250
B	Pupils eligible for PP to make progress in line with other pupils across Key Stage 2	
C	To continue to diminish the difference in attainment between PP and non PP pupils in EYFS.	£15800
D	Improved numbers achieve standard in Year 1 and PP pupils achieve standard on Re-test	£9800
E	PP Pupils have access to support and intervention for Social and Emotional development	£4500
F	Improve Emotional Resilience for PP pupils	£12700
G	Increased attendance rates for PP pupils	£5400
H	Access to activities and experiences to widen PP pupils aspirations outside and in school	£25500
I	Improve Life Chances of PP Pupils	£11200
Total Budget Spent		£122,150

Unallocated Funding

Some funding at present is unallocated for specifics – due to fluctuating numbers and giving scope for changes following termly reviews.

Governance

Monitoring The Effectiveness & Impact of Pupil Premium Performance

Pupil Premium Committee Members
Ann Wake Jeannette Shaughnessy Joanne Sands HT Brigit Kinsey DHT

Pupil Premium Committee Meeting	Autumn:	Spring:	Summer:
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Autumn Summary

Spring Summary

Summer Summary

Review Date	
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