

Pupil Premium Strategy Statement 2019 - 2020

1. Summary information					
School	Prior Weston Primary School and Children's Centre				
Academic Year	2019 / 2020	Total PP budget	£201,935 Actuals £195,320 (based on 145 pupils)	Date of most recent PP Review (external)	May 2018
Total number of pupils	409	Number of pupils eligible for PP	145	Date for next internal review of this strategy	Jan 2020.

2. Current attainment - 2018/19 *unvalidated		
	<i>Pupils eligible for PP (national)</i>	<i>Pupils not eligible for PP (national average)</i>
Year 1 – Phonics Screening Check	92.9%	84.4%
Year 2 – Phonics re-ceck	50%	57%
Key Stage 1 Attainment:		
% achieving expected level+ in reading	55.6%	78.9
% achieving greater depth in reading	16.7	44.7
% achieving expected level+ in writing	55.6%	78.9%
% achieving greater depth in writing	0%	28.9%
% achieving expected level+ in maths	44.4%	76.3
% achieving greater depth in maths	0%	36.8%
Key Stage 2 Attainment:		
% achieving expected level+ in reading, writing and maths	56%	74.1%
% achieving greater depth+ in reading, writing and maths	0%	25.9%
% achieving expected level+ in reading	68%	81.5%
% achieving greater depth in reading	20%	59.3%
% achieving expected level+ in writing	76%	77.8%

% achieving greater depth in writing	4%	40.7%
% achieving expected level+ in maths	80%	81.5%
% achieving greater depth in maths	12%	37%
Key Stage 2 – Progress:		
Scaled score progress in reading	-1.26	3.33
Scaled score progress in writing	-1.75	0.13
Scaled score progress in maths	0.79	0.35

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

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

A.	Historical underachievement of PP pupils across the school from Reception to Year 6.
B.	Historical lack of understanding amongst staff of issues that may face PP pupils and how these are best mitigated.
C.	PP pupils are attaining below all pupils in most year groups and need to make accelerated progress to be in line with national.
D.	More than a third of PP pupils have SEND.
E.	Most able PP pupils are not achieving the higher standard in reading, writing and maths combined at the end of KS2.
F.	Legacy of inconsistency in quality of teaching and high expectations.

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	High levels of deprivation – the school's deprivation indicator is 0.5, which is significantly higher than the national average of 0.24.
F.	Some low aspiration in the community.
G.	Inaccuracy of Pupil Premium eligibility, e.g. siblings/twins –one eligible, one not.

4. Desired Outcomes

Success Criteria

A.	KS2 – The gap in attainment between Pupil Premium and non-Pupil Premium pupils has started to close (2018-19) but needs to further close.	Gap continues to narrow between Pupil Premium and non-Pupil Premium pupils.
B.	KS1 and EYFS – Attainment of Pupil Premium pupils is to be in line with or above national.	Attainment is in line with or above national at end of KS1 and EYFS.
C.	Y1 Phonics Screener - Attainment of Pupil Premium pupils is now in line with the national (2018-19) and this needs to continue.	Attainment is in line with or above national in Phonics Screener.

D.	Accelerate progress of more able Pupil Premium pupils so that there is an increased percentage of them working above national expectations at all key benchmarks.	An increased % of Pupil Premium children achieving greater depth at the end of Reception, Y1 Phonics Screener, KS1 and KS2 SATs. Data to show more able Pupil Premium pupils are in line with more able PP nationally.
E.	Targeted provision and additional support for Pupil Premium SEND pupils.	Increased % of SEND PP Pupils making at least expected progress.
F.	Attendance of Pupil Premium pupils has improved by 1% (2018-19) and this needs to continue.	PP attendance is at 96%. Reduce the persistent absence rate.
G.	Increased parental engagement of Pupil Premium pupils was recorded for Parent Evening Consultations (2018-19). This needs to continue.	High attendance rate of parents at curriculum events / workshops / parent evenings. Evidence of parents engaging more effectively with learning and, as a result, targeted pupils make good progress.

5. Rationale for approach to Pupil Premium Strategy

A review of Pupil Premium strategy, spend and impact was carried out in June 2018 with Lynne Gavin, Head Teacher at Pakeman Primary. From this, the Pupil Premium Strategy moved to an evaluative approach and this will continue. It is based on the following four key elements:

DATA:

Ensure clarity around areas of underachievement in school and significance of PP within this (e.g. year groups, subjects, ethnic groups, ability groups, and other factors groups such as high mobility and low attendance) – ensure this includes the more able PP children.

BARRIERS:

Identify external and internal barriers to achievement for PP children (whilst many children may experience these barriers, the effects are likely to be compounded for PP children).

RESEARCH USE:

Proposals for approaches and interventions should be based on school, local and national research and best practice.

