

Pupil Premium Strategy Statement Review of Expenditure 2019 - 2020

Inspiring Minds, Expanding Horizons

1. Summary information							
Academic Year	2019/2020	Total PP budget		£127,660	Date of most recent PP Review		23.01.2018
Total number of pupils	230	Number of pupils eligible for PP		93 (41%)	Date for next internal review of this strategy		September 2020
Total number of pupils eligible for PP in EYFS				5	Total EYFS PP budget		£1,399
Total Attendance	93.8% <i>National (19/20) 96%</i>	Persistent Absence	19.3% <i>National (19/20) 8.4%</i>	Total Attendance PP	92.6% <i>National (19/20) 94.6%</i>	Persistent Absence PP	26.5% <i>National (19/20) 15.7%</i>

All data is from the academic year 2018 – 2019. This is the last published data due to COVID pandemic and cancelling of all National screening and assessments in year 2019 - 2020

2. Achievement Profile July 2019						
% = school results % = national results	Pupils eligible for PPG		Pupils not eligible for PPG		All Pupils (%)	
Early Years Attainment	7 (30%)		16 (70%)		23	
Good Level of Development	86% (6)	57%	56% (9)	74%	70%	72%
Year 1 Attainment	10 (33%)		20 (67%)		30	
Year 1 - Phonics Screening Check:	90% (9)	84%	80% (16)	84%	83% (25)	82%
Year 2 – Phonics Re-check: 10 pupils in total – 4 PPG	50% (2)		33% (2)		40% (4)	56%
Key Stage 1 Attainment	9 (32%)		19 (68%)		28	
% achieving 'expected' in reading	56% (5)	62%	79% (15)	78%	71% (20)	75%
% achieving 'expected' in writing	56% (5)	55%	68% (13)	73%	64% (18)	69%
% achieving 'expected' in maths	67% (6)	62%	74% (14)	79%	71% (20)	79%
% achieving 'expected' in reading, writing and maths	56% (5)	50%	68% (13)	69%	64% (18)	65%
% achieving 'greater depth' in reading	11% (1)	28%	32% (6)	28%	25% (7)	25%
% achieving 'greater depth' in writing	11% (1)	17%	26% (5)	17%	21% (6)	15%
% achieving 'greater depth' in maths	22% (2)	24%	21% (4)	24%	21% (6)	22%

% achieving 'greater depth' in reading, writing and maths	-		-		18% (5)	11%
Key Stage 2 Attainment	18 (50%)		18 (50%)		36	
% achieving 'expected' in reading	61% (11)	62%	78% (14)	78%	69% (25)	74%
% achieving 'expected' in writing	78% (14)	68%	78% (14)	84%	78% (28)	79%
% achieving 'expected' in maths	78% (14)	67%	72% (13)	84%	75% (27)	79%
% achieving in reading, writing and maths	61% (11)	51%	72% (13)	71%	67% (24)	65%
% achieving in SPAG	50% (9)	83%	78% (14)	83%	64% (23)	78%
% achieving 'greater depth' in reading	11% (2)	31%	44% (8)	31%	28% (10)	27%
% achieving 'greater depth' in writing	17% (3)	24%	22% (4)	24%	19% (7)	20%
% achieving 'greater depth' in maths	11% (2)	32%	17% (3)	32%	14% (5)	27%
% achieving 'greater depth' in reading, writing and maths	6% (1)	13%	6% (1)	13%	6% (2)	11%
% achieving 'greater depth' in SPAG	11% (2)	41%	28% (5)	41%	19%	36%
Key Stage 2: Progress						
% making progress in reading	-0.7	-0.6	2.8	0.3	1.0	0.0
% making progress in writing	2.7	-0.5	1.6	0.3	2.2	0.0
% making progress in maths	-0.4	-0.7	0.6	0.4	0.1	0.0

