



# Pupil Premium Strategy Statement 2019 - 2020



## 1. Summary information

<b>Academic year</b>	2019-2020	<b>Total PP budget</b>	£229,589	<b>Date of most recent PP review</b>	July 2019
		<b>Early Years Pupil Premium Budget</b>	£7,931		
<b>Total number of pupils</b>	426	<b>Number of pupils eligible for PP</b>	142	<b>Date for next leadership review of this strategy</b>	January 2020

## 2. Current attainment

	Pupils eligible for PP	National average for ALL pupils
<b>% achieving in reading, writing and maths</b>	21%	65%
<b>% attainment in reading</b>	32%	73%
<b>% attainment in writing</b>	46%	79%
<b>% attainment in maths</b>	29%	79%
<b>% attainment in English spelling, punctuation and grammar</b>	32%	78%
<b>Progress score in reading</b>	-5.1	0
<b>Progress score in writing</b>	-3.2	0
<b>Progress score in maths</b>	-5.5	0

## 3. Potential barriers to future attainment (for pupils eligible for PP, including high ability)

<b>In-school barriers</b>	
<b>A</b>	The percentage of pupils achieving the expected standard at KS2 in reading, writing and maths is well below national.
<b>B</b>	Attainment on entry to school is well below age related expectations.
<b>C</b>	The majority of SEND pupils within the school are disadvantaged.
<b>External barriers</b>	
<b>D</b>	The percentage of persistent absentees for disadvantaged pupils is above non-disadvantaged pupils.
<b>E</b>	Access to a variety of services in order to ensure that disadvantaged pupils thrive in school and within the community.



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4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
<b>A</b>	An improvement in the end of Key Stage outcomes in reading, writing and maths, particularly in Key Stage 2.	<p>The percentage of disadvantaged pupils achieving the expected standard in reading, writing and maths at KS2 will increase and close the gap with national expectations.</p> <p>Progress of disadvantaged pupils from KS1 to KS2 will be broadly in line with non-disadvantaged pupils and closer to national expectations.</p>
<b>B</b>	Attainment and progress for pupils new to the school will match pupils who have always been in school.	<p>Pupils new to Nursery will make accelerated progress in speech, language and communication so that it does not become a barrier to learning.</p> <p>Pupils new to the school will receive an effective transition, be accurately assessed and receive appropriate support and intervention.</p> <p>Attainment and progress for disadvantaged mobile pupils will match that for pupils who have always been in the school.</p>
<b>C</b>	SEND disadvantaged pupils will be making accelerated progress.	<p>SEND pupils will be identified accurately and receiving appropriate intervention.</p> <p>SEND pupils will have a variety of evidence documenting accelerated progress.</p>
<b>D</b>	Improving attendance for disadvantaged pupils by reducing the number of pupils who are persistently absent.	<p>The percentage of disadvantaged pupils with an attendance of below 90% will have reduced so that the overall school total is below 7%.</p> <p>Early Helps will be used effectively to address issues with persistent absence.</p>



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<b>E</b>	Improvement in social and emotional health, resilience and wellbeing of vulnerable pupils.	<p>Rapid access to counselling support will lead to improvements in pupil's well-being, resulting in improved rates of progress.</p> <p>Behaviour data will show improvements over time for PP pupils who have previously been a concern.</p> <p>Increase in the amount of effective Early Helps resulting in improvements for families with identified needs.</p> <p>Family Learning will be well attended and receive positive feedback.</p>
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Desired outcome	Planned interventions, support and strategies	Success criteria	Lead person/s	Evaluation and review date
A	<p>Additional teacher in Year 6 to provide booster support for three days per week.</p> <p>Purchase of revision cards in Maths and SPAG for Year 6 disadvantaged pupils. Cards to be used both at home and school.</p> <p>Purchase of CGP SATs buster books for disadvantaged Year 2 pupils. Books to be used at home with parents.</p> <p>Mark making packs to be in place for pupils new to EYFS in order to improve early writing skills.</p>	<p>The % of PP pupils achieving the expected standard in Year 6 will increase each term with end of year outcomes.</p> <p>The % of PP pupils achieving the expected standard at the end of Year 2 will increase from the previous year. Attainment gaps with other pupils will have diminished.</p> <p>The % of pupils on track for writing ELG at the end of Nursery will have significantly increased from the baseline.</p>	<p>Emma Day (Deputy Head Teacher)</p> <p>Emma Day (Deputy Head Teacher)</p> <p>Emma Day (Deputy Head Teacher)</p> <p>Mel Collins (Nursery leader)</p>	



