



**Pupil Premium Strategy Statement – 2019/2020**

<b>Summary information for 2019/2020</b>					
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£128, 040	<b>Date of most recent PP internal review</b>	Summer 2019
<b>Total number of pupils</b>	204	<b>Number of pupils eligible for PP</b>	98 (census Jan 19)	<b>Date for next internal review of the strategy</b>	by Summer 2020

<b>Current attainment</b>				
<b>2019 KS2</b>	<b>PP (school)</b>	<b>PP (National)</b>	<b>Non PP (School)</b>	<b>Non PP (National)</b>
<i>% achieving in RWM</i>	46.2%	51%	56.3%	70%
<i>progress in reading</i>	-1.2	-0.6	1.2	0.31
<i>progress in writing</i>	2.1	-0.4	2.9	0.24
<i>progress in Maths</i>	-0.7	-0.6	0.4	0.31

<b>Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In school barriers (issues to be addressed in school, such as poor oral language skills)</b>		
	Lack of vocabulary and communication skills on arrival in school.	
	Poor attainment and social skills on entry into school.	
	Emotional and mental health issues with pupils.	
	A growing number of EAL pupils who arrive with little or no spoken English.	
	SEN needs amongst our pupils from disadvantaged backgrounds.	
<b>External barriers (needing attention outside of school too, such as low attendance rates)</b>		
	Attendance levels especially with regard to Persistent absence.	
	Lack of parental engagement with regard to support at home for learning.	
<b>Desired outcomes</b>		
	Desired outcome	Success criteria
	Children to enter KS1 at age related expectations (GLD)	Children make greater than expected progress in EYFS to allow them to close the gap with their peers
	Appropriate interventions are provided to allow disadvantaged children to close the gap to their peers in reading, writing, maths and socialisation skills.	Children receiving interventions make greater than expected progress. Range of interventions offered in school address a range of needs. Work within the classroom includes targeted support for disadvantaged children.

	Language development is accelerated to allow children to develop language skills similar to their more affluent peers	Children score well on SPAG type tests. Teachers use a range of language within the classroom TAs provide language enhancing interventions across school Early years team use a range of language enhancing interventions
	Parental engagement	Parents are more engaged with school and with their child's learning, for example the proportion of parents reporting hearing children read at home improves.

## Planned Expenditure for 2019/2020

<i>Academic Year</i>		<i>2019/2020</i>			
<b>Quality Teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence 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>
<i>Improve progress and attainment of SEND PP pupils.</i>	<i>Employ an Assistant SENDCO to help support the SENDCO in ensuring all pupils are receiving appropriate interventions.</i>	<i>SEND provision has been reviewed and new tracking systems set up. Individual interventions and their impact have begun to be reviewed. Initial data suggests that gaps on measures are decreasing.</i>	<i>To continue the review process to quality assure the interventions and to review their use across school.</i>	<i>RB</i>	<i>Each term with an end review in Summer 2020</i>
<i>To improve the rate of progress of PP pupils to lead to increased attainment in all areas.</i>	<i>Extra support within the classroom.  Contribution to Teacher Support Assistants in each year group to deliver targeted support in English and Maths lessons</i>	<i>There is evidence of greater than expected progress of children across school. This has impacted on both PP and non-PP children.</i>	<i>The support provided by the TSAs in class has not had a focused impact on just PP children.</i>	<i>EW</i>	<i>Each term with an end review in Summer 2020</i>
<i>Total budgeted cost</i>					<i>£87, 167</i>

<b>Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence/ 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>
<i>Improve English outcomes for PP children.</i>	<i>Funding English interventions delivered by a qualified teacher in Y6 and Y2</i>	<i>There is evidence of impact across Year 6 in both reading, writing and GPS. This has led to greater than expected progress in these areas for a number of pupils. This can be seen in the attainment in the KS2 SATS.</i>	<i>This is an area of spend that has a very positive impact on the children in Year 6 and enables many of them to make greater than expected progress. This is an area of spending we should continue. Monitoring of sessions.</i>	<i>PS</i>	<i>Each term with an end review in Summer 2020</i>
<i>All children to have the chance to practice their reading on a regular basis. To deal with lack of parental engagement</i>	<i>Employ a Classroom assistant with a focus on hearing Pupil Premium Readers</i>	<i>The evidence suggests that extra 1:1 reading with PP children is allowing some children to make greater than expected progress in comparison with their peers and that it is preventing the gaps getting larger. Pupil Voice suggests that children appreciate having the opportunity to read to an adult on a regular basis.</i>	<i>The evidence suggests that extra 1:1 reading with PP children is allowing some children to make greater than expected progress in comparison with their peers and that it is preventing the gaps getting larger so this is a good use of PP money. We are aware of the need to make the support provided by this programme more efficient through better timetabling to ensure all PP children benefit at each session.</i>	<i>PS</i>	<i>Each term with an end review in Summer 2020</i>
<i>Total budgeted cost</i>					<i>£24, 207</i>
<b>Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence 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>
<i>Pupils improve their confidence and resilience.</i>	<i>Fund specialist music provision for all pupils from nursery upwards allowing all children the opportunity to perform regularly and</i>	<i>Children really enjoy performing and our less confident children in academic situations blossom during music lessons. Evidence has</i>	<i>Music lead will monitor music lessons closely. Pupil voice will identify how well the children are responding/enjoying their music lessons.</i>	<i>PS</i>	<i>Each term with an end review in Summer 2020</i>

