

Pupil Premium Strategy Statement: 2019-2020

Meeting the needs of all our families including those in receipt of a 'pupil premium'.

Each year the school receives additional money called a 'pupil premium' which is allocated to us on the basis of the number of children who are or have been entitled to 'free school meals' (FSM). The money enables us to continue our work supporting these children and their families in order that they make the best possible progress in school.

Pupil Premium Grant Expenditure:

Number of Pupils and Pupil Premium Grant (PPG) received 2019-2020				
Number of Pupils on roll	291 (R-Y6)	Amount of PPG allocated per pupil		
		Deprivation Pupil Premium £1320	Adopted from Care £2300	Service Children £
Total number of pupils eligible for PPG	68 (23%)	Total amount of PPG received		108,000
Total number of pupils eligible for PPG who meet a criterion/ criteria e.g. CLA	2	Date of next review		April 2020

Barriers to future attainment (for pupils eligible for PP including higher ability)

At the start of each term SLT analyse data for all PP pupils and identify their individual barriers to learning based on data, pupil progress meetings and contextual information

In-school barriers (issues to be addressed in school)

A	PP pupils working from low starting points are disadvantaged in accessing age related reading, writing and maths curriculum.
B	Speech and language skills are lower for PP pupils.
c	Progress and attainment of PP boys.

External Barriers (Issues which require action outside school)

D	Attendance rates for PP pupils are falling behind their cohort.
E	Families requiring support to meet needs of their children.
F	Self –esteem and aspirations of boys.

Measuring the impact of PPG spending 2019-2020

	Desired outcomes and impact measures	Success Criteria
A	Improved outcomes for all PP pupils in each year group across the school in reading, writing and maths. Pupils to make good progress from their starting points in Y5 and Y6.	All pupil premium pupils make at good progress in reading, writing and maths from their starting points.
B	Children with speech and language issues are identified at an early stage to ensure rapid intervention. Programmes of support are implemented and progress is tracked. There are targeted interventions, SALT referrals and high levels of parental engagement.	PP pupils are identified during EYFS or shortly after their arrival in school. All PP pupils in reception make good progress from their starting points. Welcom screening tool is used to RAG rate pupils good progress is made from their starting points. Good language is modelled and reinforced to the children.
c	Improved outcomes in reading and writing across KS2 for PP boys. Boys to make good progress from their starting points.	All pupil premium KS2 boys make good progress in both reading and writing from their starting points.
D	Increased attendance rates for PP pupils in all year groups.	All PP pupils to achieve 96% attendance. Reduce the number of persistent PP absentees.
E	Families in need of support engage with early help provision in school and receive planned support.	High levels of home school contact and information sharing. Needs of children are identified and met. Appropriate agencies are in place. Outcomes on early help plans are achieved.
F	Self-esteem and aspirations of boys are raised leading to improved learning behaviours and progress in learning.	Boys attend 'Super heroes' group, questionnaires and pupil interviews reflect improved self-esteem and aspirations. Improved learning behaviours and resilience observed in the classroom. Boys make expected or better progress in core subjects from their starting points. Increased attendance and punctuality figures. Positive relationships between staff and pupils and pupils use staff as a point of contact.

Planned expenditure – 2019-2020

1. Quality of teaching for all

Desired Outcome	Action	Rationale	Monitoring /Evidence	Staff	Review date
<p>A Improved outcomes for all PP pupils but especially in Y5 and Y6 in reading, writing and maths. Pupils to make good progress from their starting points.</p>	<p>School leaders delivering professional development in elements of Maths and English teaching, focusing on outstanding provision for all pupils including PP pupils.</p>	<p>Expectations of the curriculum are high. Teaching staff are kept up to date with teaching pedagogy and their role in meeting the requirements of core subjects and specific learning needs of pupils including PP pupils.</p>	<p>SLT Staff meeting records. Lesson observations and book scrutiny.</p>	<p>School leaders. All teaching staff.</p>	<p>Termly. Final review Summer 2020</p>
	<p>Assessment Co-ordinator to monitor the progress and attainment of all PP pupils termly. Pupil Progress meetings are held with all staff termly to discuss the progress of all PP pupils. Interventions are identified and reviewed regularly for impact.</p>	<p>All staff are aware of the needs and requirements of their PP pupils, the purpose of interventions and their role within them. All PP pupils are discussed to ensure quality provision starts in the classroom.</p>	<p>DHT/ Governor with responsibility for PPG pupils. Pupil Progress Meeting Records Lesson observations and book scrutiny.</p>	<p>Assessment Lead SLT</p>	<p>Termly Final review Summer 2020</p>
	<p>Provision of additional teaching assistants attached to year groups to deliver targeted support to meet the learning needs of identified pupils.</p>	<p>Identified PP pupils have specific learning needs which make it challenging for them to access age related curriculum expectations. Guided groups and interventions allows pupils to access the challenging curriculum. Interventions are focused on meeting specific needs and making the next steps in their learning to ensure progression.</p>	<p>SLT Pupil Progress Meeting Records Lesson observations and book scrutiny. Intervention trackers</p>	<p>SLT</p>	<p>Termly Final review Summer 2020</p>