RANGE OF PROVISION:

'One size fits all' is not the answer. Overall, teaching and learning interventions should account for about 80% of spend (including staff costs, CPD, etc.), other (e.g. pastoral, CP, etc.) about 20%. This strategy has been written using this evaluative approach.

6. Planned expenditure

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Academic year		2019 / 2020			
Year Group	Item/Project	Cost	Evidence/Rationale	Objective	Outcome
Y5/6	Yr.6 Booster Groups before and after school, Easter School (3 hours x 2)	£14,000	Analysis of Booster Groups has shown excellent rates of progress for children in Yr.6.	To maximise learning time through extended day and holiday provision. Development of Maths and English skills through Gap Analysis, addressing misconceptions and SATs-style activities/revision.	Close the gap in attainment between Pupil Premium and non-Pupil Premium pupils in Maths and English. KS2 higher attaining PP pupils are attaining in line with national expectations.
	HLTA small group work and 1:1 tuition	£10,000	Target Tracker data, teacher assessments and outside agency reports will be used to select PP pupils for small group/1:1 tuition and interventions.	Development of Maths and English skills through 1:1 and small group targeted support.	
	Additional TA small group work and 1:1 tuition	£10,000		Address misconceptions and consolidate learning via Gap Analysis of SATs revision papers/teacher assessments. Use findings to plan for group work and 1:1 tuition.	
	Action Tutoring	£6150	Assessment data from Target Tracker will identify up to 20 Year 6 target children (Autumn & Spring) and up to 15 Year 5 target children. Action Tutoring administers baseline and progress tests, producing an impact report. External evaluations show improvements in children's subject knowledge, confidence and study skills.	Raised self-esteem, improved subject knowledge and use of study skills strategies.	
	The Brilliant Club	£1920	Proven to impact on higher/middle attaining PP pupils. The Brilliant Club gains evidence from pre and post-intervention surveys. It produces an impact report.	To raise the aspirations of higher/middle attaining PP pupils. They achieve at least in line with national expectations.	

	Lunch Clubs: Yr.5 PPG Reading Coaches for Yr.1 & 2 PPG chn. Brilliant Club children's lunchtime Homework Club	No Cost	Providing children with additional learning opportunities can help to accelerate their progress. Disadvantaged children are more likely to complete homework when offered support in school.	To improve Yr.1 children's reading accuracy.	The pupils have an increased self-esteem. The Brilliant Club pupils develop have opportunities to develop and use their higher order thinking skills.
	Regular Raising Attainment Meetings (Y6)	No Cost	Scrutiny of attainments/assessments facilitates effective identification of needs and related planning for them.	To track pupils closely to ensure needs are identified, measured and met.	Close the gap in attainment between Pupil Premium and non-Pupil Premium pupils in Maths and English.
	Half-Termly Upper School Careers Assemblies	No Cost	Research from 'Primary Futures' shows that when children are made aware of higher education options and career paths, they are more likely to want to pursue them.	To raise the pupils' educational and career aspirations.	Each half-term, a professional (usually with a higher education background) delivers an assembly. Pupil feedback shows interest in pursuing higher education and related career paths.
Y3/4	HLTA small group and 1:1	£10,000.00	Target Tracker data, teacher assessments and outside agency reports will be used to select PP pupils for small group/1:1 tuition and interventions.	To provide targeted support for PP pupils including those with SEND.	Close the gap in attainment between Pupil Premium and non-Pupil Premium pupils in Maths and English. These children make good to accelerated progress as shown via Impact Maps.
	Intervention support led by TAs	£8,000.00			
Y1/Y2	Intervention support led by TAs	£2,000.00	Target Tracker data, teacher assessments and outside agency reports will be used to select PP pupils for small group/1:1 tuition and interventions.	Targeted support for Pupil Premium pupils	Phonics scores are in line with or above national
	HLTA small group and 1:1	£10,000.00		Targeted support for Pupil Premium pupils with SEN Improved phonics knowledge Improved reading levels (accuracy/comprehension) Improved Maths skills	At end of KS1 attainment is in line with or above national

