

Pupil Premium Overview 2019-20

Barriers to future attainment for PPG eligible pupils at our school

A	Slow progress rates made by pupil premium children in all areas of the curriculum.
B	Poor communication and Language skills
C	Pupils and their families have a lack of aspirations for their futures reducing their motivation and commitment to learning
D	Pupils and their families have social & emotional difficulties, including medical and mental health issues
E	Pupils have limited experiences beyond their home life and immediate community
F	Low attendance and persistent absenteeism for pupil premium children

1. Summary information

Academic Year	2019/20	Total PP budget	260,300	Date of most recent PP Review	Oct 19
Total number of pupils	780	Number of pupils eligible for PP	203	Date for next internal review of this strategy	July 2020

Pupil Premium Numbers (2018-2019 - 27%) **Term 2 data in the data booklet shows PP v non PP attainment for Terms 1 and 2.**

Year	Year group total	PP total	% PP
Reception	115	21	18
1	101	18	18
2	116	28	24
3	114	33	29
4	110	27	25
5	111	33	30
6	111	42	38
TOTAL	778	202	26

	Desired outcome	Rational and identified intervention/responsible group/task
A	Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and previous key stage; those who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards.	<p>Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catch-up – see www. Gov.uk/publications/the-pupil-premium-how-schools- are-spending-the funding-successfully – links with keep up sessions.</p> <p>Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up – see www.</p> <p>Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully.</p> <p>Interventions: Book Buddies, Reading Inference, Maths Counts, Language Links, Keep up years 1-6, Nessy, Phonics support, Writing Coaching, handwriting, Research Project</p>
B	Pupils with poor communication skills have their specific gaps identified and addressed enabling to access the curriculum. Quality wave one teaching incorporates and builds upon specific oracy skills to promote communications skills	<p>Quality lessons show the building of oracy within the curriculum and opportunities for discussions EEF -Oracy interventions</p> <p>Language links intervention</p> <p>Speech and language therapist</p>
C	Some disadvantaged pupils have aspirations for and knowledge of career options; raised awareness of the qualifications and training needed to achieve them; the desire and motivation to achieve personal academic goals.	<p>Provision of a range of activities to and engagement of families within the Aspirations conversations taking place with key parents.; develop the desire and motivation to achieve personal goals.</p> <p>EEF – Parental engagement- encouraging parents to read to children before they can read, then to begin reading with children as soon as they can; and running workshops showing parents how to read and talk about books with their children effectively. Discussions with parents regarding aspirations and struggles family encounter</p> <p>AAA project</p>

D	Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated – families are also supported.	<p>Provision of a range of support staff to remove or alleviate individual social, emotional and health barriers including provision of 'Zones of regulation sessions' sessions weekly see www. Gov.uk/publications/the-pupil-premium-how- schools-are-spending-the funding-successfully.</p> <p>EEF – parental engagement +3 months approaches and programmes AAA projects; general approaches which encourage parents to support their children with, for example reading,spellings timestables, children's learning activities; and more intensive programmes for families in crisis. FSW and CSW</p> <p>Pastoral : Zones of regulation group, Art Therapy, counselling, Supported play – lunch, Epic</p>
E	Pupils have a breadth of experiences that enable them to contextualize their learning	<p>Curriculum Enquiry Projects and the range of experiences on offer to provide context to their learning. Education Endowment Trust Toolkit</p> <p>Curriculum team</p>
F	Absence & persistent absentee rates are at least in line with national.	<p>Deployment of administrative and pastoral staff to support families to improve attendance and eradicate persistent absenteeism see www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the funding-successfully.</p> <p>Attendance team</p>