3. Barriers identified for 2019 - 2020

In-school barriers

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| A. | Poor communication skills on entry to the school for PP pupils, this delays the development of oracy, reading and writing for the PP children within EYFS |
| B. | Low levels of physical and emotional wellbeing for many PP children, this impacts on their ability to focus on learning, slowing expected rates of progress |
| C. | Low aspirations in KS1 and KS2 resulting in lower levels of expected attainment at the end of Key Stage 1 and Key Stage 2 |

External barriers

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| D. | Attendance figures (particularly persistent absence) for disadvantaged children is lower than all children, and lower than national figures. If children are not at school, this will have an impact on their attainment and progress. |
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4. Desired outcomes for 2019 - 2020

	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	To improve oral language and communication skills for all disadvantaged children in Early Years. Targeted support will be timetabled in the Early Years to support speech and language development. The support will dress specific needs and close the gap between PP and non-PP pupils. This will be measured each half term at pupil progress meetings.	To close the gap in attainment of GLD between PP and non-PP children To increase the % of children at ARE for literacy and communication
B.	To develop children's social and emotional skills and well-being by specific pastoral interventions and support. Interventions include THRIVE, Rock Steady and individual talk time on a 1-1 basis with pastoral staff to address individual behaviour needs.	To close the gap in development of social and emotional skills of PP and non-PP pupils so that progress in learning is at the expected rates for all pupils
C.	To reduce the in-school attainment gap between PP and non-PP pupils at age related expectations in reading, writing and maths, particularly at the end of Key Stage 2.	To close the gap in attainment between PP and non-PP children at the end of key Stage 2. For the results of PP pupils to be in line with children nationally.
D.	To improve the attendance of all PP children, particularly those with persistent absence so that children attend school regularly, achieving better rates of progress and attainment.	To close the gap between PP children and the whole school attendance to be in line with national figures. To reduce the persistent absence figure of PP children by 5%

5. Review of expenditure 2019 - 2020

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost
A) To improve oral language and communication skills for all disadvantaged children in Early Years.	<ul style="list-style-type: none"> Speech link programme implemented 	<p>Baseline assessments on entry (Sept 2019) 3% children at ARE</p> <p>March 2020 assessments demonstrated progress from baseline to on target for ARE</p>	<p>Effective programme for supporting assessment and diagnosing gaps in development. Increased CPD for EYFS staff to support with interventions and strategies for teaching specific skills.</p>	£275
	<ul style="list-style-type: none"> Additional Learning Support Assistant (FTE 0.5) 	<p>Small groups for phonics and speech and language - teaching matched to ability and needs of pupils. Development of language skills secure.</p>	<p>Strong development in children targeted. Start intervention in Nursery – ready to progress in Reception Year.</p>	£8268
C) To reduce the in-school attainment gap between PP and non-PP pupils at age related expectations in reading, writing and maths, particularly at the end of Key Stage 2.	<ul style="list-style-type: none"> PiXL resources purchased and implemented in Year 6 and Year 2 	<p>Diagnostic approach to all assessment. Gaps identified and specific teaching to address these. Key skills revisited and embedded for pupils.</p> <p>March 2020 - PP pupil attainment on track to reach expected by July 2020</p>	<p>Effective programme and school support. Enabled 'upskilling' of staff using programme. Targeted teaching to close gaps. Use of interventions for remote learning support.</p>	£ 3600
	<ul style="list-style-type: none"> Assistant Head release time to mentor & support New Year 6 teachers (Raising Standards Lead) 	<p>High quality teaching support 1.5 days per week. Targeted support with PiXL programme – diagnostic assessment and teaching to close gaps</p>	<p>Support and coaching effective for raising standards of teaching in Year 6</p>	£16,318
	<ul style="list-style-type: none"> Additional Instructor to work with Year 4 (large class with 50% PP) 	<p>Additional teaching of small groups for wave 1 and wave 3 strategies. Pupils able to access greater support and individual focus</p>	<p>High cost but effective support. No data of impact due to lockdown</p>	£28,771
	<ul style="list-style-type: none"> Free breakfast club for Year 6 pupils 	<p>Pupils to have a 'soft start' and nutritious beginning to the day with a focused, calm start to their learning</p>	<p>Not all pupils accessed club. Greater marketing and increased awareness to get all children to attend.</p>	£150
	<ul style="list-style-type: none"> CGP homework and revision books for all pupils 	<p>All pupils able to access activities at individual pace. Appropriate resources for Y2 and Y6 pupils. Parents aware of demands and expectations for pupils.</p>	<p>Effective use of homework involved parents and increased awareness of expectations. Books distributed in November 2019</p>	£ 354
	<ul style="list-style-type: none"> SeeSaw Online Learning Platform purchased 	<p>School able to provide learning activities during lockdown for children while learning at home</p>	<p>Plan to use for Homework resource academic year 2020 - 2021</p>	£836

