



Pupil Premium Strategy Statement 2019/20

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
- £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 arrangements order or a residence order

Service Premium

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 Premium

Pupil Premium Strategy Group

Team member	Role
Lisa Willis	Disadvantaged lead
Ali Lockwood	Disadvantaged lead advisor
Sarah Kitcher	SEN Disadvantaged advisor
Chris Chivers	Governor to Pupil Premium
Review Dates for academic year:	Data drops x 3 - November 2019

Pupil Premium Vision and Strategic Principles

Whole-school ethos of attainment for all

There is a culture of high expectations for all.
 There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.
 Disadvantaged pupils and their families are held in high regard.
 Leaders, teachers and other adults understand their role within the school's strategy which is shared with all.

Clear, responsive leadership

A Strategy Group, which includes senior leadership and a governor, review the effectiveness of strategies at the end of each assessment phase.
 Self-evaluation is rigorous and honest.
 The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.
 Leaders apply robust quality assurance processes and clear success criteria.

High quality teaching for all

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on-going formative assessment is essential to ensure disadvantaged pupils make strong progress.
 Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.
 Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.
 Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

There is a strong understanding of the barriers to learning and how these barriers present in school.
 Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.
 Learning gaps and misconceptions are identified and addressed 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 and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.
 PP leader used Venn diagrams to identify children who are not on track and codes SEN to identify and set high expectations.
 Accelerated progress must lead to higher attainment within an academic year and key stages.

Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning.
 The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.
 Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.
 Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

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.

Current Profile								
Year	2019-2020	Number of Pupils eligible for PP	58 Infant School 73 Junior School 131 Total	Breakdown of PP Pupils				
NoR	Infant School 197 Junior School 181	Total PP budget Per Pupil - £1320 Service Children - £300 LAC - £2300	Infant School: £78,240 PP £75240 SF £3000 LAC	Year Group	Sept	Nov	Feb	July
Date of Statement	July 2019	Review Date(s) November 2019	Junior School: £94,380 PP £91080 SF £3300 LAC	R	15	17		
National PP - 23%				1	16	17		
Infants R-Y2 (November) - 63/168= 37.5%				2	26	29		
Juniors (November) - 74/181= 41%				3	18	21		
				4	14	14		
				5	23	22		
				6	17	17		

Cohort Profile of Disadvantaged Pupils in Key Stage 1 and 2 2018 - 2019 (Does not include Service pupils)													
This section may not be published on website if individual pupils could be identified.													
						Profile of PP children - November 2019							
		Number and % of disadvantaged pupils eligible for PP		Number and % of pupils on SEN register		(ARE+) Pupils from EYFS or KS1				(GDS) Pupils from EYFS or KS1			
Year Group: September 2019	Cohort	Number	%	Number	%	R	W	M	C	R	W	M	C
EYFS	57	15	26	1	7								
Year 1	51	16	31	3	19								
Year 2	60	26	43	11	43								
Year 3	56	18	32	5	28								
Year 4	43	14	33	6	42								
Year 5	51	23	45	7	30								
Year 6	31	17	55	8	47								

Attainment KS1 (2018- 2019) Disadvantaged Pupils						
Percentage reaching expected standard	PP Outcomes	Non-PP Outcomes	School Gap	National Disadvantaged	National Non-PP Outcomes	National All
Reading, Writing & Mathematics combined	56	62	-6			
Reading	67	72	-5			75%
Writing	67	62	-5			69%
Mathematics	61	69	-8			76%

Attainment KS2 (2018- 2019) Disadvantaged Pupils						
Percentage reaching expected standard	PP Outcomes	Non-PP Outcomes	School Gap	National Disadvantaged	National Non-PP Outcomes	National All
Reading, Writing & Mathematics combined	60	75	-15	51%		65%
Reading	67	85	-18			73%
Writing	67	95	-28			79%
Mathematics	67	95	-28			78%

	Pupil Premium	Non - Pupil P	School gap	National all
Phonics Screening	64%	72%	-8%	82%

Key Challenges for Pupil Premium Pupils (Linked to school rationale, internal and external barriers for learning)

External barriers that may affect some disadvantaged pupils

Levels of parental engagement to support some pupils with learning at home.

Levels of absence for PP pupils.

Lack of access to wide ranging cultural opportunities and experiences.

Barriers for learning that make some disadvantaged less successful in their learning

Poor oral language skills - expressive and receptive language that hinders pupils' ability to write, reason and explain (impacting reading, writing and poor speech development resulting in pupils who are unable to articulate phonics sounds. maths).

Higher than National % of pupils with SEND needs

Number of pupils who need additional support to develop positive learning behaviours including pupils with attachment needs and other environmental factors.

