

Davyhulme Primary School Pupil Premium Strategy 2019-2020

Pupil Premium and Pupil Outcomes

Background

Pupil Premium is a grant given to schools for each child who claims free school means currently, or who has done so in the past six years. The Government has provided this grant so that schools can allocate additional support to address the current underlying inequalities between disadvantaged children and their peers.

Our Pupil Premium Strategy at Davyhulme Primary School

Davyhulme Primary School is committed to ensuring that all children achieve the highest academic standards and that any disadvantage as a result of pupils' home circumstances is redressed as early, quickly and effectively as possible.

Broadly, Pupil Premium funding is spent in three ways at Davyhulme Primary School. Significant funding is allocated to direct academic support to ensure that all disadvantaged pupils have the necessary support to reach at least the national standards of attainment in the core areas of Reading, Writing and Mathematics by the time they leave the school. This is our main objective. Further Pupil Premium funds are used to ensure disadvantaged pupils are able to play a full part in the life of the school, removing any differences in opportunity that might occur as a result of financial constraints. Pupil Premium funds are also directed to support any social and emotional needs of some of our pupils; it is proven that by addressing these needs and taking care of pupils' well-being, this removes barriers to learning and enables pupils to make progress with their learning.

Ultimately all funds, both those derived from the Pupil Premium and those from the main school budget that supplement these, are used to ensure equity of experiences and outcomes for the most disadvantaged children with their peers.

While we receive Pupil Premium funding in line with the financial year (April to April), we measure impact in line with the academic year (September to September). Our Pupil Premium strategy is reviewed annually in response to the needs of our pupils and to academic research which analyses the effectiveness of different interventions and strategies.



Pupil Premium Strategy Statement 2019 to 2020

1. Summary information					
School	Davyhulme Primary School				
Academic Year	2019-2020	Total PP budget	£55,903	Date of most recent PP Review	September 2019
Total number of pupils	525	Number of pupils eligible for PP	46	Date for next internal review of this strategy	September 2020

2a. Current attainment: End of Key Stage 2 2018			
Key Stage 2 (12 pupils)	Pupils eligible for PP at D.P.S.	Non PP children at D.P.S.	Non PP Children (National)
% PUPILS ACHIEVING THE EXPECTED STANDARD IN READING	58%	86%	80% (2018 data – 2019 not published)
% PUPILS ACHIEVING THE EXPECTED STANDARD IN WRITING	75%	93%	83% (2018 data – 2019 not published)
% PUPILS ACHIEVING THE EXPECTED STANDARD IN MATHEMATICS	92%	96%	81% (2018 data – 2019 not published)
% PUPILS ACHIEVING THE EXPECTED STANDARD IN RWM COMBINED	42%	86%	70% (2018 data – 2019 not published)

2b. Current attainment: End of Key Stage 1 2018			
Key Stage 1	Pupils eligible for PP at D.P.S.	Non PP children at D.P.S.	Non PP Children (National)
% PUPILS ACHIEVING THE EXPECTED STANDARD IN READING	57%	79%	78% (2018 data – 2019 not published)
% PUPILS ACHIEVING THE EXPECTED STANDARD IN WRITING	29%	70%	73% (2018 data – 2019 not published)
% PUPILS ACHIEVING THE EXPECTED STANDARD IN MATHEMATICS	29%	78%	79% (2018 data – 2019 not published)
% PUPILS ACHIEVING THE EXPECTED STANDARD IN RWM COMBINED	29%	76%	69% (2018 data – 2019 not published)
Phonics Screening Check Pass- 94% (all pupils)	100%	92%	83%

2c. E.Y.F.S. 2018			
	Pupils eligible for PP at D.P.S.	Non PP children at D.P.S.	Non PP Children (National)
% PUPILS THAT ACHIEVED G.L.D.	2/3 - 67%	49/66 74%	72% in 2018 – 2019 not released yet
% PUPILS AT EXPECTED FOR READING	2/3 – 67%	58/66 88%	76%
% PUPILS AT EXPECTED FOR WRITING	2/3 – 67%	52/66 79%	73%
% PUPILS AT EXPECTED FOR MATHEMATICS	Number - 2/3 – 67% SSM - 2/3 – 67%	Number – 55/66 83%	78% 81%

Additional note: Pupils within data groups e.g. Pupil Premium is comprised of very small numbers given the size of the school – data also overlaps significantly with SEND data group.

