

PUPIL PREMIUM STRATEGY

Academic Year: 2019-2020

Definition

Pupil Premium funding is an allocation of funds paid to directly to schools in order to support and raise attainment and ensure the good progress of 'disadvantaged' pupils.

The Government terms disadvantaged pupils as those who are in receipt of Free School Meals (other than the Key Stage 1 Universal Free School Meals strategy), or a child who has been in receipt of Free School Meals within the last 6 years (Ever 6). Some other groups of children are also entitled to Pupil Premium. These include:

- Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order
- Pupils in year groups reception to year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence

The level of the premium in 2018-19 is:

- £1,320 per child for children eligible for free school meals (FSM)
- £2,300 per child for children who are Looked After
- £2,300 per child for children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order
- £300 per Service child

School allocation of funds

PP budget is based on data taken from the January 2019 Census; the appropriation for 2019-20 has been calculated at £62,180.00

Current children on role accurate as of October 2019

Pupil Premium Designation	Level of the premium per child	Total funding per group
38 FSM/Ever 6 pupils	£ 1,320.00	£50,160
6 Service pupils	£ 300.00	£1800
8 Post LAC/AFC	£ 2,300.00	£18400

School allocation of funds

Academic cohort 2019-20	Pupil Premium Designation					Total Pupils
	Current FSM	Ever 6	LAC	Adopted	Forces	
Number of pupils	31	7	1	7	6	52/347
% of PP Allocation	60%	13%	2%	13%	12%	15% of children on role

Main Barriers to Educational Achievement

Across our school, the typical barriers to educational achievement for children entitled to the funds could be seen as:

- A. Our children's starting points regarding reading are often below those typically found of their peers, so need to catch up rapidly. This is particularly true regarding children's ability to read age appropriate text fluently and understand what is implied and inferred. Often our disadvantaged children lack opportunities to practice reading and are rarely supported to engage in discussions around making inferences and deductions about the text. Children can become disengaged with reading homework.
- B. Our children's number skills are often below typical on entry to junior school. They secured basic skills as a teaching priority. However some disadvantaged pupils have not secured reliable problem solving strategies to ensure that progress is exceeded across KS2.
- C. Our children's writing skills are often below typical on entry to junior school. They secured basic skills as a teaching priority, however poor language/vocabulary means that the children need support to ensure progress is made to reach and exceed age related expectations.
- D. Some of our disadvantaged children lack resilience and struggle to maintain focus when part of a large class size. They often lack self-esteem and too easily see they themselves as less able than their peers.
- E. Some of our families, who cope well with the day to day care of their children, may struggle to pay for the 'additions' to the curriculum, such as school trips, residential and experiences.
- F. For some of our disadvantages children social and emotional development can hinder progress and contribution to class learning and in some cases have a negative impact on behaviour or cause anxiety, having a detrimental effect on their academic progress.

Desired Outcomes

	Desired outcomes and how they will be measured	Success Criteria
A	To increase the proportion of pupils making expected progress in Reading. Raise the percentage of pupil premium children working at EXP or above across the school from 64% at the end of last academic year to 75% this year.	In 2019-20 pupil premium children will continue to make excellent progress narrowing the gap in reading data in order to match attainment of non-disadvantaged peers by the end of KS2. Pupil's attitudes to learning will be excellent and children will engage in additional reading activities both in schools and out.
B	To increase the proportion of disadvantaged pupils exceeding expected progress in mathematics. Raise the percentage of pupil premium children working at EXP or above across the school from 76 % at the end of last academic year to 80% this year.	In 2019-20 pupil premium children will continue to make excellent progress narrowing the gap in mathematics data in order to match attainment of non-disadvantaged peers by the end of KS2. Children will access a range of strategies to ensure they move through the age related curriculum at the same pace as their peers. This will include strategies such as pre-teach.
C	To increase the proportion of disadvantaged pupils exceeding expected progress in writing. Raise the percentage of pupil premium children working at EXP or above across the school from 58% at the end of last academic year to 70% this year.	In 2019-20 pupil premium children will continue to make excellent progress narrowing the gap in reading data in order to match attainment of non-disadvantaged peers by the end of KS2.
D.	To further develop the self-confidence and resilience of learners.	Children will have full access to 1:1 mentoring to accelerate progress and raise attainment. Booster classes will support smaller groups of children in addition to daily timetable. Lesson observations will demonstrate excellent pupils learning behaviors. Children will show perseverance when problem solving or facing challenging lessons.
E.	To ensure equality of opportunity for all in terms of the wider aspects of school life including extra-curricular opportunities, sporting and musical opportunities and educational visits.	All children entitled to pupil premium will take part in educational visits in order to gain real life experiences of topics. Children will be offered arts and cultural opportunities that are perceived to have wider life enhancing benefits such as instilling self-discipline. Children will be able to discuss and describe their involvement in wider school opportunities.
F.	To further develop the emotional resilience and confidence in pupil premium children.	Children will engage in additional support which will develop emotional skills to ensure anxiety does not have a detrimental effect on academic progress.

