



# Pupil Premium Strategy



2019-22



## **Pupil Premium Funding**

The Pupil Premium Allocation is currently calculated on the number of pupils on roll in receipt of Free School Meals (or for any child attending who had ever been in receipt of Free School Meals in the past 6 years), Looked After Pupils and Service Pupils on the date of the School Census.

The aim of the Pupil Premium is to enable the School to target pupil attainment and ensure that pupils achieve their maximum potential. In order to ensure that the additional monies have the maximum impact on the targeted pupils, thorough analysis is carried out of the pupils academic progress against other pupil groupings in school and national data.

We target many interventions following data analysis on the basis of achievement and prior attainment within the context of Pupil Premium. We monitor disadvantaged pupils rigorously and separately so that we can be sure that these pupils make at least expected and normally above expected progress in order to ensure that any historical under-achievement is rectified.

The funding is not necessarily spent on one particular item or child, but is used as part of our budget and used to support a number of areas in school. This strategy document gives an outline of the main areas in which monies will be spent.

## Pupil Premium Income 2019-20

SUMMARY INFORMATION			
Total number of pupils:	421	Total pupil premium budget:	£68,320
Number of pupils eligible for pupil premium:	48	Amount of pupil premium received per child:	£1320

STRATEGY STATEMENT
<p>In line with our whole school ethos of Explore, Challenge, Learn, we expect all pupils to be able to reach their full potential regardless of any perceived or actual disadvantage. We support the government belief that the Pupil Premium, an additional sum to main school funding, is the best way to address the current underlying inequalities between pupils eligible for Free School Meals and their peers.</p> <p>In order to assess the relative impact of deprivation more closely, we conduct analysis of disadvantaged pupils along with pupils who are or have been looked after or adopted.</p> <p>We regularly monitor and conference pupils and parents capturing perceptions of potential barriers to learning and achievement and wider participation in school life and adapt our provision accordingly.</p> <p>Finally, we strive to close the attainment gap between all groups of pupils to ensure that all pupils are prepared to move forward in their education and secure better outcomes for their future.</p>

**Specifically the Pupil Premium Grant allows us to:**

Ensure pupils who have historically underachieved or are currently underachieving in the critical subjects of Maths and English catch with their peers.

Ensure pupils who lack confidence or self-esteem have support in place to build up emotional resilience to improving their access to high quality learning.

Enable pupils to have access to a broadened offer of enriching and academic opportunities ensuring they develop their aspirations and aim high at all times.

Ensure pupils who may find it difficult to complete homework independently at home receive support and resources at school

Ensure pupils who may have had gaps in their learning in all subjects, in addition to the core, catch up with their peers and make good progress.

Ensure vulnerable pupils have good attendance and punctuality so that any gaps in progress are not widened.

Ensure parents/carers, some of whose circumstances may have made accessing education challenging, feel confident about working with the school to support their child to have the best possible life chances.

## Assessment Information July 2016-19

EYFS 2019						
	Pupils eligible for PP (9)	Pupils not eligible for PP (51)	National average (2017-18)	Pupil Premium Data from previous 3 years		
				2015-16 (7)	2016-17 (4)	2017-18 (6)
Good level of development (GLD)	79%	73%	74%	71%	50%	33%
Reading	67%	85%	79%	71%	75%	67%
Writing	50%	78%	76%	71%	50%	50%
Number	50%	88%	82%	71%	75%	50%
Shape	67%	95%	84%	71%	75%	67%

YEAR 1 PHONICS SCREENING CHECK 2019					
Pupils eligible for PP (5)	Pupils not eligible for PP (47)	National average (2017-18)	Pupil Premium Data from previous 3 years		
			2015-16 (4)	2016-17 (10)	2017-18 (6)

