

## Pupil Premium Strategy Statement 2019 - 2020

Everyone deserves an excellent education, regardless of background or barrier to learning.



### 1. Summary information

Financial Year	2019 / 2020	Total PP budget (Funding based on those on roll January 2019 Census)	£ 19,460	Date of most recent PP Review	Spring 2019
Total number of pupils (Updated May 2019)	106	Number of pupils eligible for PP (Updated May 2019)	17 (incl. 2 LAC)	Date for next internal review of this strategy	Spring 2020

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

A.	Delayed oral language skills that impact on independent and pro-active learning.
B.	Basic skills in reading, writing and maths for current KS2 children eligible for pupil premium.
C.	High ability pupils who are eligible for PPG are making less progress than other high ability pupils in KS2.
D.	Social and emotional issues which impact on concentration, motivation and resilience for a number of children across the school (many of these are eligible for PPG)

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

E.	The attendance rate for pupils eligible for disadvantaged children is generally below that of non-disadvantaged children.
F.	Lack of parental confidence in knowing how to support their child's learning disadvantages some children across the school, including those eligible for PPG.

### 4. Outcomes

*Our overarching aim is for all children eligible for PPG to make high rates of progress and attain as well, or better than all other children nationally and locally.*

	Desired outcomes and how they will be measured	Success criteria
A.	Improved oral language skills for pupils eligible for PPG throughout the school and in particular in KS2.	Pupils eligible for Pupil Premium make rapid progress so that they meet at least age related expectations in speaking and listening, reading, writing and mathematics.
B.	Higher rates of progress in reading, writing and maths for those pupils who qualify for the Pupil Premium in KS2.	KS2 Pupils eligible for Pupil Premium make rapid progress by the end of the year so that they meet at least age related expectations in comparison to all other pupils nationally and those with the same starting points.

C.	Higher rates of progress across Key Stage 2 for higher attaining pupils eligible for PP.	Pupils eligible for PP identified as High ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in reading, writing and maths. Measured in Y6 through SATs outcomes and in Y3, Y4 and Y5 by teacher assessments and successful moderation practice.
D.	Increased engagement in learning of those children eligible for PPG with Social and emotional issues which results in increased rates of progress.	Pupils eligible for Pupil Premium are observed to have improved concentration, motivation and resilience, thus resulting in rapid progress by the end of the year and meeting at least age related expectations.
E.	Increased attendance rates for pupils eligible for Pupil Premium.	Reduce the number of persistent absentees and lateness among pupils eligible for Pupil Premium. Overall Pupil Premium attendance improves and is above the national average for this group.
F.	Improved engagement and confidence of parents eligible for PPG to support their children with their learning.	Parents of Pupils eligible for PPG attend parental involvement sessions, workshop sessions and ensure that their children read 5 times per week and complete their homework.

**Planned expenditure**

<b>Academic year</b>	<b>2019/2020</b>
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and to support whole school strategies.

**1. Quality of teaching for all**

<b>Desired outcome</b>	<b>Impact Group</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will we review implementation?</b>
Improved oral language skills for pupils eligible for PPG throughout the school and in particular in KS2.	All Chn All staff	All staff to receive specialist training for Speech and Language therapist in order to support children with language building and oracy skills.	Many children join our school with particularly low starting points with regards to oracy and communication. A number of PP children continue to have Speech and language challenges as they go through the school.	Regular meetings between specialist LSA and SENCO. Monitoring and review sessions with Speech and Language Therapist. Meetings with parents to discuss support and progress in this area.	VS AH	January 2020
	Select chn	Training for specialist LSA to have a focus on improving Speech and language across the school.	Having a key adult with specific responsibility for this will support and enable these chn to better access	Regular meetings between specialist LSA and SENCO. Monitoring and review sessions with Speech and Language Therapist.	VS AH	March 2020

		Dedicate 30% of their timetable to providing SALT interventions.	their learning and in term improve progress.	Meetings with parents to discuss support and progress in this area.		
Improved engagement and confidence of parents eligible for PPG to support their children with their learning.	PP chn	Where appropriate, support PP & disadvantaged chn by offering breakfast club free of charge.	Many of our PP & disadvantaged chn require a smooth and settled start to their day with a good breakfast in order to better access their learning and in turn, improve progress and attainment.	Regularly reviewed between family worker and SLT. Monitoring of progress data and discussions with class teachers.	CC SLT	March 2020
Higher rates of progress in reading, writing and maths for those pupils who qualify for the Pupil Premium in KS2.	All chn	Termly staff meetings with a focus on PP and disadvantaged children and how best they can be supported through quality first teaching.	All teachers to be uses innovative and successful teaching strategies in order to accelerate the progress on all chn with a particular focus on PP.	SLT monitoring through lesson observations, book looks and data analysis.	SLT	January 2020
Higher rates of progress in reading, writing and maths for those pupils who qualify for the Pupil Premium in KS2.	All chn	Regular training and CPD available to all staff but particularly for maths and English subject leads in order to increase knowledge for strategies to best support all chn especially PP and disadvantaged.	Maths and English subject leaders need up-to-date knowledge of strategies and interventions to best support the attainment and progress of all chn especially those who are PP and disadvantaged. They will then disseminate this to all staff.	Feedback on training in staff meetings to shared knowledge with staff. SLT monitoring through lesson observations, learning walks and book looks. Data analysis.	SG ME SLT	March 2020
<b>Total Budget Cost</b>						<b>£ 2,510</b>

