

## Pupil Premium Strategy 2019-20

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

### **Pupil premium: conditions of the grant:**

The Department for Education (DfE) has paid the Pupil Premium Grant for 2019/2020 to our school. Each child entitled to Free School Meals is allocated **£1320**.

### **Allocation**

The grant is to be allocated in different parts, which are:

- Pupil premium for pupils known to be eligible for free school meals (FSM) in any of the previous six years and service children in mainstream schools £1320
- Pupil premium for children looked after (CLA) £2300
- Forces children £300

How we are using the allocation to support our children, and main strategies we use to promote social mobility and close the gap in attainment between disadvantaged children and others:

- Quality first teaching and CPD to ensure teaching is of the highest of standards
- TA's to support quality first teaching and targeted intervention, small group phonics, help increase children's independence
- One to one additional support with Reading
- Targeted intervention with Writing and Maths, guided reading groups and nurture and enrichment groups
- Greater depth Maths target groups to promote higher attainment for higher achieving Pupil Premium children.
- Booster groups before and after school to improve progress in Reading, Writing and Maths
- Additional fine motor, speaking and listening groups and work to promote children's vocabulary
- ELSA to work on emotional health and emotions coaching with targeted individuals, supporting emotional development and other barriers to learning
- Attachment training for staff
- Extra-curricular clubs to enhance the experiences offered
- Greater Depth groups
- Subsidised visits and visitors into school, residential and enrichment opportunities

**Pupil Premium Allocation for April 2019-April 2020 FINAL ALLOCATION was:**

**2019-20 49 @ £1320 PP = £64,680 and 3 service @ £300= £900 and 3 Lac @ £2300 = £6,900. In total £72,480**

£54,120 (41 children @ £1320) plus £900 (3 service children @ £300) plus £6,900 (3 looked after children @ £2300)

These are the numbers on which we base our pupil premium spend.

**The number of Pupil Premium children fluctuates continually. Much work with these children occurs outside of the additional pupil premium allocation, but here is an overview of our Pupil Premium expenditure. Actual Impact will be measured at the end of each term.**