60%	79%	83%	100%	80%	67%
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<b>END OF KS1 2019</b>						
	Pupils eligible for PP (9)	Pupils not eligible for PP (52)		Pupil Premium Data from previous 3 years		
		School average	National average (2017-18)	2015-16 (5)	2016-17 (4)	2017-18 (9)
% achieving expected standard or above in reading, writing and maths						
% achieving expected standard or above in reading	56%	67%	79%	60%	50%	78%
% achieving expected standard or above in writing	44%	63%	74%	40%	25%	56%
% achieving expected standard or above in maths	78%	75%	80%	60%	75%	56%

<b>END OF KS2 2019</b>						
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	Pupils eligible for PP (4)	Pupils not eligible for PP (60)		Pupil Premium Data from previous 3 years		
		School average	National average (2017-18)	2015-16 (4)	2016-17 (11)	2017-18 (7)
% achieving expected standard or above in reading, writing and maths	25%	77%	70%	50%	55%	14%
% achieving expected standard or above in reading	50%	83%	80%	50%	64%	43%
KS1 to KS2 progress measure in reading	+2.9	+1.7	0.31	+2.93	+1.42	-5.59
% achieving expected standard or above in writing	50%	85%	83%	50%	+1.78	29%
KS1 to KS2 progress measure in writing	-4.8	+0.1	0.24	-5.16	73%	-6.58
% achieving expected standard or above in maths	50%	85%	81%	50%	+0.72	14%
KS1 to KS2 progress measure in maths	+1.7	-0.3	0.31	-5.36	73%	-8.55
% achieving expected standard or above in GPS	75%	82%	82%	50%	73%	29%

OTHER DATA		
Look at:	Strengths	Weaknesses
<b>Attendance data</b>	<p>Overall attendance has been above national figures for the last three years (<b>2017-18 school absence rate is 3.7% compared to 4.2% nationally</b>) and persistent absence rates have been below national figures over the same period (<b>2017-18 school persistent absence rate is 5.8% compared to 8.7% nationally</b>).</p> <p>The absence rates of disadvantaged pupils has decreased slightly from <b>5.61% in 2017-18 to 4.81% in 2018-19</b>.</p>	<p>A gap remains between the attendance of disadvantaged pupils and their peers with the figures for disadvantaged pupils below that of their peers. <b>The current gap is -1.75%</b></p>
<b>Behaviour data</b>	<p>Behaviour across the school is good and pupils (including disadvantaged) demonstrate good behaviours for learning.</p> <p>Exclusion rates are low and are below national figures for permanent and fixed term exclusions.</p> <p>A disadvantaged pupil at the point of permanent exclusion has been successfully supported to remain in school with no fixed term exclusions in the last academic year.</p>	<p>Increasing challenges are resulting in fixed term exclusions and there is a pattern of disadvantaged boys being particularly at risk of exclusion.</p> <p>The school implemented a permanent exclusion in 2018-19 (non-disadvantaged boy).</p>
<b>Safeguarding referrals</b>	<p>The school robustly undertakes safeguarding referrals as appropriate and closely monitors the process and impact of these.</p>	<p>External, multi-agency support is sparse often leaving the school to provide Early Help as a sole agency.</p> <p>The school has escalated concerns around the support of Children's Social Care to appropriate agencies.</p>



## Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
<b>Academic barriers:</b>	
<b>A</b>	The demographics of the local area and school have changed. New housing developments have seen a rise in the school age population in the town; this includes an increasing number of children with little or no English and in some instances, poor oral language skills in children in EYFS and new to the school.
<b>B</b>	The nature of Special Educational Needs has become more complex in the last three years. Analysis shows an increase in the SEN population with Speech, Language and Communication skills a particular area of need; in addition, the school has noticed an increase in the number of children presenting with mental health needs.
<b>C</b>	Gaps in prior learning are impacting on progress

## ADDITIONAL BARRIERS

### External barriers

D	There has been an increase in the past few years in the number of referrals made to Children's Services following disclosures by pupils. A number of children eligible for PP receive support from the Early Support Team or Children's Services to address issues within the home.
E	The changing demographic of the town has resulted in an increase in the numbers of vulnerable children and families.
F	Mental health issues are not adequately supported by external agencies resulting in increased workload and responsibility for the school.

## INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Improve attainment and progress in core curriculum subjects	Achievement gaps are closing
B	Targeted support and monitoring including training to upskill teaching assistants	HLTAs in place and performance monitored
C	Continued pastoral support for disadvantaged children and families	
D	Focused SEND identification and support	SEND register updated and records of interventions demonstrate progress
E	Development of self-awareness and resilience to support disadvantaged pupils and enhance their achievement	Pupils are resilient learners

## Planned expenditure

ACADEMIC YEARS 2019-2022					
Quality of teaching for all					
Action	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?
Provide quality first teaching which targets disadvantaged pupils within the classroom.	All pupils receive quality first teaching with disadvantaged pupils specifically targeted within lessons.	Ofsted Inspection outcomes 2017 Internal monitoring of teaching and learning EEF research into the impact of collaborative learning. EEF research into the impact of feedback	Teachers will focus on PP children within class  A whole school focus on quality first teaching, marking and feedback to improve outcomes and narrow the gap.  Release time for middle leaders to evaluate provision for pupils eligible for the PPG within their phase  Teachers to lead on interventions and support for pupils eligible for the PPG.	Headteacher  Assistant Headteachers  Middle leaders	Half-termly
Upskilling of Teaching Assistants to enhance	Develop the role of three HLTAs in the		HLTA training and assessment for 3 HLTAs	Assistant Headteachers	Half-termly

targeted support for all pupils including disadvantaged pupils	school to support with targeted interventions alongside whole class teaching.		Interventions		
Total budgeted cost:					£16,198
<b>Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>
Introduction of Emotional Logic to support pupils in KS2	Disadvantaged pupils are targeted for support through the Emotional Logic program to support self-awareness and behaviour	EEF research into metacognition and self-regulation	Support for a member of KS2 staff to complete EL lead practitioner training in order to support delivery across KS2  Staff training provided by Emotional Logic lead practitioners  Timetabled EL sessions in place which target vulnerable children. 4x TAs apportionment	EL Lead Practitioners	Half termly
Pastoral support to target disadvantaged pupils and families	To continue developing parental engagement and provide support for disadvantaged	EEF research into the impact of parental engagement	Pastoral Manager apportionment School will deliver targeted support for families including but not limited to: Solihull Parenting Course	Pastoral Manager  Senior Leaders	

	children and families		Timid to Tiger Parenting Programme  School will extend the pastoral team to further support children within the school day		
Increased SEND time and support to identify and support individual needs of disadvantaged pupils		Internal analysis of SEND population within the school.  EEF research into the impact of: Early Years interventions, Behaviour interventions, Oral language interventions and small group tuition	SENCO apportionment Assessments: Phonics Play Comm in Print Nessy English Type Spelling dictionaries	Headteacher  SENCO	
Continued supported access to wider curriculum opportunities for disadvantaged pupils	Disadvantaged pupils are supported to access wider curricular to support wider achievement.	EEF research into arts participation and sports participation.  Discussions with key stakeholders	Music tuition Disadvantaged pupils will be targeted for participation in extra-curricular activities (both internally provided by school staff and externally provided by companies)	Music coordinator	
Dedicated outdoor learning provision including Forest School and Garden Classroom	Disadvantaged pupils will be targeted for regular opportunities to participate in outdoor learning.	EEF research into the impact of outdoor learning opportunities  Discussions with pupils	Forest School Lead apportionment  Support for TA to complete Forest School training and accreditation.  Regular timetabled sessions will be provided across the school with children targeted in	Forest School Lead  Senior Leaders  SENCO	Half-termly

			consultation with classteachers, SENCO and Pastoral Manager		
			Reviews will be built into each half-term to monitor the impact on learners.		
<b>Total budgeted cost:</b>					£49,734
<b>Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>
Targeted resources		In school audit of resources to support interventions and quality first teaching	GL Misc ReflectED EL Licence	Assistant Headteachers	
Rock up and Read	To provide targeted support for disadvantaged pupils with their reading.	Internal analysis of outcomes for disadvantaged pupils in reading. Audit of home reading books.  EEF research into the impact of reading comprehension strategies	Coordination of targeted children to take part in Rock up and Read to take place between classteachers and Middle Leaders.  Coordination of staff and volunteers to provide daily reading opportunities for targeted children within the school day.	Pastoral Manager	Half-termly

