



Pupil Premium Strategy Statement 2019/20

School Vision

All children, no matter what their circumstances, have the right to achieve highly. Where families are in receipt of the pupil premium, they will be given extra support to enable the gap to close. All staff will hold these families in high regard and monitor their progress and attainment, both academically and socially and emotionally, carefully to ensure they do not fall behind.

“Through love, courage and respect, we will strive to be a community of happy, aspirational individuals who care for ourselves and others. Through exploration, perseverance and reflection we will develop a love of learning.”

Pupil Premium Funding

Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2019/20:

- £1,320 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,300 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority (Pupil premium plus)
- £2,300 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangement order or a residence order

Service Pupil Premium (SSP)

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £300 for each eligible pupil.

The PP strategy will have a separate section for pupils eligible for Service Pupil Premium.

Pupil Premium Strategic Principles

Whole school ethos of attainment for all

- There is a culture of high expectations for all children.
- There is a belief that all disadvantaged children are capable of overcoming their personal barriers to succeed.
- Disadvantaged pupils and their families are supported and held in high regard by all members of staff.

Addressing behaviour and attendance

- A strong emphasis is based on developing positive behaviours for learning through our 'Behaviours for Learning'.
- The school uses a range of positive behaviour management strategies alongside our core Christian values of Love, Courage and Respect to effectively support pupils.
- Attendance is monitored and, when required, strategies are used to support families to improve attendance.
- Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

- The school ensures teaching is of a high-quality; responsive to on-going formative assessment to ensure disadvantaged pupils make good progress.
- Teachers are committed to building positive relationships with children who find learning challenging.
- Professional development is focused on securing knowledge and understanding around barriers to learning.
- When required, timely interventions are used, under the direction of the class teacher, to accelerate progress of individuals.

Meeting individual learning needs

- Professional development focusses on the understanding of children's barriers to learning, how these present in school and ways to overcome them.
- Learning gaps and misconceptions are quickly identified so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.
- Transition processes for disadvantaged pupils are carefully planned and implemented.

Data driven

- The progress of disadvantaged pupils is discussed at all pupil progress meetings. Actions are identified, implemented and regularly reviewed within each assessment phase.

Clear, responsive leadership

- The pupil premium governor regularly and pupil premium lead monitor the effectiveness of strategies every half term.

Deploying staff effectively

- Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils. Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Team member	Role
Headteacher	To review effectiveness of provision at each pupil progress meeting.
Pupil Premium Lead and SENDco	To support staff with CPD; To review effectiveness of provision at each pupil progress meeting.
Inclusion governor	To challenge and support the Pupil Premium Lead and SENDco termly using data, book look and a learning walk.
Review Dates for academic year:	21st Nov 2019 and 3rd Mar 2020

Current Profile						
Academic Year	2019/20	Number of Pupils eligible for PP	22% (52 out of 241).	Breakdown of PP Pupils		
NoR	241	Total PP budget	£64,760	FSM/Ever 6	Service	LAC
Date of Statement	Nov 2019	Review Date(s)	March 2020	30	18	4

Summary allocation of funding			
Teaching and Learning			
Funded item / initiative	Rationale	Barriers to overcome	Expenditure
Inclusion Lead non-contact time	Supporting teachers with CPD; Working with small groups in receipt of Pupil Premium	Teachers being up to date with strategies to support children in receipt of Pupil Premium; Children in need of extra catch up/pre teach time.	£12,140

DHT booster sessions for Year 6	Opportunities to give extra support small groups in receipt of Pupil Premium to enable catch up	Lack of support from home for home learning due to various factors such as unable to access online resources. Children in need of extra catch up/pre teach time.	£1,000
DHT extra support in class	Opportunities to work in class with PP children one day a week		£10,000
Inclusion lead supporting pupil premium children in groups	Opportunities to work in class with PP children one day a week		£8,000
SLT booster sessions for Year 6	Opportunities to give extra support small groups in receipt of Pupil Premium to enable catch up		£729
Year 6 Teacher after school sessions for booster	Opportunities to give extra support small groups in receipt of Pupil Premium to enable catch up		£1,175
Extra LSA support one afternoon a week	Opportunities to give extra support small groups in receipt of Pupil Premium to enable catch up		£1,800
Emotional, social and behavioural support			
Funded item / initiative	Rationale	Barriers to overcome	Expenditure
ELSA / Family support worker	ELSA / Family support worker to work with individual families and children to provide relevant support and build confidence in parenting capacity	Lack of supportive and trusting relationships for pupils to talk to about emotions and worries.	£18,825
After school provision	Mixing with a wider group of children; having opportunities to experience new activities with others	Restricted opportunities to access clubs and make friendships outside of school	£720
Enrichment			
Funded item / initiative	Rationale	Barriers to overcome	Expenditure
LSA running camouflage club	Mixing with other services families to share experiences and build relationships and resilience	Restricted opportunities to access clubs and hobbies, as well as and make friendships.	£1,348