Whole School Pupil Premium Data 2018-2019

		Reading			Writing			Maths			Combined		
		Cohort	Non-PP Children	PP Children	Cohort	Non-PP Children	PP Children	Cohort	Non-PP Children	PP Children	Cohort	Non-PP Children	PP Children
Reception (6 pupils)	% Pupils at Expected St.	91%	94%	67%	89%	91%	67%	89%	91%	67%	87%	89%	67%
	% Pupils Working at Greater Depth	27%	28%	17%	7%	8%	0%	26%	27%	17%	7%	8%	0%
Year 1 (3 pupils)	% Pupils at Expected St.	93%	92%	100%	91%	91%	100%	93%	94%	67%	88%	89%	67%
	% Pupils Working at Greater Depth	42%	42%	33%	16%	17%	0%	22%	23%	0%	16%	17%	0%
Year 2 (7 pupils) (T.A.)	% Pupils at Expected St.	80%	83%	57%	70%	75%	29%	76%	81%	29%	69%	73%	29%
	% Pupils Working at Greater Depth	36%	38%	14%	19%	21%	0%	24%	27%	0%	17%	19%	0%
Year 3 (4 pupils)	% Pupils at Expected St.	84%	83%	100%	80%	82%	50%	93%	94%	75%	80%	82%	50%
	% Pupils Working at Greater Depth	40%	42%	0%	31%	33%	0%	31%	32%	25%	21%	23%	0%
Year 4 (10 pupils)	% Pupils at Expected St.	84%	88%	60%	83%	87%	60%	90%	92%	80%	81%	85%	60%
	% Pupils Working at Greater Depth	50%	53%	30%	10%	10%	10%	31%	33%	20%	7%	7%	10%
Year 5 (10 pupils)	% Pupils at Expected St.	86%	88%	70%	77%	83%	40%	90%	93%	70%	74%	80%	40%
	% Pupils Working at Greater Depth	41%	44%	20%	22%	22%	20%	35%	39%	10%	17%	19%	10%
Year 6 (11 pupils) (T.A.)	% Pupils at Expected St.	91%	91%	91%	90%	91%	82%	94%	95%	91%	90%	91%	82%
	% Pupils Working at Greater Depth	28%	33%	0%	27%	30%	9%	29%	33%	9%	10%	12%	0%

This data is based on Teacher Assessment, using our internal tracking system: Target Tracker. May be slight variations for Year 2 and Year 6 when compared to SATs results as this is based on Teacher Assessment.

Additional note: Pupils within data groups e.g. Pupil Premium is comprised of very small numbers given the size of the school – data also overlaps significantly with SEND data group.

3.Barriers to future attainment (for pupils eligible for PP, including high ability)

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

A.	High numbers of PP pupils with SEND.	<ul style="list-style-type: none"> • Close link between SEN and Pupil Premium – key marginals
B.	Limited language, vocabulary and communication skills.	<ul style="list-style-type: none"> • Some of our PP pupils have poor language skills – limited vocabulary. • Skills in language and communication are lower upon entry. • Data analysis shows in-school gaps between PP pupils and not PP pupils in English (see Target Tracker) E.g. analysis of reading comprehension papers, indicates a limited vocabulary.
C.	Lack of Parental Engagement for some of our PP pupils.	<ul style="list-style-type: none"> • <u>Some</u> of our parents of PP pupils do not engage with school as much as we would like – e.g. ensuring homework is completed or that reading is done regularly at home. • Ability to support learning at home and develop hobbies outside of school is compromised in some families. • Limited aspirations and valuing of education amongst some families which can lead to poor attendance, poor punctuality and a lack of support for school over issues related to behaviour/academic work and attitudes to learning.
D.	Lower than average attendance for some of our PP pupils and poor punctuality.	<ul style="list-style-type: none"> • Some of our disadvantaged pupils have poor attendance which contributes to lower than expected progress. • Impacts on pupils' ability to access learning. • See individual case studies • Mrs Sanderson/E.W.O. to support families with persistent difficulties.
E.	Social and emotional barriers to learning for some of our PP pupils.	<ul style="list-style-type: none"> • Some of our PP pupils have additional difficulties with emotional regulation, anxiety, low self-esteem or mental health needs. • Poor emotional resilience and self-regulation skills impact on some pupils' ability to work collaboratively and to accept a degree of challenge in their learning. • Some of our LAC pupils have experienced trauma.
F.	Limited life experiences of some of our PP pupils – widen their 'cultural capital'. Engage and enrich.	<ul style="list-style-type: none"> • Some of our PP pupils do not engage in extracurricular activities. • Lack of aspiration and valuing of education amongst some of our PP families.

1. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A1.	To raise attainment of PP children in Reading, Writing and Mathematics at the end of Key Stage 2.	Year 6 PP children will make good progress from prior attainment or reach National expectation in 2019 Key Stage 2 SATs. Increase in % of PP pupils achieving the Expected Standard at the end of Key Stage 2. Gap between PP and non-PP pupils will close. Pupils make rapid progress so that by the end of KS 2, PP pupils achieve in line with national age related expectations combined. Scaled scores are positive.
A1.1	To raise attainment of PP children in Reading, Writing and Mathematics at the end of Key Stage 1.	Year 2 PP children will make good progress from prior attainment or reach National expectation in 2019 Key Stage 2 SATs. Increase in % of PP pupils achieving the Expected Standard at the end of Key Stage 1. Gap between PP and non-PP pupils will close. Scaled scores are positive.
A2.	To raise attainment of PP children in Reading, Writing and Mathematics in all year groups, with a particular focus on Year 3 cohort . To continue to diminish the difference between PP and non-PP pupils in progress and attainment.	PP children in other year groups will have made good progress based on prior attainment or age related expectation (monitored on Target Tracker). At the end of Year, gaps to be closing between PP and non-PP children (see Target Tracker). Improved Standardised Scores from Autumn term compared to Summer term for PP pupils using NFER assessments in Years 3, 4 and 5 and PIRA/PUMA assessments in KS 1.
A3.	To ensure expected progress of children who are PP and SEN where achieving National Standard is not obtainable through national testing - measure progress through NFER assessments and internal tracking systems.	Clear progress of PP children with SEND will be evident through the use of Nfer assessments and internal tracking systems – ‘personal progress’ evident. PP pupils closely monitored and targets set.
A4.	To stretch and challenge our more able Pupil Premium pupils to enable them to excel.	An increase in the % of PP pupils working at the higher standard in Reading, Writing and Mathematics at the end of Key Stage 1 and Key Stage 2.
B.	To improve language and communication skills on entry and widen children’s vocabulary across the school. (KB check with EYFS)	CLL – GLD for PP pupils to increase. Analysis of KS 1 and KS 2 reading papers to show improved understanding of language/vocabulary amongst PP pupils. Evidence of raised attainment in Reading and Writing at the end of KS 1 and KS 2.
C.	To increase Parental Engagement	Pastoral Lead/Family Liaison to increase contact with disengaged families. Improved attendance at school events – e.g. Parents’ Evening, school plays etc. Increased contact evidenced through pupil planners – e.g. regular reading at home, homework tasks completed and signed. Parents of targeted pupils (Year 6) to attend meetings with Head teacher/Deputy head.
D.	To improve attendance/punctuality of those target PP pupils (target pupils with attendance below 96%).	Overall attendance of disadvantaged pupils to increase to 96%. Specific targeting of individual PP pupils and families whose attendance falls below 96%. Improved punctuality of target PP pupils and increase in contact between target families and Family Liaison Lead.
E.	To support PP children with social and emotional barriers to learning.	PP children across the school will receive support from Parent Liaison/Pastoral Support lead – emotion coaching, play therapy, nurture group, close monitoring of attendance and pupil well-being. PP children will have strategies to support them socially and emotionally. Parents of PP to receive support and strategies for managing social and emotional difficulties (liaise with L.S.). Improvement in behaviour/attitudes to learning evidenced by teaching staff – children appear happier, more resilient and ready to learn, leading to improvement in attainment and progress. As children have access to support, this should lead to decrease in number of pupils requiring additional support e.g. ‘success stories’ of individual pupils who no longer need to attend Nurture Group on Friday.

F.	<p>To ensure all PP pupils have opportunities to attend enrichment activities to further aspirations. To increase involvement in extra-curricular activities on offer in school. To ensure all PP pupils have equal access to a broad and balanced curriculum. To widen the 'cultural capital' of our PP pupils.</p>	<p>Children are able to access all activities on offer throughout the school, irrespective of social barriers. Increased attendance/participation in enrichment activities of PP pupils e.g. after school clubs. Increase in % of PP pupils having the opportunity to learn a musical instrument. School trips/residential trips accessible for all pupils. PP pupils to access outdoor learning 'Forest Schools'.</p>
----	---	--

2. 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.

i. Quality of teaching for all – sets high aspirations for all pupils. Classroom Pedagogy.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
<p>To raise attainment of PP pupils in all year groups so that the gap between PP and not-PP pupils is diminished (A1, A2 and A3).</p> <p>To ensure that there is a more consistent picture across the school for narrowing the gap between PP and not PP pupils.</p>	<p>For all teachers to continue to specifically target PP pupils in their class (QFT) by:</p> <ul style="list-style-type: none"> Identifying barriers to learning; Setting individual targets for improvement; Highlighting PP pupils in planning; Focusing on PP pupils when tracking and monitoring progress and attainment on Target Tracker; Targeting PP pupils through performance management targets; Discussing progress/attainment of PP pupils during termly Pupil Progress Meetings to identify gaps in learning; Ensure all teaching staff are aware of prior attainment of PP pupils; Use of NFER/PUMA assessments to identify gaps in learning; Providing high quality feedback to PP pupils. Pre-teach/pre-learn intervention. Catch up sessions for target pupils – same day intervention. 	<p>Research undertaken by NFER/DfE (7 building blocks that are more successful in raising disadvantaged attainment). For example: Focusing on high quality teaching first by providing consistently high standards by setting expectations, monitoring performance and sharing best practice. High quality teaching for all! Being Data driven and responding to evidence. Meeting individual learning needs. Further evidence obtained from Education Endowment Foundation (E.E.F.) Teaching and Learning Toolkit which measures impact v cost to demonstrate effectiveness of different strategies.</p> <p>Pre-teaching, over learning techniques and same day catch up sessions have been effective and simple interventions for English and Maths in our school: <i>'The one teaching intervention that could most benefit a range of pupils, including EAL and SEN, is – according to Daniel Sobel – the use of pre-teaching and over learning'</i> Pupil Premium Update, June 2018.</p> <p>Former Pupil Premium champion, Sir John Dunford recommends schools adopt high-impact strategies for maintaining the momentum of school improvement: An ethos of attainment for all pupils – high aspirations and expectations for all.</p>	<p>Careful monitoring of progress and attainment of PP pupils in all classes. Deputy Head to work in each class alongside PP pupils on rota basis. Monitoring of data on Target Tracker – termly. Analysis of NFER/PUMA assessments to identify gaps in learning > focus. Learning walks. Pupil voice. Lesson 'drop ins'. Half-termly scrutiny of PP pupils' work.</p>	<p>K.B.</p> <p>Review half-termly.</p>	<p>Deputy Head 1 hour per week supporting PP pupils in class £2,000</p> <p>X 6 staff meetings to deliver training on feedback, pre-teach/pre-learn intervention and same day catch up sessions</p> <p>£300</p>