**Numbers of PP 19/20 as of 18.11.19:**

**Of full time school 45/149 30% are PP**

**Kittens 4/34 12%**

**F2 7/46 15% 1/23 4% Cats; 6/23 26% Panthers – This figure has decreased hugely compared to previous years.**

**Y1 16/50 32% overall; 7/24 29% Jaguars; 9/26 35% Leopards**

**Y2 22/53 42% overall; 14/27 52% of the Lions; 8/26 31% of the Tigers**

**Pupil Premium progress data will be available at the end of the term.**

Resource	Detail	Cost	Intended outcome	Monitoring
Prioritising quality first teaching - CPD for staff- High quality and focused training for all staff including specialist subject knowledge, release time for CPD and time to support the development of other teachers' teaching	Continue to grow a specialist maths teacher through the maths hub and teaching alliance opportunities Subject specific professional development through the Fly High Trust in all subject areas from the arts to reading and writing Provide professional development during staff meeting on barriers, strategies, limitations, strengths with a focus on strategies to support the Closing the gap agenda Carry out frequent book looks and drop ins focusing on pupil premium and pupil pursuits	CPD budget (school budget –)	Increased proportions of outstanding teaching across school in all subjects– pupil targets being met and raised outcomes for all. Children have specialist support to meet their needs. Highly trained TAs running interventions Mastery approach to the teaching of maths Staff are confident in how they can support children to achieve and narrow the gap Quality first teaching drives the outcomes of all children	CPD forms Application of CPD in observations Children making good/accelerated progress Vulnerable children engaging in appropriate lessons showing good outcomes in observations and in books
Impact 2020: although school was shut to the majority of pupils from March we have managed to conduct high quality CPD throughout the year. What is harder to show is the impact assessment wise as this has not been able to go ahead. Subject co-ordinator training, in house English and Maths, recall and memory training have been prioritised and staff are ready to begin to implement memory related strategies as shown on the 2020-21 School Improvement Plan.				
<b>Teaching Assistants</b> <u>Pupil Focus:</u> To continue to use highly trained and competent TAs effectively to improve outcomes for disadvantaged pupils both inside the classroom and in interventions <u>Small group tuition and 1:1 intervention including reading intervention (Read Praise Prompt) and pre/post maths teaching</u> <u>Reading and comprehension strategies</u> <u>Phonics groups and intervention</u> <u>Oral language interventions and vocabulary development and speech interaction through play</u> <u>Pre and post teaching sessions</u> <u>Breakfast club interventions</u>	Employ TA's in the classroom to support quality first teaching and to work with targeted pupils in the classrooms (F2-Y2) Read Praise Prompt F2-Y2 Targeted groups during Literacy, Numeracy and Phonics half termly. Speech and language interventions where appropriate Pre and Post teaching by TAs where appropriate	£42,000 in total per year for classroom support from PP allocation, interventions and before and after school additional interventions	Raise attainment for DP in Reading, Writing and Maths (see targets). Targets on data analysis to be met All TAs have a clear understanding of their roles and responsibilities and interventions are closely tracked All TAs used effectively to maximise effect on pupil attainment All TAs delivering high quality interventions, high quality phonics sessions and are used appropriately in all lessons to maximise impact on DP	Through observations, learning walks, intervention meetings and observations, use of TAs in observations and learning walks, TA appraisals monitoring and tracking of interventions by HT/DHT/phase leaders. Success will be evidenced by data analysis ensuring all pupils make good and many accelerated progress to raise attainment Phonics tracking records Pupil progress review meetings, Appraisal and Pupil Premium tracker & data analysis.
Impact 2020: All intervention groups, small group tuition, language interventions and whole class strategies, use of TAs for pre and post teaching prior to lockdown showed that the children were making very good progress from starting points. All were progressing through the book bands making good progress. For example out of the 15/21 71% of PP children in Year 2 were due to reach NS at the end of the year. On entry to school only 6/21 28% were working at ARE. Progress could be seen in children's books, reading records, progression through the book bands, phonics scores etc.				
Language Lead continues to develop a whole school approach based on sound principles of vocabulary acquisition and development Poor language skills for our least able PP children is a real issue affecting attainment in the early years SALT (Speech and language therapy) individual sessions for targeted children	Across the EYFS (Early Years Foundation Stage) Supporting Quality First Teaching – separate inputs Small group work Targeted writing, reading, speaking and listening and maths provisions related to whole class learning objectives along with interaction in play. Let's interact model with all children. Across all of school focus work on language acquisition and vocabulary development (see language lead action plan)	£2000 per year	All DP pupils meet their end of year targets in CLL. Disadvantaged children with poor language and communication skills will make accelerated progress in CLL The role of language lead will be embedded to promote CLL across EYFS and to monitor CLL progress. Story time will often focus on vocab development and discussion Children across school will have improved language skills leading to better outcomes in all subjects	Through pupil progress review meetings, case studies, & tracking of attendance, pupil premium tracker & data analysis. EYFS lead will monitor progress and delivery and will monitor Language lead action plans half termly. Appraisal will be tightly linked to the role of the language lead and establishing a language rich culture across school
Impact 2020: The role of the language lead is firmly embedded in school and we have a whole school approach to language and vocabulary. Lack of				

assessment with lock down of early years has made the impact difficult to measure but will be a focus for 2020/21 including looking at NELI.

ELSA (Emotional Literacy support Assistant) update training and TA working with targeted children.  Attachment Training for 2 members of staff and cascade to the rest of the team with termly updates	Emotional coaching and literacy support TA to work with identified pupils to address barriers to learning arising from social / emotional difficulties through 1:1 sessions.  Training around attachment disorder release time and course costs and staff meeting time	£6,435 per year	Emotional health and wellbeing needs of identified pupils will have been met within a safe environment in order to improve mental health and increase engagement in learning experiences. Children showing greater resilience in the classroom and their emotional needs being met. This should impact on academic attainment and readiness for learning and data targets met with progress being accelerated Attendance targets being met for targeted persistent absentees with trauma and attachment issues	Through pupil progress review meetings & tracking of attendance, pupil premium tracker & data analysis and general observations of the child and conversations with class teachers and parents (SENCO).
--	--	-----------------	--	---

Impact 2020: Elsa has been very positive even through lockdown as our ELSA lead has been working with children and families virtually. Each child has shown progress in their resilience and individual targets have re-entered school well. 15 PP children accessed emotional support. 3 children worked in Nurture. They were also supported in the Summer holidays with Wednesdays in school. Work on attachment was put on hold with lockdown but will continue in 2020/21

TAs/Teachers to provide disadvantaged pupils with high quality feedback on their learning and meet with parents where appropriate	All teachers/TAs in KS1 give frequent feedback to DPs in writing and maths ensure teachers have release time to have conversations with pupils for feedback and next steps to help raise attainment	As part of the school day covered by TAs	Clear feedback impacts on work produced and progress evident in books  Feedback and marking is effective, resulting in DPs knowing their next steps in learning and contributes to good or better progress of all children from their starting points	KS leaders to co-ordinate and monitor release time Feedback observations as part of monitoring cycle
---	---	--	---	---

Impact 2020: Feedback evident in books and informal discussions with pupils showed that pupils knew and were acting upon feedback and progression as such shown in work.