Funded school trips across the academic year	Opportunities to experience new people and places, and become immersed in learning about their topic.	Limited funds mean pupils miss out on the opportunities to learn through first hand experiences.	£5,000
Sports coach allocated time 3 times a week	Opportunities to refine skills and have male role model time	Limited male role models for particular pupils Providing challenge and aspiration.	£1,700
Total Expenditure			£64,437

School Improvement Plan 2019/20 priorities for disadvantaged pupils <i>(Extracts from SIP that directly impact on PP outcomes – use school headings; leadership / quality of education / outcomes)</i>			
Objectives	Success criteria	Actions / professional development	Monitoring
Improve achievement for children with SEND and PP	Tracking documents show that the gap is diminishing.	<ul style="list-style-type: none"> • New SENDCo attends training provision and network meetings • Review of children’s targets and planning learning for that- Learning walks to see the ‘hour in a life of’ and ‘small’ data 	<ul style="list-style-type: none"> • Learning walks • Book looks • Pupil conferencing • Tracking documents
Raise profile of support for children in receipt of PP	All teachers and LSAs aware of who in their class is PP. PP children accessing appropriate provision	<ul style="list-style-type: none"> • CPOMS training and expectations for staff- so type of activities are consistent and procedures for sharing are similar • Bench mark CPOMS data at end of each ½ term • Review case studies for children with needs • Review documentation/chronology of support for key children 	<ul style="list-style-type: none"> • Learning walks • LSA meetings • Provision maps
Strategic developments 2019 -2020			

Professional development for all staff on removing barriers to learning
 Review current research on barriers to learning
 Tracking documents
 Provision maps across the school

Attainment KS2 (2019) Disadvantaged Pupils (PP / PP non SEN / PP & SEN)					
Percentage reaching expected standard	PP Outcomes (8 chn)	Non-PP Outcomes (17)	Gap	National Disadvantaged	National Non-PP Outcomes
Reading, Writing & Mathematics combined	62.5%	88%	25.5%	51%	70.8%
Reading	62.5%	88%	25.5%	62%	78%
Writing	87.5%	88%	0.5%	67.7%	83%
Mathematics	62.5%	94%	31.5%	67%	84%

Progress (2019) Disadvantaged Pupils				
	School PP Progress measure	School Non-PP Progress	National Disadvantaged Progress	National Non-PP Progress
Reading	+0.0	+1.2	-0.61	0.32
Writing	+2.6	+1.4	-0.51	0.26

Mathematics	-1.4	-1.6	-0.72	0.36
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Attainment KS1 (2019) Disadvantaged Pupils					
Percentage reaching expected standard	PP Outcomes	Non-PP Outcomes	Gap	National Disadvantaged	National Non-PP Outcomes
Reading, Writing & Mathematics combined	0%	81%	81%	49.8%	68%
Reading	20%	81%	61%	62%	78.4%
Writing	20%	74%	54%	55%	73%
Mathematics	20%	83%	63%	62%	79%

The impact of last year's pupil premium priorities and outcomes
<ul style="list-style-type: none"> Improve rates of progress for children entitled to pupil premium funding so that they make at least expected progress 86 % of PP children achieved the expected rate of progress in Teacher assessment across the school. Secure higher rates of progress across KS2 for high attaining pupils eligible for PP so that children achieve age-related expectations with greater depth. 100% of previously high attaining PP children achieved GDS in one or more subject. Children who achieved 2B or higher, or ARE/ ARE+ at the end of KS1 in RWM, achieve greater depth standard for combined reading, writing and maths. 63% of previously high attaining PP children achieved GDS in one or more subject. Improve language skills for pupils eligible for PP in Early Years. Helicopter stories introduced in Yr R 84% of children with PP achieved Communication and Language.

- Maintain the end of KS1 results so that they are in-line with, or above, national results.

KS1 results were below national results.

- Develop staff subject knowledge in addressing the needs of PP children with SEND pupils so that their needs are better met and they make typical progress based on starting points.

Pupil groups grid mapped across the school.

- Pathways identify Disadvantaged children

Increased attendance rates for pupils eligible for PP.

July PP non-attendance was 6.6% which is higher than national.

The impact of service premium for 2019/20 academic year

- A camouflage club was run weekly by an LSA. This enabled children to share common experiences, talk about shared emotions and to take part in activities, some of which included 'services' activities. Over the year, the children became more emotionally resilient and opened up to talking about their experiences with more ease. They also formed new friendships where they had common experiences and situations.
- Services children data: 100 % achieved Reading in KS2 SATs; 100% achieved Writing in KS2 SATs; 100% achieved Maths in KS2 SATs; % achieved combined in KS2 SATs; 50% achieved the higher standard in Reading; 50% achieved the higher standard in Writing; 50% achieved the higher standard in Maths; 50% achieved the higher standard combined