



PUPIL PREMIUM STRATEGY STATEMENT 2019 – 2020 Governors

SUMMARY INFORMATION: Published Sept 2019		Reviewed July 2020	Written by: B Ross		Approved by: E Essex
Total numbers of pupils on role	312	Total numbers of pupils eligible for pupil premium funding	F1 – 6: 90 Y1 – 6: 81	Percentage of pupils with Pupil Premium Y1 - 6	41%
IN-SCHOOL BARRIERS (issues to be addressed in school, such as poor oral skills)					
1.	Low speech and language skills on entry.				
2.	Low aspiration of PP children and families.				
3.	Narrow experiences of PP children. This impacts on understanding of other curriculum areas especially S and L and reading.				
4.	Difficulties in managing emotions and feelings. This impacts on attendance, punctuality and ability to learn.				
5.	Pupils enter school well below national averages in most areas of the EYFS curriculum				
EXTERNAL BARRIERS (issues which require outside action, such as low attendance)					
1.	Attendance and punctuality rates for PP children are below Non PP.				
2.	Many families require parental support				
3	The school is in the 10% of most deprived schools nationally with all of the associated barriers to learning				
OUTCOMES					
1.	Improved S and L skills throughout school of PP children so they are in line with All children				
2.	Improved aspiration of PP children				
3.	Increased awareness of how to motivate self and achieve				
4.	Increased attendance rates for PP children so it is consistently above 95%				
5.	Being PP will not be a barrier to PP children achieving their potential..				
6.	Both groups of children (FSM and FSM6) will have been identified and shown improvement.				

Data 2018 - 2019	Attainment All	Attainment PP	Attainment Gap	Progress score All	Progress score PP
Reading	70	60	-10	1.2	-1.8
Writing	73.3	66.7	-6.6	2.3	-1.5
GPS	73.3	60	-13.3		
Maths	73.3	60	-13.3	0.1	-2.8
Combined	70	60	-10		

GAP BETWEEN SCHOOL PP AND NATIONAL NON-PP NARROWED FROM -17.4% TO -11%

KEY IMPACT FROM 2018 - 2019

Development Area	Key Summary	Evidence of Impact
Speech and Language	<ul style="list-style-type: none"> • High profile across school • Data evidence to show impact 	<ul style="list-style-type: none"> • All year groups have implemented S and L interventions with positive impact on reading and writing • Early years data shows good or better progress
<p>Improved progress and attainment for FSM and FSM6 children in reading; writing and maths through “Quality First” teaching and targeted interventions from TAs</p>	<ul style="list-style-type: none"> • Closely monitored across school • Data evidence to show impact across all key stages • PP children should be making accelerated progress in order to close the gap so this will be a focus for next year. 	<ul style="list-style-type: none"> • Across school Progress and attainment of PP/FSM children has been closely monitored and tracked and findings fed back to staff. • At end of KS1 PP children did not make the same progress as, or attain as highly as All other children however 6/17 PP children were on the SEN register with 4 of these children working at P levels. With these children taken out PP children have made better progress than All children. • At end of KS2 PP/FSM children have attained slightly below All children. They have made the same progress as All children. However, 6 out of the 15 PP children are on the SEN register and 1 child has EAL. • Data showed that 95% of Interventions had a positive impact on children's learning
<p>Improved progress and attainment of HA PP children through interventions.</p>	<ul style="list-style-type: none"> • Data shows PP children not attaining as highly as non-PP so focus for next year. 	<ul style="list-style-type: none"> • Data shows that whilst some improvements have been made HA PP children are not performing as well as All children.
<p>Emotional and social issues do not stop PP children make expected or better progress</p>	<ul style="list-style-type: none"> • Analysis shows positive impact on emotional well-being of children ensuring they are able to learn 	<ul style="list-style-type: none"> • Intervention analysis showed that all PP children who required an emotional well-being intervention received one • None of the children who have had emotional well-being support have had an exclusion; behaviour slip or have been on behaviour report. The vast majority of this group have made at least 2 points progress across the year.
<p>Raised profile of PP children across school</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Each class has identified PP children with their known barrier to learning and interventions in place. Mentoring if needed
<p>Forest School</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • All Early Years and KS1 children who are identified as PP have had access to Forest School.
<p>PP children have the ability to motivate themselves and widen their experiences outside of school.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • All PP children have been supported in this
<p>Increased attendance rates</p>	<ul style="list-style-type: none"> • Data shows improved attendance however PP children's attendance is not as good as non-PP children and so this continues to be a focus. 	<ul style="list-style-type: none"> • From 3/9/18 – 26/6/19 PP attendance was 95.4%. This compares to non PP attendance of 96.8%. This is an improvement on last year.

AREAS OF DEVELOPMENT FOR 2019 - 2020

Development Area	Action
Speech and Language	<ul style="list-style-type: none"> • Staff training on developing language skills including effective questioning techniques. Whole school focus.
Improved progress and attainment for FSM and FSM6 children in reading (including phonics) ; writing and maths	<ul style="list-style-type: none"> • Quality First teaching through robust CPD • TA targeted support during lessons • PP Intervention teachers in Years 1 – 6 • Targeted focused interventions based on what has been proven to work.
Improved progress and attainment for HA PP children	<ul style="list-style-type: none"> • Targeted support provided in class through Mastery teaching • Interventions on developing HA skills
TAs in classrooms are responsible for the day to day welfare of PP children ensuring that they are accessing lessons and supporting them in their learning	<ul style="list-style-type: none"> • TAs aware of and target PP children in lessons supporting with academic achievement and ensuring PP children are ready and able to learn.
Emotional and social support	<ul style="list-style-type: none"> • A range of emotional and social interventions targeted where needed for children including nurture provision. This support covers: 1:1 support outside of the classroom; small group support outside of the classroom; Forest schools; nurture café; mentoring.
Raised profile of PP children across school	<ul style="list-style-type: none"> • Staff responsibility chart identifying key responsibilities and accountability in all areas of the curriculum • TAs with PP responsibility across school.
Forest School	<ul style="list-style-type: none"> • All PP children have the opportunity in Early Years and KS1 to attend Forest schools. Targeted PP children in KS2 have the opportunity to attend Forest school sessions
PP children have the ability to motivate themselves and widen their experiences outside of school.	<ul style="list-style-type: none"> • Metacognition and self-regulation are embedded practice in school. CPD provided for all staff to develop this.
Attendance	<ul style="list-style-type: none"> • In-school monitoring and support. Attendance officer support if needed
Contingency funding for personalised interventions	<ul style="list-style-type: none"> • Eg Trips; Hathersage;

GLOSSARY:

FSM	Children currently receiving Free School Meals
FSM6	Children who have ever received Free School Meals
Pupil Premium (PP)	Children in receipt of the additional funding. This is all FSM6 children plus Service Children plus Looked After Children (LAC)
Disadvantaged Children	Another way PP children are referred to

Useful summary: think we can feel confident about this as long as we are doing all of the things we have agreed to....

In conclusion, according to the most recent OFSTED guidelines it is important for schools to reflect on whether they have:

- . A shared vision for disadvantaged pupils
- . High expectations for all
- . The best teachers and high quality adult support
- . A Pupil Premium champion
- . Knowledge of the strengths and weaknesses of provision
- . An accurate method of tracking progress, including a way of measuring pupils' starting points
- . Governors that hold them to account
- . Evidence of what PPG has been spent on and what has been effective.