Planned Expenditure

Desired Outcome	Action	Evidence and Rational	Monitoring	Staff Involved	Review	Costs
To increase the proportion of pupils making expected progress in Reading.	<p>Reading lead and PP lead to attend RWI training.</p> <p>Provide small group reading intervention where pupils can use reciprocal strategies to support understanding of reading.</p> <p>Use all adults in schools as positive role models for reading. Use Lunchtime staff to encourage reading with off track pupils.</p> <p>Use ORT to support parents at home with finding suitable texts for off track children</p> <p>Purchase suitable materials including those linked to topic studied to offer as additional wider reading to PP children which can be taken home.</p> <p>Subscribe to Lexia and use a trained TA to deliver the program in order to</p>	<p>At the end of last year 36% of PP children (including YEAR 2 intake) were working below the expected standard for their year group. The % off track was highest in current year 5 (42%) and current 3 (44%). Therefore year 5 have been allocated additional TA support for intervention and AHT to reduce English class sizes. Year 3 have been allocated HLTA and additional reading support to develop fluency.</p> <p>Small group interventions like quality guided have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> <p>Research has found that allocating the best teachers to</p>	<p>Pupil Progress meetings</p> <p>Team leadership meeting</p> <p>Observation of interventions</p> <p>Lesson Observations</p> <p>Monitoring</p>	<p>LS</p> <p>RS</p> <p>ND</p> <p>CR</p> <p>KH</p> <p>LC</p>	Termly	£16,000

	<p>accelerate progress.</p> <p>Reduce class sizes by deploying staff to target specific pupils on a weekly basis in order accelerate progress.</p>	<p>disadvantaged children can have a huge impact, much greater than the difference made for other pupils.</p> <p>(Improving the impact of teachers on pupil achievement, London School of Economics and Stanford University)</p>				
<p>To increase the proportion of disadvantaged pupils exceeding expected progress in mathematics.</p>	<p>Deploy an additional mathematics booster lead TA to target underachievement both in small groups and through 1:1 tuition.</p> <p>Use preteach strategies to ensure no one child is left behind.</p> <p>Enhance children’s engagement with weekly practical problem solving opportunities through school subscriptions to websites such as classroom secrets and MyMaths.</p> <p>Reduce class sizes by deploying staff to target specific pupils on a weekly basis in order accelerate progress.</p> <p>Deploy DHT to teach small groups of pupils for daily mathematics sessions to ensure that all progress for targeted pupils are accelerated.</p>	<p>At the end of last year 76% of PP children (including YEAR 2 intake) were working at the expected standard for their year group.</p> <p>Therefore strategies deployed last academic year have been rolled out again to sustain success and continue to narrow the gap.</p> <p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months’ progress. (EEF Teaching and Learning Toolkit.)</p> <p>Research has found that allocating the best teachers to disadvantaged children can have a huge impact, much greater than the difference made for other pupils.</p> <p>(Improving the impact of teachers on pupil achievement, London School of Economics and Stanford University)</p>	<p>Pupil Progress meetings</p> <p>Lesson Observations</p> <p>Monitoring</p>	<p>CH</p> <p>CR</p> <p>LS</p> <p>LH</p> <p>LC</p>	<p>Termly</p>	<p>£18,000</p>

