



3 Year Pupil Premium strategy plan

SUMMARY INFORMATION			
Pupil Premium Strategy Plan	2019-2021		
CURRENT PUPIL INFORMATION 2019			
Total number of pupils:	309	Total pupil premium estimated budget:	£62,040 (£1,320 x 47) academic year
Number of pupils eligible for pupil premium:	47 (15.2%)	Amount of pupil premium received per child:	£1,320
COHORT INFORMATION			
CHARACTERISTICS*	NUMBER IN GROUP	PERCENTAGE OF GROUP	
Boys	24	51%	
Girls	23	49%	
SEN support	10	21%	
EHC plan	0	0%	
EAL	24	51%	

Assessment data (Current data from 2018-19)

EYFS						
	Pupils eligible for PP	All pupils	National average	Data from previous 3 years		
				2015-16	2016-17	2017-18
Good level of development (GLD)	3/4 (75%)	26/44 (59%)	71.5% (2018) 71.8% (2019)	3/8 (38%)	4/6 (67%)	3/6 (50%)
Reading	3/4 (75%)	31/44 (70%)	77% (2018) 76.9% (2019)	4/8 (50%)	4/6 (67%)	3/6 (50%)
Writing	3/4 (75%)	27/44 (61%)	73.7% (2018) 73.7% (2019)	3/8 (38%)	4/6 (67%)	3/6 (50%)
Numbers	3/4 (75%)	35/44 (80%)	79.6% (2018) 79.8% (2019)	4/8 (50%)	5/6 (83%)	4/6 (67%)
Shape, Space and Measures	3/4 (75%)	29/44 (66%) 28/44 (64%)	81.7% (2018) 81.5% (2019)	5/8 (63%)	5/6 (83%)	3/6 (50%)

YEAR 1 PHONICS SCREENING CHECK						
All pupils	Pupils eligible for PP	National average		Data from previous 3 years		
				2015-16	2016-17	2017-18
37/45 (82%)	4/6 (67%)	83% (2018) 82% (2019) (71% disadvantaged pupils 2019)		4/5 (80%)	7/8 (88%)	3/5 (60%)

END OF KS1						
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years		
		School average	National average	2015-16	2016-17	2017-18
% achieving expected standard or above in reading, writing and maths	2/4 (50%)	28/36 (78%)	66% 2019 provisional	5/6 (83%)	4/4 (100%)	7/9 (78%)
% making expected progress in reading	3/4 (75%)	30/38 (79%)	75% 2019 provisional	5/3 (83%)	4/4 (100%)	7/9 (78%)
% making expected progress in writing	3/4 (75%)	32/38 (84%)	69% 2019 provisional	5/3 (83%)	4/4 (100%)	9/9 (100%)
% making expected progress in maths	2/4 (50%)	27/38 (71%)	76% 2019 provisional	5/3 (83%)	4/4 (100%)	8/9 (89%)

END OF KS2						
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years		
		School average	National average	2015-16	2016-17	2017-18
% achieving expected standard or above in reading, writing and maths	7/9 (78%)	27/35 (77%)	65% 2019 provisional – all pupils 51% disadvantaged 71% all other pupils	No Y6	6/11 (55%)	10/13 (77%)
% making expected progress in reading	8/9 (89%)	28/35 (80%)	73% 2019 provisional Scaled score 104 (2019)	No Y6	7/11 (64%)	10/13 (77%)
% making expected progress in writing	9/9 (100%)	31/35 (88%)	78% 2019 provisional	No Y6	9/11 (82%)	13/13 (100%)
% making expected progress in maths	8/9 (89%)	33/35 (94%)	79% 2019 provisional Scaled score 105 (2019)	No Y6	9/11 (82%)	12/13 (92%)

1. Barriers to future attainment (for pupils eligible for PP)

Academic barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Higher expectations in terms of teachers' subject knowledge to develop greater depth of learning for advanced learners
B.	51% of PPG children have EAL; acquisition of English vocabulary including some speech and language needs
C.	Social and emotional problems affecting well-being and progress