	Lunch Clubs: Yr.5 PPG Reading Coaches for Yr.1 & 2 PPG chn.,	£1000		Develop reading accuracy skills and foster a love of reading.	
	Regular Raising Attainment Meetings (Y2)	No Cost	Scrutiny of attainments/assessments facilitates effective identification of needs and related planning for them.	To track pupils closely to ensure needs are identified, measured and met	Close gap in attainment between Pupil Premium and non-Pupil Premium pupils in Maths and English.
	Creative Home packs	£62.52 for Y1 & Reception	Research shows that children who engage in creative activities at home increase their chances of applying themselves to school work. Concentration skills and self-esteem are raised.	To provide Yr.1 (and Reception) PPG children with Creative Home Packs. Children engage in creative activities at home, preferably with their parent/carer.	Feedback from parents indicates that children are using the packs. Parents are more engaged in their children's learning, resulting in pupils making good progress.
EYFS	Introduction of Wellcomm	No Cost (Purchased last year)	The EEF highlights the benefit of oral language intervention for EYFS. Intervention will target low levels of language skills and poor communication.	Improve basic language skills and vocabulary building. Building basic literacy and numeracy skills. Targeted support for PP children with SEN	At end of EYFS attainment is in line with or above national. Gap between Pupil Premium and Non Pupil Premium has diminished. Increased self-confidence, greater independence
	Creative Home packs	£262.52 for Y1 & Reception	Research shows that children who engage in creative activities at home increase their chances of applying themselves to school work. Concentration skills and self-esteem are raised.	To provide Reception (and Yr.1) PPG children with Creative Home Packs. Children engage in creative activities at home, preferably with their parent/carer.	Feedback from parents indicates that children are using the packs. Parents are more engaged in their children's learning, resulting in pupils making good progress.

Whole School	Increase Pupil Premium Grant Uptake	£5,000 – allocated hours of Comms post	Introduce screening process for all families as part of admission procedure. SIP reports this has increased uptake in other schools. Currently, there are siblings of PP children who have not been enrolled. There are children who may be entitled but have not been enrolled.	Increase PPG uptake so that the PPG budget is accurate.	All families are screened upon entry. All non-PPG siblings of PPG children are identified and engage in enrolment process. Other children entitled to PPG are identified and screened.
	Pupil Premium Champion & Learning Mentor	£65,000	Teacher to champion PP pupils, leading on and delivering provision across the school, measuring impact and ensuring good value for money. Learning Mentors are proven to be an effective intervention to support children's attitudes to learning and their well-being.	Identify needs, effective provisions/interventions in place, impact of interventions is measured. Pupils' are given the best chance of effective transition to secondary school.	Close gap in attainment between Pupil Premium and non-Pupil Premium pupils in Maths and English. Pupils with social and emotional difficulties make at least expected progress.
	Middle Leader release to support teaching and learning – learning walks, book looks, planning support	£6,400.00	Research shows that within school variance can have a negative effect on progress, especially for disadvantaged pupils.	Ensure quality first teaching Sharing best practice Ensuring more accurate data Ensuring effective interventions	Close gap in attainment between pupil premium and non-pupil premium pupils in maths and English
	Homework Club	No Cost	Research shows that disadvantaged pupils are more likely to abstain from homework than advantaged pupils. A club enables disadvantaged pupils to receive the support that is unavailable at home.	Pupil Premium Champion facilitates Homework Club on a voluntary basis. Parents are not charged.	Close gap in attainment between Pupil Premium and non-Pupil Premium pupils in Maths and English.
	Assessments – SEN and dyslexia	£6,000.00	Early identification and intervention.	To identify needs as early as possible, put interventions into place, resulting in pupils making steady progress. Evidence for Requests for Statutory Assessment - results in quicker issue of EHCP	Pupil Progress pupils with SEND make at least expected progress

	Family Support Work - Family engagement	£15,000.00	Targeting/supporting parents has been a successful intervention.	Supporting parents to overcome barriers to children's learning. To increase engagement of parents in learning. Regular Team Around the Child meetings	Parents more engaged in their children's learning, resulting in pupils making good progress. Increased attendance of parents at curriculum events and workshops.
	Family Support Work - Attendance Monitoring	£8,000.00	Monitoring of attendance leads to an improvement in both punctuality and attendance	Target families to improve attendance and punctuality	Improved attendance Attendance of Pupil Premium pupils is in line with non-Pupil Premium pupils Reduce persistent absence
	Targeted Parents' Meetings	£2,000.00	Engaging parents and involving them in their child's learning	To increase parental engagement	Parents of PP pupils are engaged in school, attend meetings, and support their children.
	Targeted extended school places including Breakfast Club and Night Owls	£12500.00	Experience has shown that providing targeted places improves attendance as well as attitudes to learning.	To improve attendance and punctuality of Pupil Premium pupils To improve their social skills	Children have a good start to the day with a healthy breakfast. Children take part in a range of enrichment activities.
	Play Therapist	£2160.00	Proven therapeutic intervention. EEF states that this can have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment.	To support children with significant social and emotional difficulties whose trauma is affecting their learning and their attainments.	Pupils with significant social and emotional difficulties make at least expected progress.
RWInc Training and resourcing £1500					
Total budgeted cost		£195392.52			

Reviewing Implementation

Regular monitoring of progress

Termly Pupil Progress Meetings (review of impact)

Regular Pupil Progress Meetings for Yr.2 and Yr.6 (review of impact)

Termly summative assessments

Review of Pupil Premium Spend: Summer 2019