		<p>An unerring focus on high quality teaching. Complete, 100 % buy-in from all staff, with all staff conveying positive and aspirational messages to disadvantaged pupils.</p>			
<p>By focusing on metacognition and self-regulation approaches ('learning to learn'), pupils will be more able to think about their own learning more explicitly and develop a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>Pupils, through a metacognition focus, are able to apply learning strategies to overcome challenging tasks. This, in turn, should have a positive impact on attainment and progress.</p> <p>Pupils can self-regulate and plan an approach to learning which will work for them.</p> <p>(A1,2,3 & 4)</p>	<p>Create a growth mind set culture in children across the school. For example, 'Is this my best work' rather than 'this will do'</p> <p>Metacognition CPD – 'Growth Mindsets' led by Barry Hymer 3/1/2020.</p> <p>Provide all teaching staff with copy of 'Growth Mindset' pocketbook by Barry Hymer and Mike Gershon.</p> <p>Encourage pupils to take greater responsibility for their learning and to develop their understanding of what is required to succeed.</p> <p>Consider how, in the classroom, teachers can promote and develop metacognitive talk related to the learning objectives.</p>	<p>Research obtained from Education Endowment Foundation (E.E.F.) Teaching and Learning Toolkit which shows high impact for very low cost (+7) for Metacognition and self-regulation strategies. These strategies have consistently high levels of impact, with pupils making an average of 7 months' additional progress.</p> <p>The evidence indicates that these strategies can be particularly effective for low achieving and older pupils.</p> <p>Pupils are not always able to set themselves targets or to judge themselves if work is challenging.</p>	<p>Principles of growth mindset embedded through assembly, quality marking & feedback. Staff training through staff Inset on 3/1/2020 and follow-up staff meetings.</p> <p>Evidence in learning walks and lesson observations/drop ins.</p> <p>Pupil conversations show that children can use the language of learning and talk about ways in which they learn better.</p>	<p>KB</p>	<p>Growth Mindset Inset £1200</p> <p>Purchase of Growth Mindset pocketbooks for all teachers £300</p>
<p>To raise attainment of PP pupils in Reading (A1, A2 and A3).</p>	<p>Continue whole school focus on Reading. Promotion of high quality guided reading and in class reading opportunities – e.g. daily reader (daily read of at least 10 minutes per day), demonstration reading (analysing and drawing out as much meaning as possible from one sentence from class reader). Continue to strengthen links with local bookshop to increase the amount of author visits. Improve pupils' engagement with and understanding of texts, leading to improved learning across the curriculum. Targeted focus on Pupil Premium children – daily readers. Introduce reading incentive scheme (bookmark reward scheme) in Key Stage 1 and continue to promote/monitor home reading closely in KS 2, with a particular focus on PP pupils. Close monitoring of home reading records.</p>	<p>Research obtained from Education Endowment Foundation (E.E.F.) Teaching and Learning Toolkit which shows high impact for very low cost (+6) for reading comprehension strategies.</p> <p>Quality First Teaching to make the most significant impact on pupils' progress.</p> <p><i>'Schools emphasise quality first teaching first and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.'</i></p>	<p>Close monitoring of reading records and assessment data. Evidence of raised attainment in Reading, particularly at the end of KS 1 and KS 2. Attainment gap in Reading for PP and not PP pupils to narrow.</p>	<p>K.B. L.M. A.W. S.T.</p>	<p>Book Talk Inset led by KB £300</p>