ii. Targeted support

Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost
B) To develop children's social and emotional skills and well-being by specific pastoral interventions and support. Interventions include THRIVE, PAWS B, Rock Steady and individual talk time on a 1-1 basis with pastoral staff to address individual behaviour needs.	<ul style="list-style-type: none"> THRIVE practitioner to deliver programme to all targeted children (FTE 60%) 	Impact of increased focus in learning for most children. Social and emotional developmental age increased and children whose gap became less than 5 years from actual age made progress in learning and attainment.	THRIVE sessions to be safeguarded and specific budget for resources allocated	£15,091
	<ul style="list-style-type: none"> THRIVE Licences Thrive CPD and training 	Activities and resources to target specific developmental ages for individuals	Additional expenditure due to SENDCO renewing THRIVE licence to support with additional children	£771 £445
	<ul style="list-style-type: none"> Pupil Welfare & Support Lead 	Role of Welfare Lead to support individual children. Time allocated to work on specific strategies and interventions. Time to refer for outside agencies for additional support and skill.	Effective use of role to support pupils with high level of need Coaching support to be investigated for next academic year During lockdown, support offered remotely with regular phone calls and welfare packages distributed to families.	£33,904
	<ul style="list-style-type: none"> Rocksteady, singing and additional out of school activities 	PP pupils to have same cultural experiences, barrier of low income removed. Self-confidence increased (5 pupils)	Increased confidence – hard data needed for attendance During Lockdown, lessons were able to continue – delivered remotely.	£818
	<ul style="list-style-type: none"> Breakfast club 	Pupils to have a 'soft start' and nutritious beginning to the day. A calm and focused start to their learning- improved behaviour	Some pupils not in receipt of PP, but low income to be monitored Cost for Breakfast club staff member 6.25 hours per week	£ 750 £3136
	<ul style="list-style-type: none"> Play Leader 	Created a greater structure at playtime so that specific children were confident and able participate in social situations	High cost but effective support at lunchtimes – support for MDA team	£2466
	<ul style="list-style-type: none"> CPOMS package 	Greater communication and whole school approach and recording for vulnerable / disadvantaged children	Training for all Staff to be implemented 2020 – 2021 (Admin & MDAs)	£816
	<ul style="list-style-type: none"> Whole School positive behaviour training 	Whole school consistency and strategy with behaviour management	2 x CPD days (Future Behaviour Limited)	£1459

iii. Other approaches				
Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost
D) To improve the attendance of all PP children, particularly those with persistent absence so that children attend school regularly, achieving better rates of progress and attainment.	<ul style="list-style-type: none"> Family Liaison Worker (FTE 50%) Attendance certificates, resources and awards 	<p>Increased monitoring of attendance and support to families which helped to improve attendance of their children Barriers identified resulting in the allocating appropriate support to children and families.</p>	<p>Limited impact despite effective record keeping, personal approach directly to families.</p>	£9,190
		<p>Limited impact on persistent absence but worked as an incentive for other pupils</p> <p>2018 – 2019 PP attendance 93.7% Persistent Absence 19.3%</p> <p>2019 – 2020 PP attendance 92.6% Persistent Absence 26.5%</p>	<p>Limited impact - Attendance cup / Board. Whole school progress to be targeted.</p> <p>Targeted approach within School Development Plan 2020 - 2021</p>	£ 124
Total Spend				£127,632