<p>B Children with speech and language issues are identified at an early stage to ensure rapid intervention. Programmes of support are implemented and progress is tracked. There are targeted interventions, SALT referrals and high levels of parental engagement.</p>	<p>All staff reinforce and model good language. Teachers refer concerns for speech and language concerns to the SENCO at the earliest stage. Children are screened with Welcom, a speech and language tool which gives a RAG rating. Red pupils need immediate action, amber school intervention and green are working at an appropriate level. Toddler group led by EYFS Leader to ensure early engagement with parents and early identification of needs.</p>	<p>There are a high number of pupils including PP with speech and language needs especially in EYFS. Early intervention is essential to reduce the impact upon reading and other areas of the curriculum.</p>	<p>SENCO/English Leader EYFS Leader Pupil Progress Meetings IEPs</p>	<p>Teaching staff.</p>	<p>On going Termly Pupil Progress Meetings.</p>
<p>C Accelerate the progress of boys attainment particularly at KS2 to close the attainment gaps.</p>	<p>PP children are identified on English planning, teachers have frequent meetings with their phase leader and other senior staff to monitor progress and to set and review interventions.</p>	<p>PP boys need to make good progress across the key stage from their starting points. In some case rates of progress are not on track to make good progress and gaps needs to be closed rapidly.</p>	<p>SLT</p>	<p>Teaching staff</p>	
<p>D Increased attendance rates for PP in all year groups. Eliminate persistent absence.</p>	<p>Attendance and punctuality of all PP pupils is monitored by class teachers, admin staff and appointed staff member. Actions taken to address need through early help and the Education Investigation Service.</p>	<p>The target for attendance of each pupil in school is 96%. Children below 90% are persistent absentees. A number of pupils fall below expected attendance levels and this has a direct impact on learning.</p>	<p>HT SLT</p>	<p>SLT DSL/Early Help Facilitator.</p>	
<p>E Families in need of support engage with early help provision in school and receive planned support.</p>	<p>Needs of individual children and family groups are identified. Early Help Co-ordinator to offer planned support.</p>	<p>Families are not always able to meet the needs of their children and early help facilitates this. When children's needs are met outside of school they have a greater potential to thrive in school.</p>	<p>DSL Early Help Facilitator</p>		
<p>F Self Esteem and aspirations of boys are raised leading to improved learning behaviours and progress in learning.</p>	<p>A daily breakfast club, weekly nurture group sessions are led by a teaching assistant,</p>	<p>Boys including those who are PP do not perform as well as girls in school These pupils may have low self-esteem, lack aspiration or do not have access to enriched curriculum</p>	<p>SLT Teaching Assistant</p>		

		opportunities. This groups has a focus on raising self esteem, self confidence, resilience and aspirations.			
		Total budgeted cost £	60,000		

Planned expenditure – 2019-2020

2. Targeted support

Desired Outcome	Action	Rationale	Monitoring /Evidence	Staff	Review date
A Improved outcomes for all PP pupils but especially in Y5 and Y6 in reading, writing and maths. Pupils to make good progress from their starting points.	Targeted TA support in each year group to support both group, individual learning and identified intervention strategies based upon on going formative assessments and professional discussions	PP pupils will have highly focused objective led learning to meet their needs. This includes narrowing the gap and ensuring more able pupils reach their potential.	SLT Pupil Progress meetings Staff meeting records. Intervention records.	Eng/Maths & Assessment Leads. SENCO Teaching staff. Teaching Assistants	Half termly. Final review Summer 2020
	PP pupils access learning support assessments. Learning support assessments identify needs and specific personalised learning targets are set and shared with teaching staff and parents. Individual education plans identify how these targets are addressed, by whom, expected outcomes and when they will be reviewed.	A number of our PP pupils have additional learning needs that need to be reviewed more frequently to maximise progress. Additional learning support assessments ensure teachers and parents have professional feedback to address learning needs appropriately.	DHT/SENCO IEPS Pupil Progress Meeting Records	Assessment Lead/SENCO	Termly Final review Summer 2020