			Refreshments to be provided for volunteer to encourage participation .		
Turn up and Talk	To provide targeted support for disadvantaged pupils with their language and vocabulary development	Internal analysis of needs in EYFS and KS1 which sees high levels of speech, language and communication skills on entry to school.  EEF research into the impact of early years interventions  EEF research into the impact of oral interventions	Coordination of targeted children to take part in Turn up and Talk to take place between classteachers and Middle Leaders.  Coordination of staff and volunteers to provide at least weekly opportunities for targeted children within the school day to develop language and communication skills through structured play and conversations within EYFS and KS1 classes.  Refreshments to be provided for volunteer to encourage participation .	Headteacher	Half-termly
<b>Total budgeted cost:</b>					£2,391

#### ADDITIONAL INFORMATION

In deciding on the areas of focus listed above the school has taken account of the following sources of data and information:

- Analyse School Performance data published in October
- FFT Early Results Service for KS1 and KS2 published in July

- A range of internal data including GL assessments and Teacher Assessments over time derived from moderated work scrutiny, in school and cross school moderation exercises
- Conferencing of, and feedback from, pupils, staff and families
- Evidence from the education endowment foundation (EEF) families of schools database
- Analysis of attendance records
- Analysis of pastoral support and inter-agency working records
- Recent school Ofsted report
- Guidance from experts
- Case studies



## Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR (2018-19)																								
Total amount: £6																								
Quality of teaching for all																								
Action	Intended outcome	Impact	Lessons learned	Cost																				
Provide quality first teaching which targets disadvantaged pupils within the classroom.	All pupils receive quality first teaching with disadvantaged pupils specifically targeted within lessons.	<p>Targeting of disadvantaged pupils has led to high percentages of pupils assessed as being on track to meet their individual FFT 20 targets (FFT 20 targets benchmark against the top 20% of school nationally). <b>Figures for non-disadvantaged pupils are given in brackets.</b></p> <p>Reading: 85% <b>(96%)</b></p> <p>Writing: 90% <b>(93%)</b></p> <p>Maths: 82% <b>(83%)</b></p>	Although targeting has led to positive outcomes, further analysis of key stage differences and the impact of SEND on disadvantaged learners is required to improve consistency.	£36,972																				
By the end of KS2, school attainment outcomes compare well with initial national outcomes for 2019:																								
<table border="1"> <thead> <tr> <th>ARE</th> <th>National 2019</th> <th>School 2019</th> <th>Difference %</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>73%</td> <td>81%</td> <td>+8%</td> </tr> <tr> <td>Writing</td> <td>78%</td> <td>83%</td> <td>+5%</td> </tr> <tr> <td>Maths</td> <td>79%</td> <td>83%</td> <td>+4%</td> </tr> <tr> <td>SPAG</td> <td>78%</td> <td>81%</td> <td>+3%</td> </tr> </tbody> </table>					ARE	National 2019	School 2019	Difference %	Reading	73%	81%	+8%	Writing	78%	83%	+5%	Maths	79%	83%	+4%	SPAG	78%	81%	+3%
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Combined	65%	73%	+8%
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GDS	National 2019	School 2019	Difference %
Reading	27%	41%	+14%
Writing	20%	25%	+5%
Maths	27%	28%	+1%
SPAG	36%	39%	+3%
Combined	11%	16%	+5%

KS1 to 2 progress across the school is as follows:

Reading: +1.8

Writing: +0.1

Maths: -0.3

Progress for **disadvantaged pupils** compared well with national outcomes in reading (+2.9) and maths (+1.7) but less well for Writing (-4.8). Data derived from 4 pupil premium children with prior attainment data out of 5 overall.