Additional barriers (including issues which also require action outside school, such as low attendance rates)		
D.	Attendance 25% of PPG children have attendance below 95%	
E.	Poor home learning environments e.g. lack of support in reading/breakfast/homework/having the right resources for the curriculum	
F.	44% of PPG children have Summer birthdays and will be young in their cohort	
2. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Additional needs supported effectively (including medical conditions) through the use of pre and post teaching programmes with proven success e.g. 1 st class@Number for KS1 and KS2, specialist assessments e.g. occupational therapist and provision of specialist equipment	Children with additional needs are supported effectively through the school's SEND practice, with recognition of and support for any additional factors that PP children face
B.	Specific SALT support for children including access to speech therapy and HLTA support, Welcomm programme, Word Aware, Talking partners, Talk Boost – Baseline data and end of programme data to be monitored for effectiveness	Children's vocabulary extended as measured in scores in English reading scores (PIRA), grammar and spelling analysis (GAPS) Individual speech and language programmes show targets met
C.	Outstanding progress against starting points HOPE sessions to support emotional needs Parenting classes Family Liaison support for families Timely interventions through diminishing the difference groups Additional reading interventions Enrichment programmes Trailblazer schools programme to support mental health needs Art Therapy sessions	Improvements in the learning behaviours demonstrated by targeted pupil premium children are evident through pupil interviews and reports from class teachers

5. Planned expenditure					
Academic year		2019-2020			
i. Quality of teaching for all					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Teachers provide quality first wave teaching with emphasis on raising standards in English-speaking and listening, exploring vocabulary	Review and refine whole school approach to <i>Word Aware</i> - Support from Inclusion Leader for class teachers and TAs Focused work by DHT/ Phonics champion	GAP analysis shows that children are underperforming in the acquisition of vocabulary Programme chosen for proven results	Data capture shows scores improving and gaps closing	Inclusion Leader-SLT	Termly
To develop knowledge and understanding of greater depth teaching in school to improve attainment in maths and writing	New writing targets to be developed and training/ moderation sessions for staff in Maths and Writing to widen the understanding/ teaching requirements for greater depth	Data shows that percentages of children achieving greater depth is below the National average.	Maths/English Leads to have opportunities through staff meeting time to demonstrate good practice. English consultant to work with English Lead to develop greater depth statements for writing. Data capture shows scores improving and gaps closing with National data.	English/Maths Leads	July 2020
Social, emotional and behavioural development promoted through the creative curriculum and through school life	Financial support for: Whole school trips School music lessons Priority for after school clubs Art Therapy sessions for PP children	Raised awareness of barriers faced by children. Providing children with stimulating experiences and broadening their opportunities of the wider world. Allowing experiential learning and encouraging aspirations	Pupil interviews, music subject leadership monitoring, behaviour impact report.	Subject leaders SLT	Termly
Total Budgeted cost					40K

ii. Targeted support					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Narrowing of the gap in maths for the pupil premium children	Early Intervention with Every Child Counts & precision teaching	Early intervention will support rapid progress	Pupils assessed after 3 months and 6 months.	Inclusion Leader Senior TA	3 months and 6 months
Narrowing of the gap in reading for the pupil premium children	Early intervention with Senior TA Volunteers to listen to readers on a weekly/ twice weekly basis to increase time children read	Early intervention will support rapid progress Regular reading will increase fluency and confidence	Pupils tracked each half term	Inclusion Leader Senior TA	Half term/termly
Improved attendance, less persistent absences, improved parent partnership	EWW, Headteacher, DHT, Family support worker	This has had a proven improvement from last year 29% down to 25% Family support will ensure that trends in attendance will continue to rise	Attendance monitoring including vulnerable groupings. Letters sent to parents, attendance clinics	Headteacher DHT	Termly
Total Budgeted cost					20K
iii. Other approaches					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Strengthen relationships with parents and carers Parent workshops	Parental views gathered through questionnaires	Strong partnerships with parents will impact upon pupil engagement, attendance and school community links	Parent questionnaires.	Family Liaison	Termly
Access to residential visits	Trips are supported to promote equality of opportunity	Equality of access for all pupils	Review of spending	Bursar	July 2020
Access to Breakfast Club and improved attendance	Reduction in lateness and promotes attendance	Equality of access for all pupils	Review of spending	Bursar	July 2020
Total Budgeted cost					5K