	<i>learn how to play a range of musical instruments</i>	<i>shown that musical education has a positive impact upon academic attainment.</i>			
<i>All children to have a good range of quality age appropriate books at home</i>	<i>Fund the purchase of books for the teaching of English that the children can take home with them at the end of each term. Six books a year £6,000</i>	<i>Children like the fact they have quality books to take home with them. Some children have shared the books with their parents. Some children reported sharing the books with younger siblings to prepare them for the future.</i>	<i>In the pupil voice survey many of the children mentioned that books end up in cupboards or on bookshelves and are not looked at again. Some didn't know where they were. However, more children stated that they enjoyed the books and 12 months later could remember what had been received during the previous academic year.</i>	<i>PS</i>	<i>End of half term review with an end review in Summer 2019</i>
<i>Encourage parental engagement with reading</i>	<i>Run reading challenges across the school.</i>	<i>This is beginning to have an impact across school with the amount of reading that is happening at home. There is evidence of improving outcomes in reading in in-school data. Year 2 have recently trailed a new approach and all bar two or three children are fully engaged.</i>	<i>There are still a few families who are reluctant to read with their children. We need to provide support to these families to help them support their children's learning.</i>	<i>EW</i>	<i>Review prizes awarded each half term for family reading with an end of year review in Summer 2020</i>
<i>Encourage parental engagement</i>	<i>Run Family Learning sessions across the year. Topics for 2018-19</i> <ul style="list-style-type: none"> <li>• <i>Reading comp.</i></li> <li>• <i>Times tables Rockstars/ Learning number facts</i></li> <li>• <i>Science Week</i></li> </ul>	<i>Survey data from parents who have attended the events across the school year has being very positive. Parents appreciate being able to come in to school to work with their children and to find out what the children are doing in their lessons.</i>	<i>We intend to revamp the content of the family learning sessions for next year. Instead of a single focus as in previous years the sessions will be used as a launch event for the Learning Challenge for the half-term. This will allow parents to understand what the children will be learning across the curriculum not just in one single</i>	<i>EW</i>	<i>Review attendance at each session and comments made by families who have attended followed by end of year review in Summer 2020.</i>

	<ul style="list-style-type: none"> <li>• Art</li> <li>• WW1 remembrance</li> </ul> <p>Zero cost</p>	<p>Children appreciate being able to share their work with their parents.</p>	<p>area.</p> <p>We are also going to introduce an opportunity at the end of a Learning Challenge for parents to return to school to find out what the children have learnt during the Learning Challenge. We hope this will encourage parents to engage further in their children's learning.</p>		
<i>Total budgeted cost</i>					<b>£16, 666</b>

## Review of Expenditure from 2018/2019

<i>Previous Academic Year</i>	<b>2018/2019</b>
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### Quality Teaching for all

Desired outcome	Chosen action/approach	Estimated impact	Lessons Learned	Cost
<p><i>Improve progress and attainment of SEND PP pupils.</i></p>	<p><i>Employ an Assistant SENDCO to help support the SENDCO in ensuring all pupils are receiving appropriate interventions.</i></p>	<p><i>SEND provision has been reviewed and new tracking systems set up. Individual interventions and their impact have begun to be reviewed. Initial data suggests that gaps on measures are decreasing.</i></p>	<p><i>To continue the review process to quality assure the interventions and to review their use across school.</i></p>	<p><b>£26,613</b></p>
<p><i>To improve the rate of progress of PP pupils to lead to increased attainment in all areas.</i></p>	<p><i>Extra support within the classroom.</i></p> <p><i>Contribution to Teacher Support Assistants in each year group to deliver targeted support in English and Maths</i></p>	<p><i>There is evidence of greater than expected progress of children across school. This has impacted on both PP and non-PP children.</i></p>	<p><i>The support provided by the TSAs in class has not had a focused impact on just PP children. Positives have been seen for both PP and non-PP pupils.</i></p>	<p><b>£50,009</b></p>