Accurate and timely identification of SEND needs to support achievement

Support from the SENCO in identifying needs and securing support (including additional funding) for all SEN children with a focus on disadvantaged learners

Evidence demonstrates that SEND needs are identified earlier and support is put in place to address needs. SEND is a particular issue as 49% of children eligible for the pupil premium grant are also on the SEN register.

Analysis demonstrates an increasing SEND population in the school with needs categorized

Early identification is key to supporting children and families effectively.

Moving forward, the school needs to work closely with all the local pre-schools to ensure that early identification is taking place within these settings to aid more effective transitions into primary school.

Included in above

		under headings from the Devon Graduated Response Tool.		
Targeted support				
Action	Intended outcome	Impact	Lessons learned	Cost
Targeted TA support	To provide targeted support for all pupils (including disadvantaged pupils) to address identified needs following data analysis.	Targeted interventions have supported attainment for all children including disadvantaged pupils leading to closer gaps in attainment. Reading gap: -11% Writing gap: -3% Maths gap -1%	Gaps are closing but more noticeably in writing and maths. A larger gap remains in reading so school needs to take steps to try to provide additional support for disadvantaged pupils in this area.	£17,550
Improve attendance rates among vulnerable children	The gap between attendance rates of vulnerable children compared to the whole school reduce.	Attendance gaps have improved across the school. Disadvantaged pupils' attendance has increased from 94.39% in 2017-18 to 95.19% in 2018-19. SEND pupils' attendance has increased from 94.39% in 2017-18 to 96.17% in 2018-19.	Targeted pastoral support has helped to improve attendance alongside a robust and well publicised approach to absence requests.	Included in above
Pastoral support to coordinate and promote support for vulnerable families.	Vulnerable families are supported through Early Help intervention	Timid to Tiger parenting program ran successfully during the year and was well attended by targeted families. 58 TAF meetings were held in school during the year with Early help support being coordinated	The success of the program will be used to promote and target families on entry to school moving forward.	£3,200

		and provided in a large number of cases.		
Introduction of Emotional Logic to support pupils in KS1	Disadvantaged pupils are targeted for support through the Emotional Logic program to support self-awareness and behaviour	Emotional needs of targeted children supported by trained TAs using Emotional Logic in KS1. This support led to further support through the safeguarding procedures of the school following disclosures. In multiple cases this led to Early Help support for the families involved	The use of Emotional Logic across the school can lead to disclosures which move into the safeguarding arena. All staff to have their training and practice refreshed in order to deal with disclosures and support children and families through proper processes.	£240
<b>Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Impact</b>	<b>Lessons learned</b>	<b>Cost</b>
Financial support for vulnerable children to access music lessons	Vulnerable pupils are supported to access music lessons to support wider achievement.	Self-esteem of disadvantaged pupils enhanced through participation in whole school music festival.	Entrance and exit surveys for disadvantaged pupils.	£1,454
Access to wider curricular opportunities	Disadvantaged pupils are supported to access wider curricular to support wider achievement.	Wider curriculum opportunities were provided across the year including sport, arts and IT focused sessions.	Focus on the uptake of disadvantaged pupils in extra-curricular activities.	£600
ReflectED	Disadvantaged pupils are identified for target support within the ReflectED programme	Disadvantaged pupils were targeted as part of normal classroom practice and evidence suggests they were more reflective in their work and assessments.	Continued focus on ReflectED and metacognition to fully embed the practice within all teaching and learning.	£1000

Homework in school	Disadvantaged pupils will be targeted and supported through access to IT provision to complete homework tasks.	Homework support was provided in KS2 during lunchtime sessions (twice weekly) which allowed pupils to complete homework using school IT systems under supervision. This has had an additional effect on pupils' independence and resilience.	Opportunities to further support children in KS1 and EYFS need to be explored in order to replicate the effect seen in KS2 and also to address early support for pupils.	£760
Resources	Resources will be funded to support all pupils (including disadvantaged) through identification of needs and improved academic outcomes.	Resources were targeted and used to aid the implementation of many of the programs listed above.	Resources clearly targeted at programs to support disadvantaged learners increase the potential for successes.	£3,290