Summary allocation of funding (April 2019 - April 2020)	Rationale	Expenditure
<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Yr R writing, curriculum and pedagogy • Year 1 pedagogy • Writing (R-6) • MITA scaffolding • Year 2, 5 and 6 outcomes • Developing reading across the school 	<ul style="list-style-type: none"> • To develop the key skills in writing across the EYFS phase, ensuring that all staff have an awareness of the process of writing. This ensures that the PP children get QFT. • Year pedagogy ensures that the PP children are clearly identified and that their profile is raised in planning. • The focus on writing across the school will allow clear journeys to be planned out carefully with PP children at the fore front of their thinking. • MITA scaffolding will allow the PP children to become increasingly independent. • High number of PP children in Y2, Y5 and Y6 - 43%, 45% and 55% PP. • Developing the love of reading throughout the school driven by our English lead. • Disadvantaged Lead to produce Venn diagrams to aid teachers planning for PP children 	<p>Purchase of books - library, reading, guided reading books and curriculum books</p> <p>PP lead time to analyse data and monitor provision.</p> <p>PP lead to do learning walk with PP children across phase to look at love of reading and how to develop it.</p>
<p>Emotional, social and behavioural support</p> <ul style="list-style-type: none"> • Forest Schools lead working with yr R and yr 3 and targeted pupils • Thrive CPD and role established across the schools • Young Carers lead working across the schools • Behaviour support workers mentoring and supporting pupils • Attendance officer disadvantaged families at risk of poor attendance • Service Families group support established 	<ul style="list-style-type: none"> • Forest schools' programmes have been successful at improving rate of progress in children's learning especially in Pupil Premium children • Thrive programme research based. Primary behaviour support and other network schools have shared evidence of impact when implemented at a whole school, small group and individual level. Initial school trial has shown positive impact for PP pupils (see case studies). • We believe our Young Carers would benefit from meeting together, talking and working together in different situations. These sessions will be used to support pupils' social and emotional wellbeing. • Attendance data for the school has historically been below National. Although improvements have been made further work is needed particularly with the most vulnerable pupils with PA. • Service families have stated that this is a service they feel their children would benefit from. DFE guidance states SF funding should be used to support pupils' social and emotional wellbeing 	<p>Forest school and Thrive sessions for targeted pupils.</p> <p>Young carers support groups.</p> <p>Pastoral team mentoring our PP children.</p> <p>Attendance officer.</p> <p>Service families group led by SEND team</p>

Enrichment <ul style="list-style-type: none"> Planned programme of trips and experiences through the new school curriculum Clubs (PECS and school led) HIAS music service 	<ul style="list-style-type: none"> All children have the right to a broad and balanced curriculum. The trips and clubs planned give PP children access to opportunities that may not be afforded to them without our intervention. HIAS music service gives PP children equal access to an enriched curriculum. 	Funds to allow PP children to engage in a broad curriculum
Total Expenditure		

School Improvement Plan priorities for disadvantaged pupils. Extracts from School Improvement Plan (SIP) for full details around actions and monitoring					
Area of Focus	Expected Impact	Actions	Resources/ Timings	Monitoring	Evaluation / Impact
Improve standards in phonics (Nursery, Year R and Year 1) (SIP 1a)	To raise standards in line with National figures	<ul style="list-style-type: none"> Continue to focus on writing process Staff are clear on the writing process PP shown on planning Phonics Lead and HOS take part in Phonics Project and carry out full audit and actions to improve provision 	Phonics project - resources to support the teaching of phonics. Purchase of reading books that are close to the phonic stage they are working on.	Learning walks Book scrutiny Pupil conference Analysis of phonic data See SIP	
Improve standards in fluency, confidence and enjoyment of Reading (SIP 1b)	To raise standards in line with National figures	<ul style="list-style-type: none"> Build a love of reading into everyday school life. Children develop a greater love of reading through spending time in the Discovery Centre. Focus on reading corners/nooks/opportunities and developing a curiosity about books. Reading across the wider curriculum 	Purchase guided reading sets	Reading domain analysis Learning walks Book scrutiny Pupil conference See SIP	
Improve standards in Writing (SIP 1c)	To improve standards in line with national figures.	<ul style="list-style-type: none"> Planning review with PP children in mind to ensure challenge Focus on Junior spelling Embed Kinetic Writing R-4 Rapid phonics 	Autumn and Spring Kinetic writing training	Learning walks Book scrutiny Pupil conference Analysis of data	

		<ul style="list-style-type: none"> • Y2 writing group led by SEND team • Lead to follow trail from writing group to classroom • Book driven curriculum in EYFS 		See SIP	
Improve standards in Maths	To raise standards in line with National figures	<ul style="list-style-type: none"> • PP lead to monitor domains with Maths lead. • Monitor TT rock stars across KS2 • Maths conferences PP to identify common barriers to learning by PP lead. 	TT Rock stars PP lead release time	Learning walks Book scrutiny Pupil conference Analysis of data See SIP	
Improve attendance rates in the Infant School (2a)	To improve the attendance of PP children in Infant school.	<ul style="list-style-type: none"> • Attendance Officer to investigate barriers surrounding PP children & their attendance. • Develop school support and challenge systems 	Attendance officer	Half termly reports to HOS, FGB and PP lead.	
Developing leaders to have impact	To narrow school gap between PP and non-PP children	<ul style="list-style-type: none"> • Venn diagrams to support teachers to see clear next steps for their PP pupils 	PP lead release time		

The impact of the funding allocations and improvements outlined in the PP strategy 2019-2020 (To be updated from SIP/PP monitoring)

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