	<p>Follow-up training on promoting reading 'Hooked on Books' led by Jane Considine. Train new staff. Focus on Pupil Premium pupils during Book Talk (Guided Reading). Reading Explorers Electronic Library (reading recovery programme). Continue whole school focus on widening vocabulary – Jane Considine strategies: high utility words, shades of meaning scale, focus on ambitious vocabulary.</p>				
<p>To improve the academic performance of pupils by focusing on outdoor learning. (A1,2,3 & 4).</p>	<p>Whole school focus on outdoor learning, specifically targeting PP pupils. Send selected staff from each Phase on outdoor learning training (Forest Schools) led by Nature's Den. Forest School course leaders to come into our school to work with staff and pupils for half a term – model good practice. Target specific PP pupils who struggle to learn within the confines of the classroom. Target specific PP pupils who do not have access to any other forms of enrichment with PP grant.</p>	<p>Research obtained from Education Endowment Foundation (E.E.F.) Teaching and Learning Toolkit. Overall, studies of outdoor learning consistently show positive benefits on academic learning. On average, pupils who participate in outdoor learning interventions make approximately four additional months' progress. This is also evidence of an impact on non-cognitive outcomes such as self-confidence, resilience, perseverance etc. It is hoped that development of these skills will have a knock-on impact on academic outcomes.</p>	<p>Positive impact on academic outcomes for target PP pupils (evidenced through improved attainment/progress measures). Termly tracking of attainment/progress of target PP pupils. Positive impact on behaviour/learning to learning strategies in the classroom – feedback from teaching staff. Pupil voice. Learning walks.</p>	<p>LM RR ST CR KB</p>	<p>Cost of Forest School course for 6 member so staff TBC (estimated cost £5000) Cost of half term in school, bespoke training led by Forest Schools course leaders TBC</p>
<p>B. To improve language and communication skills on entry and widen children's vocabulary and language across the school. (KB check with EYFS)</p>	<p><u>Continue</u> whole school focus on language, communication and vocabulary, Introduction of Word Walls in each classroom. Train teachers to become more knowledgeable and confident in explicit vocabulary teaching – strategies recommended in Alex Quigley's Closing the Vocabulary Gap.' Introduction of strategies to widen and develop language and vocabulary recommended by Jane Considine Inset – e.g. focus on high utility words during Book Talk, word mats, sentence stacking to highlight ambitious vocabulary. 'Shades of meaning' displays – arranging synonyms for words into low to high intensity words e.g. glimpse, look, glare. Focus on language and vocabulary during comprehension lessons – purchase of Cracking Comprehension resources. To specifically target language and communication skills on entry, Wellcomm toolkit to be used for ALL pupils following very successful trial last year.</p>	<p>Alex Quigley's book 'Closing the Vocabulary Gap' <i>'In the years I've devoted to literacy, I have learnt what I should always have known – that nothing matters more than words. Words lie at the heart of our quest to narrow the gap between the advantaged and disadvantaged, to address social mobility.'</i> Geoff Barton, General Secretary of Association of School and College leaders, UK The end of KS 2 expectation in terms of pupils' understanding of language/vocabulary rose dramatically in 2016 and analysis of our SATs results showed us that our pupils had found the Reading paper particularly challenging in terms of understanding, Children's exposure to rich vocabulary raises their language development.</p>	<p>Learning Walks to monitor classroom environments and how they are used in teaching. Consider setting pupils' challenge – how many new words can you learn? Monitor book talk – use of high utility words. Shades of meaning display. Analysis of impact of Welcomm intervention toolkit in EYFS.</p>	<p>KB LM AW ST</p>	<p>Writing (focus on language/vocabulary) Inset led by KB £300</p>
Total Budgeted cost					<p>£9400 TBC (nature's den)</p>

ii. 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	Cost
A1.To raise attainment of PP children in Key Stage 2 (Year Six) data – targeted intervention in Maths and English.	<p>Quality First Teaching. Deputy Head teacher to provide targeted additional support to PP pupils in Year 6 in small groups for English and Mathematics – each group to receive 3 hours additional support per week.</p> <p>HLTA to also support PP pupils in small groups in English and Mathematics. Focus of additional intervention is to enable pupils to overcome gaps in learning to help them make improved progress and to raise their standards of achievement. Meet with parents of individual pupils to ensure that they support children with homework and that they are on board with additional support. PP children receive targeted intervention in Reading, Writing and Maths led by Deputy Head teacher. Use pre-teach/pre-learn interventions and daily catch up strategies. Deputy Head teacher to ‘check in’ daily with PP pupils to monitor attendance, well-being, homework and reading.</p> <p>Purchase additional intervention resources (CPG booster materials).</p>	<p>Research obtained from Education Endowment Foundation (E.E.F.) Teaching and Learning Toolkit – small group tuition: moderate impact for moderate cost.</p> <p>Historical track record of pupils who have previously received targeted support - see end of KS 2 2018 data.</p> <p>Evidence from NFER/DfE report ‘What are the most effective ways to support disadvantaged pupils’ achievement’</p> <p>Deploying staff effectively:</p> <p><i>‘Schools devolve responsibility to frontline staff; use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils’ learning.’</i></p> <p>Data driven and responding to evidence: <i>‘Teachers use data to identify pupils’ learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.’</i></p>	<p>Careful timetabling of intervention targeted at PP children. Careful assessing of pupils’ needs in order to overcome gaps in learning. Deputy Head to lead x 2 small group intervention sessions 3 times per week (total 6 hours). HLTA to support PP pupils in small groups in English and Mathematics.</p> <p>Use half-termly assessments to track progress and attainment.</p> <p>Identify barriers to learning in order to provide targeted support.</p>	<p>KB</p> <p>MU</p>	<p>Deputy Head 6 hours intervention/support per week for 27 weeks (after Christmas) £8000</p> <p>H.L.T.A. small group intervention for 5 pupils for 12 hours per week throughout the year</p> <p>£7,000 MU (additional spend. Not PP grant.)</p> <p>Additional teaching materials (CPG): £700</p>