<p>To increase the proportion of disadvantaged pupils exceeding expected progress in writing.</p>	<p>Deploy a lead teaching assistant to target underachievement both in small groups and through 1:1 tuition using RWI/Fresh start approaches.</p> <p>Reduce class sizes by deploying staff to target specific pupils on a weekly basis in order accelerate progress.</p> <p>Deploy AHT to teach small groups of pupils for daily writing sessions to ensure that all progress for targeted pupils are accelerated.</p> <p>Writing lead to monitor closely the progress of current year 5 cohort who had 25% exp or above last year and support intervention and planning where necessary.</p>	<p>RWI stands as one of the most rigorously researched, independently evaluated, and respected reading programs in the world with 7 studies published in peer-reviewed journals in addition to a repository of internal research briefs, product development research, and external Organisation reviews. Where class sizes are smaller, individual pupils are much more likely to be the focus of a teacher's attention for more time; there is more active interaction between pupils and teachers; and more pupil engagement. (Class size and education in England Evidence report' - Research Report DFE-RR169)</p> <p>Research has found that allocating the best teachers to disadvantaged children can have a huge impact, much greater than the difference made for other pupils. (Improving the impact of teachers on pupil achievement, London School of Economics and Stanford University)</p>	<p>Pupil Progress meetings Lesson Observations Monitoring</p>	<p>LS DP LC SJ KH</p>	<p>Termly</p>	<p>£20,000</p>
<p>To further develop the self-confidence and resilience of learners through</p>	<p>Staff will work 1:1 with both children and parents to set regular achievable targets in order to accelerate progress.</p>	<p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional</p>	<p>Learning Walks Playtime observations Discussions with</p>	<p>DP PS LH KH</p>	<p>Termly</p>	<p>£2,000</p>

1:1 mentoring.		<p>months' progress. (EEF Teaching and Learning Toolkit.) Research into pupil resilience demonstrate that a key factor that helps disadvantaged children buck the trend and succeed in life against the odds is their strong personal and social skills...</p> <p>(Aiming high for children, HM Treasury and DfES, 2007)</p>	Pupils			
<p>To ensure equality of opportunity for all in terms of the wider aspects of school life including extra-curricular opportunities, sporting and musical opportunities and educational visits.</p>	<p>Ensure that children entitled Pupil Premium gain equality of opportunity for wider school experiences. These include:</p> <ul style="list-style-type: none"> - Music tuition - Residential visits - Other educational visits - Extended school opportunities eg Sporting teams and aspirational ventures. <p>Ensure engagement with parents through teacher/parent app Marvellous Me</p>	<p>Extended schools have been found to make a difference through breakfast clubs, after school programmes, multi-agency teams in schools and parenting support. They help create the conditions under which improved teaching and learning approaches can work.</p> <p>(Extended services in practice – A summary of evaluation evidence for head teachers, DfE, 2011)</p> <p>Extensive research points to the benefits of developing resilience and raising self-esteem through allowing children opportunities to engage in outdoor adventure. We strongly believe that the values acquired in such engagement transfer directly into school and help children to become more efficient learners.</p>	Discussions with Pupils	JA	Termly	£1500

		See 'The impact of parental involvement on Childrens education' DFE document				
To further develop the emotional resilience and confidence in pupil premium children.	<p>Provide small group Relax Kids intervention where pupils can learn coping and resilience strategies.</p> <p>Access to other professional services where tangible links to raising attainment can be established e.g. additional Ed. Psych hours to assist with provision/Counselling services</p>	<p>Extensive research highlights the detrimental effect to learning that arises when children's social and emotional needs are neglected.</p> <p><i>'... successful schools had designated staff to offer pastoral support and had employed strategies to ensure children had extensive social and emotional support strategies in place including strong links with local mental health services.'</i> Supporting the Attainment of Disadvantaged Pupils: Articulating success and good practice (NFER, November 2015)</p>	Discussions with Pupils	AA LS	Termly	£7,500