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<p><b>B</b></p>	<p>Screening on entry to Nursery and intervention in order to identify any speech and communication needs.</p> <p>Early Talk Boost and Talk Boost interventions to be delivered across EYFS through TA support.</p> <p>Speech therapist support once per week in order to identify and boost any speech and communication difficulties across the school.</p> <p>Purchase the PASS assessment in order to accurately assess mobile pupils and identify any potential barriers to learning. Use the outcomes of the assessment to plan an effective transition.</p>	<p>PP pupils will have speech and communication needs accurately identified.</p> <p>Talk Boost interventions will show rapid progress across EYFS for pupils identified with speech and communication difficulties.</p> <p>PP pupils will have speech and communication needs accurately identified.</p> <p>Mobile disadvantaged pupils will be making rapid progress. Attainment for mobile disadvantaged pupils will closely match that of other pupils.</p>	<p>Jan Halket (teaching assistant)</p> <p>Jan Halket (teaching assistant)</p> <p>David Reiser (Speech therapist)</p> <p>Emma Day (Deputy Head Teacher)</p>	
<p><b>C</b></p>	<p>Accurately identify SEND pupils both currently in the school and new to the school.</p> <p>Purchase and implement "Provision Map" in order to plan and evaluate effective interventions for SEND pupils.</p>	<p>Mobile and non-mobile SEND disadvantaged pupils will be receiving appropriate and quality intervention.</p> <p>Progress and effectiveness of SEND interventions will be tracked accurately, reflecting good value for money.</p>	<p>Emma Day (Deputy Head) and Liz Jones (SENCO)</p> <p>Liz Jones (SENCO)</p>	



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	SENCO to direct TA support in order to deliver effective interventions.	As above.	Liz Jones (SENCO)	
D	<p>EWO support to be purchased for half a day per week.</p> <p>Rapid interventions for potential persistently absent pupils through an attendance plan. Rewards and incentives to be in place.</p> <p>Regular attendance clinics, late gates and meetings to be arranged.</p> <p>Early Helps to be rapidly put into place where intervention plans are not effective.</p>	<p>Pupil premium attendance will increase to 95% +.</p> <p>The number of disadvantaged PA pupils will reduce from 2018/19.</p> <p>Punctuality will be good for disadvantaged pupils.</p> <p>Early Helps for attendance will show an improvement for attendance.</p>	<p>Sam Hudson (School Liaison Officer)</p> <p>Andy Brian (Education Welfare Officer)</p> <p>Andy Brian (Education Welfare Officer)</p> <p>Sam Hudson (School Liaison Officer)</p>	
E	<p>Continued rapid access to a school counsellor, employed one day per week. Sessions will be accessed over a six-week intervention period.</p> <p>Early Help assessment and intervention will be readily available to families in need of support, particularly for pupils whose behaviour and / or attendance is a barrier to learning.</p> <p>A range of Family and Adult Learning sessions to be accessible for all disadvantaged families.</p>	<p>Observational data will show improvements in mental health and well-being for individual pupils over time.</p> <p>Early Help intervention will demonstrate improved outcomes for identified families. Where support has not been successful, there will be evidence of escalation.</p> <p>Family Learning sessions will be well attended by PP families.</p>	<p>Gemma Harrison (Younger Minds)</p> <p>Sam Hudson (School Liaison Officer)</p> <p>Steve Murphy (Behaviour Management Co-ordinator)</p> <p>Kerry McDonald (Family Learning Lead)</p>	



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	<p>Behaviour Management Co-ordinator to continue to monitor patterns of behaviour through the SIMS behaviour system and work with identified pupils to secure improvements.</p> <p>A variety of pastoral interventions to be offered to identified pupils where behaviour is a barrier to learning.</p> <p>Pupils in Year 4, 5 and 6 will have access to Relationships without Fear in order to promote their knowledge of healthy relationships and improve self-esteem.</p>	<p>Whole school behaviour incidents will show a reduction in the amount of red and yellow cards given to PP pupils.</p> <p>Behaviour data will show improvements over time for PP identified as in need of interventions.</p> <p>Boxall profile data will show an improvement for identified pupils.</p> <p>Data from Relationships without Fear will show pupils have confidence in healthy relationships.</p>	<p>Steve Murphy (Behaviour Management Co-ordinator)</p> <p>Steve Murphy (Behaviour Management Co-ordinator)</p> <p>New Era</p>	
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