	<p>PP pupils access educational psychologist assessments.</p> <p>EP assessments to identify needs and strategies to support identified pupils. Specific action identified to support both parents and school in delivering appropriate support. Outcomes of assessments are shared with both teaching staff and parents. Recommendations are followed,</p>	<p>A number of our PP pupils have additional needs that need to be reviewed more frequently to maximise progress. Additional EP assessments ensure teachers and parents have professional feedback to address needs appropriately.</p>	<p>DHT/SENCO</p> <p>IEPS</p> <p>Pupil Progress Meeting Records</p>	<p>Assessment Lead/SENCO</p>	<p>Termly</p> <p>Final review Summer 2020</p>
	<p>Children Looked After (CLA)</p> <p>Pupil Educational Plans are reviewed termly with carers and professionals. Targets are reviewed and new targets set in line with the child's needs. Targets might include 1:1 tuition, specific learning resources or emotional and well-being support.</p>	<p>Children who are taken into care are often not meeting their full potential. PEP Meetings ensure that the PP spend allocated for these pupils is spend effectively to meet the needs of the child.</p>	<p>Designated teacher for Looked After Children</p> <p>PEP's</p> <p>Carers</p> <p>Social worker</p> <p>Virtual School.</p> <p>Lesson Observations.</p> <p>Book scrutiny</p> <p>Pupil Progress meetings.</p>	<p>SLT</p> <p>Designated teacher for Looked After Children</p> <p>Governor with responsibility for CLA.</p>	<p>Termly.</p>
<p>B Children with speech and language issues are identified at an early stage to ensure rapid intervention. Programmes of support are implemented and progress is tracked. There are targeted interventions, SALT referrals and high levels of parental engagement.</p>	<p>Targeted TA support to meet the identified needs of the small group or individual pupil.</p>	<p>Early intervention is essential to reduce the impact of speech and language upon reading and other areas of the curriculum.</p>	<p>SENCO</p> <p>Screening Tools.</p> <p>Intervention Planner</p>	<p>SLT</p> <p>SENCO</p>	<p>Half termly.</p>

<p>C</p> <p>Improved outcomes in reading and writing across KS2 for PP boys. Boys to make good progress from their starting points.</p>	<p>Intervention and guided groups in Y3-6</p> <p>See quality first teaching</p>	<p>PP boys need to make good progress across the key stage from their starting points. In some case rates of progress are not on track to make good progress and gaps need to be closed rapidly.</p>	<p>SLT</p> <p>Pupil progress meetings</p>	<p>Teaching staff</p> <p>HLTA</p>	
<p>D</p> <p>Increased attendance rates for PP pupils in all year groups.</p>	<p>Attendance and punctuality of PP pupils monitored by class teachers, school office and weekly by appointed staff member. Actions taken to address needs including attendance clinics, early help and referrals to Education Investigation service.</p>	<p>The target for attendance of each pupil in school is 96%. Children below 90% are persistent absentees. A number of PP pupils fall are below expected attendance levels and this has a direct impact on learning.</p>	<p>SLT</p> <p>EIS</p>		
<p>E</p> <p>Families in need of support engage with early help provision in school and receive planned support.</p>	<p>Needs of individual children and family groups are identified. Early Help Co-ordinator to offer planned support.</p>	<p>Families are not always able to meet the needs of their children and need early help support to enable them to do so. When children's needs are met out of school they have a greater potential to thrive in school.</p>	<p>DSL/Early help Facilitator</p>		
<p>F</p> <p>Self-esteem and aspirations of boys are raised leading to improved learning behaviours and progress in learning.</p>	<p>A daily breakfast club, weekly nurture groups sessions are led by a teaching assistant.</p>	<p>Boys including those who are PP do not perform as well as girls in school. These pupils may have low self – esteem, lack aspiration or do not access enriched curriculum opportunities. This group has a focus on self-esteem, self- confidence, resilience and aspirations.</p>	<p>Teaching Assistant</p> <p>SLT</p>		
			<p>£14,000</p>		

Planned expenditure – 2019-2020

3. Other approaches

Desired Outcome	Action	Rationale	Monitoring	Staff	Review date
A-F	<p>Resources. To provide high quality resources for interventions. Reading resources</p>	To provide relevant intervention resources to meet the needs of the individuals/groups.	English and Maths Leaders. SENCO Intervention planners Pupil Progress Meetings	SLT	Termly
	<p>Forest School Children access an outdoor learning programme which promotes independence, speech and language, self-esteem and self-confidence.</p>	Outdoor learning promotes high levels of engagement in learning, independence and raises self-confidence and self-esteem. Sensory experiences promote speech and language.		SLT	Termly
	<p>Subsidising school trips/visitors To ensure that trips and in school events can take place and that PP pupils have access to them.</p>	To enhance the learning experiences of PP pupils and promote high levels of engagement.	School Office/DHT	SLT	Termly
	<p>School Care/Transport To provide access to extra-curricular activities and access to school.</p>	Through additional/ extra curricular opportunities we intend to develop self confidence, self esteem, engagement in learning, and develop aspirations.	School Office/DHT	SLT	Termly

Counselling To meet identified needs of PPG pupils.	Some PP pupils require additional support with their emotional well-being.	SENCO DSL	SLT	Termly
1:1 support	Some children require support to engage with their peers at lunch and break times.	Teaching assistants	SLT	Termly
1:1 tuition	Some children require 1 :1 teaching/support to access the curriculum.			
				£34 000