Quality of teaching for all

Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and previous key stage; those who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards.</p>	<p>Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catch-up – see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully – links with keep up sessions. Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up – see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully.</p>	<p>Disadvantaged children to be a focus group for pupil progress meetings three times a year.</p> <p>GEM project (metacognition) embedded throughout the school.</p> <p>Learning walks/observations to comment on progress and participation of PP children.</p> <p>Staff training on teaching on mastery maths, whole class reading and Talk4Writing.</p> <p>Monitoring by Standards and Achievement Middle Leaders (release time).</p> <p>Interventions coordination and analysis of outcomes</p>	<p>Deputies</p> <p>All staff</p> <p>Tier 1</p> <p>Standards</p> <p>Standards</p> <p>INCO</p>	<p>T6</p> <p>34,931</p>
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and previous key stage; those who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards.</p>	<p>Reading interventions prioritise PP children. Individual tuition produces gains +5 months progress. Our own school data year on year supports this as children make accelerated progress. We use standardise testing and progress through the reading recovery levels to measure progress.</p>	<p>Book Buddies: Higher Level Teaching Assistant to train and co-ordinate reading buddies to work with pupil premium children to make sure they reach their targets and make good progress in reading.</p>	<p>HLTA</p>	<p>Cost: 25,678</p>
<p>Disadvantaged pupils maintain at</p>	<p>The Education Endowment Foundation conducted research, which found that such intervention can</p>	<p>Reading Inference:</p>	<p>LSA</p>	<p>1,043</p>

<p>least the standard of attainment they achieved at the end of the previous year and previous key stage; those who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards.</p>	<p>produce gains of 5 months progress.</p>	<p>Reading intervention for vulnerable children working below age related expectations in reading comprehension in year 3 and 4. Allows children to make rapid and sustained progress.</p>		
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and previous key stage; those who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards.</p>	<p>Recommended through the EEF. Individual tuition produces gains +5 months progress (EEF). We have seen up to 29 months progress in 12 weeks. We measure progress using the Sandwell test.</p>	<p>Maths Counts: Intervention for out of step KS2 PP learners who have struggled to make progress.</p>	<p>LSA</p>	<p>11,020</p>
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and previous key stage; those who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards.</p>	<p>EEF places 1:1 tuition highly on their scale of effectiveness (gains of +5 months) and report that small group tuition is effective with feedback from teacher and work which is matched to learner's needs (+4 months). We began to use this model in year 1 and they have had the smallest PP non PP gap for the last three years as a result.</p>	<p>'Keep Up' provision: Provision in all year groups to target pupils who are eligible for PP. LSAs work as directed by class teachers to offer bespoke sessions in the afternoons to ensure children remain on track to achieve age related expectations and to address and gaps in learning. In reception and year one, this includes in class support and small group work. Reception: 4 x Early Years practitioners 35,287.2 Year 1: Year 2:- 6 1 x afternoon provision 28,173</p>		<p>NN -47,836 Y1- 23,918 Y2- Y6 44,080</p>
		<p>Direct 1:1 and small group intervention to support pupils writing. Sessions led by achievement leaders for the year group phases. Coaching sessions and</p>		<p>20,801</p>

		specific target work shows improvement of upto 6 months. Recommended by EEF.		
		Handwriting intervention – specifically targeted to PP children who need specific work with their handwriting. Targets		678
		Nessy Computer sessions run by LSA to provided input for the children within KS2 who are falling behind with their phonics.		2,916
Total budgeted cost:				
Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Pupils with poor communication skills have their specific gaps identified and addressed enabling to access the curriculum. Quality wave one teaching incorporates and builds upon specific oracy skills to promote communications skills	Quality lessons show the building of oracy within the curriculum and opportunities for discussions EEF -Oracy interventions	Pupils receive screening in YR and Y1. Specific targets are generated to target the pupils in the gaps in their communication skills. Pupils received 2 sessions weekly to support their communications skills. Within the class room pupils are encouraged to focus on their speaking and teachers actively encourage speaking insentences.	LSA Teachers	T6 2,034
Pupils with poor communication skills have their specific gaps identified and addressed enabling to access the curriculum. Quality wave one teaching incorporates and builds upon specific oracy skills to promote communications skills	Quality lessons show the building of oracy within the curriculum and opportunities for discussions EEF -Oracy interventions	Speech and language therapist attends each term to assess pupils and provide specific targets for the pupils. Depending on severity the SanL Therapist may work directly with the pupils.	Sand L	7,200
Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Some disadvantaged pupils have aspirations for and knowledge of career options; raised awareness of the qualifications and training needed to achieve them; the desire and motivation to achieve personal academic goals.	EEF – Parental engagement- encouraging parents to read to children before they can read, then to begin reading with children as soon as they can; and running workshops showing parents how to read and talk about books with their children effectively. Discussions with parents regarding aspirations and struggles family encounter. EEF – parental	Teachers identify their most vulnerable pupil who is not a CP child. Parents are well informed and invited to an initial meeting regarding their child where teacher and parent look at initial targets which should be related to any area of their development. Teacher has regular check ins with the child regarding their progress. This is monitored	Head teacher Teachers	T4 £1000