	<i>lessons</i>			
<b>Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>	<b>Lessons Learned</b>	<b>Cost</b>
<i>Support for children with behaviour or mental health issues.</i>	<i>Employ a learning mentor</i>	<i>This is not possible to ascertain as the Learning Mentor was not in school due to long term absence and left school at the end of the Spring term.</i>	<i>We made the decision to wait before considering employing a learning mentor. We are still monitoring the situation and have not yet employed a replacement to the post.</i>	<i>£23,528</i>
<i>Improve English outcomes for PP children.</i>	<i>Funding English interventions delivered by a qualified teacher</i>	<i>There is evidence of impact across Year 6 in both reading, writing and GPS. This has led to greater than expected progress in these areas for a number of pupils. This can be seen in the attainment in the KS2 SATS.</i>	<i>This is an area of spend that has a very positive impact on the children in Year 6 and enables many of them to make greater than expected progress. This is an area of spending we should continue.</i>	<i>£24,924</i>
<i>All children to have the chance to practice their reading on a regular basis. To deal with lack of parental engagement</i>	<i>Employ a Classroom assistant with a focus on hearing Pupil Premium Readers</i>	<i>The evidence suggests that extra 1:1 reading with PP children is allowing some children to make greater than expected progress in comparison with their peers and that it is preventing the gaps getting larger.  <i>Pupil Voice suggests that children appreciate having the opportunity to read to an adult on a regular basis.</i></i>	<i>The evidence suggests that extra 1:1 reading with PP children is allowing some children to make greater than expected progress in comparison with their peers and that it is preventing the gaps getting larger so this is a good use of PP money.  <i>We are aware of the need to make the support provided by this programme more efficient through better timetabling to ensure all PP children benefit at each session.</i></i>	<i>£9,826</i>

<b>Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	<b>Costs</b>
<i>Provide all children with quality age appropriate books to have at home</i>	<i>Fund the purchase of books for the teaching of English that the children can take home with them at the end of each term. Six books a year £6,000</i>	<i>Children like the fact they have quality books to take home with them. Some children have shared the books with their parents.</i>	<i>In the pupil voice survey many of the children mentioned that books end up in cupboards or on bookshelves and are not looked at again. Some didn't know where they were. Some children reported sharing the books with younger siblings to prepare them for the future.</i>	<i>£6,000</i>
<i>Encourage parental engagement with reading</i>	<i>Run reading challenges across the school.  Zero cost</i>	<i>This is beginning to have an impact across school with the amount of reading that is happening at home. There is evidence of improving outcomes in reading in in-school data. Year 2 have recently trailed a new approach and all bar two or three children are fully engaged.</i>	<i>There are still a few families who are reluctant to read with their children. We need to provide support to these families to help them support their children's learning.</i>	<i>£0</i>
<i>Encourage parental engagement</i>	<i>Run Family Learning sessions across the year. Topics for 2019-20</i> <ul style="list-style-type: none"> <li>• Vocabulary Ninja</li> <li>• Number Bonds/Times tables Rock stars</li> <li>• Reading</li> </ul> <i>Zero cost End of learning challenge presentation – at least one per term per year group.</i>	<i>Survey data from parents who have attended the events across the school year has being very positive. Parents appreciate being able to come in to school to work with their children and to find out what the children are doing in their lessons. Children appreciate being able to share their work with their parents.</i>	<i>We intend to revamp the content of the family learning sessions for next year. The sessions will focus upon how we teach important aspects of English and Mathematics so that families know best how to support their children at home. We are also going to introduce an opportunity at the end of a Learning Challenge for parents to visit school to find out what the children have learnt during the Learning Challenge. We hope this will encourage parents to engage further in their children's learning.</i>	<i>£0</i>

*Additional Detail*

**Academic Attainment and Progress 2018/2019**

**Year 1 Phonics Check – percentage of pupils meeting the expected standard**

<b>PP</b>	72%
<b>Non-PP</b>	50%

**Key Stage 1 Attainment (in school comparison)**

	<b>Expected Standard or Above</b>	
	<b>PP</b>	<b>Non-PP</b>
<b>Reading</b>	62%	79%
<b>Writing</b>	55%	74%
<b>Maths</b>	63%	80%

**Key Stage 2 Attainment (in school comparison)**

	<b>Percentage of children achieving expected</b>	
	<b>PP</b>	<b>Non-PP</b>
<b>Reading</b>	64%	80%
<b>Writing</b>	67%	83%
<b>Mathematics</b>	64%	81%
<b>Reading, Writing, Mathematics Combined</b>	51%	71%
<b>Spelling, Grammar and Punctuation</b>	67%	82%

**Progress between KS1 and KS2**

	<b>Progress</b>	
	<b>PP</b>	<b>Other</b>
<b>Reading</b>	-0.6	-5.0
<b>Writing</b>	-0.4	0.5
<b>Mathematics</b>	-0.6	-2.7

Further information about pupil premium can be found by following the link below:

<http://www.education.gov.uk/schools/pupilsupport/premium/b0076063/pp>

*“Learning with God and Each Other to be the Best We Can Be”*