<p>A2.To raise attainment of PP children in Key Stage 1 (Year 2) data – targeted intervention in Maths and English</p>	<p>Quality First Teaching.</p> <p>Deputy Head to provide 1-hour additional intervention in small groups.</p> <p>Year 2 T.A. to provide targeted intervention and support in class to PP pupils.</p> <p>Use pre-teach/pre-learn interventions and daily catch up strategies.</p>	<p>Research obtained from Education Endowment Foundation (E.E.F.) Teaching and Learning Toolkit – small group tuition: moderate impact for moderate cost.</p> <p>Historical track record of pupils who have previously received targeted support - see end of KS 2 2018 data.</p> <p>Evidence from NFER/DfE report 'What are the most effective ways to support disadvantaged pupils' achievement' Deploying staff effectively:</p> <p><i>'Schools devolve responsibility to frontline staff; use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.'</i></p> <p>Data driven and responding to evidence: <i>'Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.'</i></p>	<p>Careful timetabling of intervention targeted at PP children.</p> <p>T.A. to run intervention groups in afternoon sessions and assembly sessions – pre-teach/pre-learn and same day catch up. Targeted support to be provided in class. Regular analysis of data. Termly Pupil Progress Meetings.</p>	<p>KB EB CV</p>	<p>Deputy Head 1 hour targeted intervention per week after Christmas. £1300</p> <p>Year 2 T.A. – targeted intervention CV 15 hours – £3831</p> <p>BQ 12 hours £2929</p>
<p>A3.To ensure those children who are PP and SENAS make expected progress where achieving National Standard is unobtainable.</p>	<p>Quality First Teaching – ensure PP pupils are focus in planning, teaching, marking, feedback and monitoring.</p> <p>Targeted intervention/support given by T.A.s including: intervention groups, 1 to 1 Precision Teaching and support during lessons</p> <p>To implement the termly use of assessments for those PP children on the SEN register as an accurate measure of progress – termly NFER assessments.</p> <p>Use pre-learn/pre-teach/over learning strategies and same day, 'in the moment' catch up sessions.</p> <p>Rigorous tracking of SENAS pupils' progress on Target Tracker (termly) by SENCo.</p> <p>Focus of termly Pupil Progress meetings.</p>	<p>Evidence from NFER/DfE report 'What are the most effective ways to support disadvantaged pupils' achievement' Deploying staff effectively:</p> <p><i>'Schools devolve responsibility to frontline staff; use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.'</i></p> <p>Data driven and responding to evidence: <i>'Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.'</i></p>	<p>Track and monitor progress of those children who are PP and SENAS termly, focusing on those working below Age Related Expectations.</p> <p>Regular analysis of data. Identify barriers to learning. Provide targeted, focused support and intervention. Use of termly NFER assessments.</p> <p>Are SENAS pupils making expected 'personal progress?'</p>	<p>SB KB</p>	<p>BQ & CV to offer additional support to other year groups in EYFS/KS 1</p>