Maths challenge Greater Depth club teacher led – mastery learning	GDS challenge club to be run every week for 45 mins after school by Y2 teacher	£600 per year	Increased proportions of DP children to achieve GDS (see data predictions)	Data analysis Observation of the club
---	--	---------------	--	--

Impact 2020: 4/21 pupil premium children were due to leave Y2 working at GDS 19% of PP

Contribution towards some trips and residential etc. if required Extra-Curricular clubs And provision of quality enrichment in the arts	Contribution towards Y2 residential, trips and visitors in to school Variety of clubs offered	£4,000	Variety of experiences leading to quality curriculum work evidenced in books Greater involvement in school life and a breadth of experiences being offered – Over 90% of DP to be undertake an after school club activity	DHT/HT to monitor take up of activities by PP children and the learning it has led to in books HT to monitor take up of activities by PP children`
---	--	--------	--	---

Impact 2020: Coronavirus meant we could not access trips

Improve parental engagement of pupil premium children and support families with attendance issues	Seesaw and dojo to frequently converse with parents. Parent involvement termly tracking and action. Parental workshops etc. are not working at engaging these parents so we are working more informal ways of engaging them in learning Attendance meetings etc. Meetings with parents (head/DHT/Attendance lead) and support work	Free – part of salaries of DHT/HT and AL	Over 90% of the parents of PP children to be actively engaged in seesaw and dojo, all attend parents evening and incentives to read at home	Monitoring of parental engagement
---	---	--	---	-----------------------------------

Impact 2020: Parental engagement in home learning see below. Pupil premium children's attendance has increased from 2018/19

	Viewing seesaw learning activities	Actively responding to seesaw work set	Responding to seesaw messages	Spoken to on the phone	Had a conversation when packs delivered	Attended zoom meeting	Requested phone calls/ zoom	Any concerns from parents
Pp Lions	86%	50%	64%	93%	45%	43%	21%	50%
Pp Tigers	75%	38%	88%	75%	75%	25%	13%	38%
Pp Leopards	63%	50%	63%	100%	75%		0	38%
Pp Jaguars	100%	33%	50%	100%	100%		0	33%

Identified Group	Have viewed Seesaw learning activities	Responding to Seesaw messages	Actively sending photos and messages on Seesaw	Spoken to on the phone	Watching the filmed teaching sessions	Wanted a Zoom meeting <i>Only offered to N2's (school starters) so numbers different</i>
<u>Pupil Premium</u> *There are 10 PP chn. 1 child is not included in the PP data as he has been attending school in a vulnerable child place Jaguars	<u>PP</u> 8/9 89%	<u>PP</u> 6/9 67%	<u>PP</u> 6/9 67%	<u>PP</u> 9/9 100%	<u>PP</u> 7/9 78%	<u>PP</u> 6/8 75%
<u>Pupil Premium cats</u>	<u>PP</u> 2/2 100%	<u>PP</u> 2/2 100%	<u>PP</u> 1/2 50%	<u>PP</u> 2/2 100%	<u>PP</u> 2/2 100%	<u>PP</u> 1/2 50%

Impact 2019-20 Pupil Premium Spend (Other impacts are measured differently e.g. ELSA) - Year 2  
Working at age related - 3 new children but 2 dis-applied but 1 GDS child rumoured to be leaving. Broadly  
in line with outcomes from the EYFS

#### Y2 predictions 2020

	All children	Pupil Premium	Other
Maths	42/53 79%	15/20 75%	28/34 82%
Reading	40/54 74%	14/20 70%	26/34 76%
Writing	37/54 69%	12/20 60%	25/34 74%

#### Year 1 predictions 2020

Concern about the PP children in Year 1 as only 4/16 25% of them are work at ARE at present in  
Maths, Reading and Writing

	All children	Pupil Premium	Other
Phonics screening Y1 2020	41/48 85% (1 child will have left otherwise it would be 42/49)	PP 10 /17 59%	31/31 100%

#### EYFS 2020 predictions

Reading	Writing	Maths	GLD
4/8 50%	4/8 50%	5/8 63%	4/8 50%

46/56 82% going on residential. 17/23 74% PP going on residential

Other impact to review: speech and language work; ELSA