	<p>engagement +3 months approaches and programmes AAA projects; general approaches which encourage parents to support their children with. EEF states that parental involvement can make +3 months impact in children's attainment.</p> <p>The Sutton Trust (2014) estimate that around 7,000 pupils each year, who were in the top ten per cent at KS2, fail to achieve in the top 25 per cent at GCSE. Disadvantaged children are the most likely to be in this group. Disadvantaged students are four times as likely to be excluded than their peers</p>	over the year by the teacher and also by senior leader.		
Other approaches				
Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated – families are also supported.	<p>Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully.</p> <p>children's learning activities; and more intensive programmes for families in crisis – Child support Worker</p>	Provision of a range of support staff to remove or alleviate individual social, emotional and health barriers including provision of 'Zones of regulation sessions' sessions weekly and daily. Crisis support within classroom settings to de-escalate pupils who are struggling to manage their emotions within sessions and unstructured times.	CSW- 27,929	57,909
	<p>The provision available as our nurture package falls into several categories in the EEF toolkit. Their impact measure suggests gains of between 1- 7+ months.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students</p>	<p>Art therapy:</p> <p>Art therapist is commissioned for one day a week to work with our most vulnerable pupils who need emotional support.</p>	Inclusion manager	7,800
	<p>The provision available as our nurture package falls into several categories in the EEF toolkit. Their impact measure suggests gains of between 1- 7+ months.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students</p>	School counsellor is commissioned for one day a week to work with our most vulnerable pupils who need emotional support.	Inclusion manager	7,200
	<p>The provision available as our nurture package falls into several categories in the EEF toolkit. Their impact measure suggests gains of between 1- 7+ months.</p>	<p>Supported play lunch club:</p> <p>To promote inclusion and interaction amongst vulnerable children and the development of social</p>	Child Support Worker	10,085

	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	skills. Pupils settle more quickly into lessons and there is a reduction in playtime incidents. Our measure is a reduction in recorded behaviour incidences and return to normal school provision. We also use other methods for measuring outcomes where appropriate, such as the Boxall Profile.		
Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Absence & persistent absentee rates are at least in line with national. Increased parental engagement	Deployment of administrative and pastoral staff to support families to improve attendance and eradicate persistent absenteeism see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully .	Family Support Worker: Attendance: <ul style="list-style-type: none"> - Family Support Worker works with attendance team to identify families where attendance drops below 97%. - Links are made with these families and support given either via FSW, class teacher or Pastoral Leader. - Education Welfare Officer working alongside school staff and families to ensure attendance is monitored and maintained - Use of breakfast club for families with persistently poor attendance - Absence team which includes the data manager and the administrative assistant support the FSW in the delivery of Data and developing positive relationships with parents. - Regular support for PP families, including signposting to services (e.g. housing) and making referrals where further support is beneficial (e.g Families in Focus). Pupil premium parents to attend parent's evenings. Parental engagement: <ul style="list-style-type: none"> - Family Support Worker to check sign up and make telephone contact with any non-attenders to encourage a visit. 	FSW	T6 FSW - 29,980 AA- 9,628 DM- 5,973
			Total budgeted cost:	£321,365