<p>A4. To stretch and challenge our more able Pupil Premium pupils to enable them to excel.</p>	<p>Quality First Teaching. Relentless whole school focus on PP pupils. Implementation of metacognition and self-regulation strategies – learning to learn. Targeted intervention for PP pupils by Deputy Head. Parents of target PP pupils to meet with Deputy Head. Rigorous tracking of target PP pupils – focus on Pupil Progress meetings. High expectation ethos established across the school.</p>	<p>Evidence from NFER/DfE report 'What are the most effective ways to support disadvantaged pupils' achievement' Deploying staff effectively: <i>'Schools devolve responsibility to frontline staff; use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.'</i></p> <p>Data driven and responding to evidence: <i>'Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.'</i></p>	<p>Track and monitor attainment and progress of Target PP pupils – i.e. those working at or above Expected Standard.</p> <p>Increase in % of PP pupils working at higher standard at the end of KS 1 and KS 2.</p>	<p>KB</p>	<p>Deputy Head 2 hours targeted intervention per week after Christmas for target PP pupils in Y2/Y6 £2520</p>
<p>To raise attainment of LAC/ADPP pupils and/or to ensure they made expected progress or better.</p>	<p>Quality First Teaching. Targeted intervention provided for ADPP/LAC pupils across the school (CV & LS). Use of pre-teach/pre-learn intervention and same day catch-up intervention. Take into account social/emotional needs of individual LAC pupils which may impact on their learning – e.g. attachment.</p>	<p>Evidence from NFER/DfE report 'What are the most effective ways to support disadvantaged pupils' achievement' Deploying staff effectively: <i>'Schools devolve responsibility to frontline staff; use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.'</i></p> <p>Data driven and responding to evidence: <i>'Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.'</i></p>	<p>Rigorous tracking of attainment/progress of target pupils.</p> <p>Pupil Voice.</p> <p>Parental feedback.</p> <p>Work scrutiny.</p>	<p>KB LS CV</p>	<p>CV to provide 15 hours support in EYFS/KS 1 £3829</p> <p>LS to provide 12 hours support in KS 2 £9388</p>
<p>Total budgeted cost</p>					<p>£32 495 (PPG) £7000 (additional spend – MU)</p>

iii. 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	Cost
C.To increase parental engagement/empowerment	<p>Head teacher and Deputy to meet with parents of all PP pupils in Year 6 to ask for their support with their child's schoolwork.</p> <p>Clear targets to be set for improvement that will be shared with the parents.</p> <p>Parents will be expected to look at their child's homework, sign it and respond to teacher's feedback.</p> <p>Parents will read regularly with their child and Deputy Head teacher will monitor this.</p> <p>Increased contact with previously disengaged families.</p> <p>Mrs Sanderson (Pastoral Lead/Family Liaison) to offer additional support to target families.</p> <p>Support vulnerable children with family routines: a good breakfast, uniform, access to residential visit, the curriculum and pastoral support.</p> <p>All teaching staff to focus on home-school communication with PP parents, e.g. careful monitoring of pupils' Planners.</p> <p>Ensure parents attend Parents' Evening and follow up non-attenders.</p> <p>Use of Seesaw – home/school learning platform.</p> <p>Facebook/school website.</p> <p>Play and Stay sessions in EYFS.</p>	<p>Proven track record in our school that children achieve better when there is effective home/school communication and when parents are engaged and involved in their child's learning.</p> <p>Maslow's hierarchy of needs: children are unable to focus well on learning if they are hungry.</p> <p>Research shows that early intervention to support families can prevent further harm.</p> <p>Research shows that positive attention boosts self-esteem and thus one's ability to learn.</p>	<p>Feedback from Pastoral Lead/Family Liaison Lead.</p> <p>Monitor frequency of family meetings/phone calls home.</p> <p>Monitoring of pupils' planners.</p> <p>Records of attendance at Parents' Evening – improved attendance and also more informal occasions, e.g. school plays and concerts.</p> <p>Feedback from parents.</p>	KB LS	LS £2884
<p>D.To improve attendance/punctuality of those target PP pupils (target pupils with attendance below 96%).</p> <p>Whole school attendance of 96% is achieved for all groups.</p>	<p>SLT and Pastoral/Family Liaison Lead to continue to support families where children's attendance is having an impact on progress and attainment (see individual case studies).</p> <p>Daily monitoring by Pastoral/Family Liaison Lead.</p> <p>Daily 'check in' of Year 6 PP pupils by Deputy Head teacher.</p> <p>Swift referral to E.W.O. of persistent absenteeism.</p> <p>Increased parental contact with vulnerable families (see above).</p>	<p>Early intervention will mean less impact of lost learning for vulnerable learners.</p> <p>Research shows that good attendance supports pupils in their learning. If pupils arrive to school on time and are ready to learn, they will make progress and this will improve outcomes.</p> <p>We cannot improve outcomes for children if they are not attending school regularly.</p>	<p>Weekly monitoring will ensure that trends are prevented and swift actions e.g. meetings, letters, phone calls, agency involvement occur.</p> <p>Monitor attendance of vulnerable pupils – individual case studies.</p> <p>Early identification of children with attendance issues.</p> <p>Systematic calling for children who have not attended school.</p> <p>Meet and greet for targeted pupils.</p> <p>Regular review of attendance data.</p>	KB LS School Admin staff EWO	LS £2884