2. Targeted Support						
Desired outcome	Impact Group	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
PP children will be settled and ready to learn after key	Selected PP chn	Train two members of support staff in 'Sensory Circuits'. Purchase range of appropriate equipment to use in sessions.	Many of our PP chn struggle to settle back in to class and their learning after key	Chn selected for the programme will returned to class settled and 'ready to learn'. In turn these children will make better progress.	AH (PP/LH)	Termly

transitional points of the day.		Run 'Sensory Circuits' programme for selected children 3x weekly.	transitional points in the day.			
Higher rates of progress for PP chn in reading, writing & maths at KS2.	KS2 PP	Implement a 50% timetabled 'Learning Coach' to support the progress of PP chn either individually or within a small group.	Many of our PP chn have gaps in their learning which need to be filled in order to build upon learn and make the best possible progress.	Regular meetings between SENCO and Learning Coach. PP data to be analysed as separate group and reviewed half-termly. Regular reports to Governing Body and visit from link PP Governor.	RBF AH	April 2020
Higher rates of progress for PP chn in reading, writing & maths at KS2.	Specific child	School-funded 1:1 support for PP child awaiting EHCP in order to support and accelerate progress.	Child requires 1:1 support in order to access learning. This support will lead to accelerated progress.	Monitoring of books to illustrate rapid progress. Regular review meetings through meetings with the family and SEND team. Increase in attainment and progress. Improved attendance.	AH CC	March 2020
Increased engagement in learning of those children eligible for PP with Social and emotional issues.	Specific child	School-funded 1:1 support to assist in improving behaviours for learning and 'readiness to learn', with the intention of improving attainment and progress.	Child accesses learning more successfully with 1:1 support with clear breaks between tasks.	Monitoring of books to illustrate engagement in tasks and progress. Regular review meetings with SENCO. Increase in attainment and progress.	AH RBF	December 2019
Increased engagement in learning of those children eligible for PP with Social and emotional issues.	Selected PP & SEN children	Purchase a range of engaging resources which can be used to support a task/reward scheme for key PP children with additional needs.	Specific group of PP chn who also have SEN needs who access learning more successful when presented with a task/reward structure to learning. Resources need to have multiple uses which can support social skills in order to engage in whole-class learning.	Monitoring of books to illustrate engagement in tasks and progress. Regular review meetings with SENCO. Increase in attainment and progress.	AH Class teachers	January 2020
<b>Total Budget Cost</b>						£ 15,950

### 3 Other approaches

Desired outcome	Impact group	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will you review implementation?
For key adults to have an up to date understanding	All PP & Dis chn	AH & RBF to attend 3 day Pupil Premium Conference	Growing number of PP chn across the school with significantly	Regular meetings between SENCO and Learning Coach. Half-termly review of data for PP chn.	AH	September 2020

of strategies for PP and disadvantaged.	All staff		disproportionate funding, seeking innovative ways to best use PPG to support all children.	Half-termly review and reallocation of interventions.		
Improved engagement and confidence of parents eligible for PPG to support their children with their learning.	All parents	CC to begin establishing a family worker role and to introduce weekly parent café for all parents but work to encourage the engagement of our 'disadvantaged' families.	There are limited opportunities to meet other parents in a new community. Many of our 'disadvantaged' families prefer an informal space to talk to school adults.	Regular reviews between family worker and SLT. Attendance numbers.	CC	December 2020
Increased engagement in learning of those children eligible for PP with Social and emotional issues.	Selected chn	Train a member of pastoral team in 'Advanced Drawing and Talking' in order to support key PP and disadvantaged children who require further emotional support.	A number of PP or disadvantaged chn need additional intervention and support for their emotional health and well-being in order to access their learning successfully.	Regular meetings between family worker (trained) and SENCO/PP coordinator. Class teacher viewpoint with regards to engagement and emotional stability. Pupil Voice	CC AH	March 2020
Increased engagement in learning of those children eligible for PP with Social and emotional issues.	Selected chn	To subsidise the cost of a taxi to support children in attending a young carers groups.	Specific children greatly benefit from attending a young carers group with other young people experiencing similar home situations. In turn, this builds their confidence and resilience and improves their progress and attainment.	Attendance at young carers group. Regular reviews between family worker and SLT. Data review groups to look at progress improvements for targeted children.	CC SLT	March 2020
					<b>Total budget cost</b>	<b>£ 2100</b>
					<b>Total spend</b>	<b>£ 19,460</b>

## GLOSSARY

- FSM - Free School Meals
- GLD – Good level of Development
- GPS – Grammar, Punctuation & Spelling
- HAP – Higher Attaining Pupil
- LAP – Lower Attaining Pupil
- PP – Pupil Premium
- PPG – Pupil Premium Grant
- SEND – Special Educational Needs and Disabilities