<p>E. To support PP children with social and emotional barriers to learning to ensure that they feel happy, safe and ready to learn.</p> <p>To ensure pupils have access to targeting support for mental health and wellbeing.</p>	<p>Pastoral Lead/Family Liaison Lead to ensure: Increased contact with parents of targeted PP pupils. Close monitoring of attendance and punctuality. Use of: Circle Time Social Stories Play Therapy Nurture Group Listening Room</p> <p>Review of class and lunchtime behaviour policies – SLT Approaches to managing feelings through Social Stories - SENCo to support staff in understanding of social Stories. Lunchtime supervision of Listening Room by Pastoral Lead. Re-focus on Circle Time – refresh staff training. Mindfulness sessions in class 'Anxiety Gremlin' project during Fabulous Friday sessions. Focus on core values. Worry boxes. Referrals to Pastoral Lead – regular 1 to 1 sessions/ daily check in etc. Pastoral Lead to attend Children's Mental Health course.</p>	<p>Research obtained from EEF shows moderate impact for moderate cost for social and emotional learning. Social stories help children to understand situations they may find difficult or to help children understand what will happen in a new social situation or how they could have behaved differently in certain situations.</p> <p>Research undertaken into the effectiveness of Circle Time and use of Golden Rules/Rewards and Sanctions – Jenny Mosley Consultancies</p>	<p>Pupil voice Children with social, emotional and/or behavioural needs will feel supported and be given time to get in the correct mind-set for learning.</p> <p>Monitoring of referrals made to Pastoral Lead by staff.</p> <p>Reduced number of playtime/lunchtime incidents.</p> <p>Feedback from teachers – children return to class ready to learn.</p> <p>Regular meetings with Pastoral Lead/SENCo and Deputy Head to ensure early identification of children with wellbeing/social and emotional needs.</p> <p>Case studies of individual pupils.</p> <p>Use of behaviour support plans.</p>	<p>KB SB LS</p>	<p>LS £2884</p>
<p>F. To support enrichment activities for PP children.</p> <p>To ensure all PP pupils have opportunities to attend enrichment activities to further aspirations and widen their horizons which will impact positively on life experiences that can be used in learning. To increase involvement in extra-curricular activities on offer in school. To ensure all PP pupils have equal access to a broad and balanced curriculum. To widen the 'cultural capital' of our PP pupils by exploring the rich artistic, cultural, spiritual and social heritage of the UK.</p>	<p>Music tuition; Forest Schools; Contribution to Year 6 Residential; Funding school trips for some PP pupils that will provide a stimulus for learning; Access to after school clubs;</p> <p>Additional opportunities for children including: visitors, workshops, music tuition etc.</p> <p>To ensure full inclusion for PP children in enrichment activities. Focus especially on those PP pupils who are working at A.R.E. or above and who do not receive any intervention. Provision Maps to identify/target key PP pupils. Discussion with parents about support available. Office staff to ensure payments are made from PP fund.</p>	<p>We believe that the more opportunities a child has to access activities and experiences that are not generally available to them, the higher their aspirations will be. The Sutton Trust Toolkit identifies Arts participation, outdoor learning and sports participation as having a positive impact on pupil outcomes.</p>	<p>Pupil and parent questionnaires. Pupil voice Monitor pupils attending clubs and ensure that we provide clubs that they are interested in. Actively encourage children to participate in activities. Survey pupils about clubs, trips and other opportunities and the impact of them. SLT to monitor quality of the enhanced curriculum opportunities. Monitor engagement opportunities for all PP pupils through provision mapping.</p>	<p>KB</p>	<p>To be completed during year £5334 surplus available.</p>
Total budgeted cost					£14, 006

Pupil Premium Grant 2019-2020

Breakdown of Spend

Total Pupil Premium Grant	£55, 903	
Resource	Purpose	Cost
Staffing		
Linda Sanderson	LAC/ADPP 12 hours Pastoral Lead/Family Liaison	£9388 £8654 Total £18, 042
Bev Quinn	TA support/intervention 12 hours	£2,929
Claire Vaughan	LAC/ADPP 15 hours KS 1 TA support/intervention 15 hours	£3829 £3829 Total £7, 658
Kate Brookes	PP support in class across school 1 hour per week, all year. PP Intervention Year 6 6 hours per week for 27 weeks PP Intervention Year 2 1 hour per week for 27 weeks. PP Intervention to stretch & challenge most able 2 hours per week for 27 weeks.	£2000 £8000 £1300 Total £2520
Total cost for staffing		£42, 449
Growth Mindset Inset (whole staff)		£1200
Growth Mindset Pocketbooks (teachers)		£300
Intervention Resources Y2 & Y6		£700
Staff meeting training/Insets		£900
Forest School courses and in-school training for half a term (awaiting quote for cost from Nature's Den)		£5000 (estimated cost)
Surplus to fund trips, residentials, uniform, holiday clubs etc.		£5354
Total		£13, 454
Grand Total		£55, 903

Review of Impact of Pupil Premium Strategy 2019-2020

Date of Review: September 2020

i. Quality of teaching for all – sets high aspirations for all pupils. Classroom Pedagogy.		
Desired Outcomes	Chosen Action / Approach	Measured Impact of Outcomes
ii. Targeted support		
Desired Outcomes	Chosen Action / Approach	Measured Impact of Outcomes
iii. Other approaches		
Desired Outcomes	Chosen Action / Approach	Measured Impact of Outcomes

