

# Pupil premium strategy (Primary)



1. Summary information			
School	Parish CE Primary School		
Academic Year	2019-2020	Total PP budget	£122,680
Total number of pupils	622	Number of pupils eligible for PP	77

2. Current attainment			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	64.7%	69.0%	
% achieving expected standard or above in reading	88.2%	78.9%	
% achieving expected standard or above in writing	76.5%	87.3%	
% achieving expected standard or above in maths	70.6%	83.1%	
Progress in reading	2.1	1.0	
Progress in writing	2.2	3.0	
Progress in maths	0.4	2.3	

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Some pupils are working below age related expectations due to conceptual gaps and misconceptions in their learning.
B.	Some pupils have limited speech and language skills, which impacts on their vocabulary.
C.	Emotional and mental wellbeing needs prevent some pupils being able to access learning.
<b>External barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
D.	Inconsistencies in attendance and punctuality impact progress.
E.	Lack of access to resources and life experiences result in lack of cultural capital.

<b>F.</b>	Instability at home results in a lack of routine and opportunities to reinforce progress through home learning.	
<b>4. Desired outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	<p>Quality first teaching ensures PP pupils make or exceed expected progress and achieve age related expected standards.</p> <p>Tailored early interventions target conceptual gaps and misconceptions.</p>	<p>% of PP pupils achieving above average progress increases in reading, writing and particularly in maths.</p> <p>% of PP pupils achieving or exceeding age related expectations increases.</p>
<b>B.</b>	Vocabulary is taught explicitly and is reinforced by specialist speech and language support ensuring levels of oracy across the school improve.	<p>Planning highlights vocabulary to be taught.</p> <p>Working walls show key vocabulary</p> <p>CPD form S&amp;L specialist</p> <p>TA and family worker provide regular 1-1 support and narrative groups</p>
<b>C.</b>	Emotional and mental health needs of all pupils are met enabling them to focus on learning and progress.	<p>Concentration and progress in class increase as pupils are ready to learn</p> <p>Support form specialists (e.g. Trailblazers project) and family worker increases positive learning attitudes</p>
<b>D.</b>	Attendance of PP pupils is in line with of exceeds national target.	Attendance for PP pupils is at or exceeds 96%
<b>E.</b>	Pupils are able to access range of opportunities and will be exposed to a broad curriculum providing them with the ability to participate in a wide range of activities.	<p>PP have resources necessary to engage in learning.</p> <p>Extra curricular activities, before, during and after school target PP children to increase their cultural capital.</p>

F.	Pupils are resilient, proactive and responsible. Support for parents results in greater engagement in child's learning and progress.	Children are ready to learn and complete home learning tasks.  Parents/carers attend open evenings and work with family worker to provide stable home environment and strengthen parent partnerships.
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## 5. Planned expenditure

<b>Academic year</b>	<b>2019 2020</b>
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Quality first teaching ensures PP pupils make or exceed expected progress and achieve age related expected standards.	Bespoke CPD linked to SIP, and appraisal to develop and embed pedagogy and high quality teaching.	EEF research 'The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers  EEF Toolkit: Feedback has very high effects on learning (can be up to 8 months benefit)	Reorganise meetings and training sessions to ensure all staff attend relevant training.  Coaching and mentoring by SLT and TIP to develop pedagogy.  Monitoring cycle focuses on feedback.  SLT tailored projects linked to NPQ qualifications	SLT	Termly

<p>Vocabulary is taught explicitly ensuring levels of oracy across the school improve.</p>	<p>Training and support for staff from S&amp;L specialist.</p> <p>Narrative groups</p> <p>Review of curriculum plans and classroom displays to reflect key vocabulary</p> <p>Increase P4C sessions and opportunities for children to develop skills</p>	<p>Research has shown that there is a significant vocabulary gap on school entry between disadvantaged children and their peers</p>	<p>Regular support from EAL and S&amp;L specialists including CPD, team teaching and resource sharing.</p> <p>Learning walks, moderation and pupil voice show an increase in oracy.</p> <p>Monitoring of provision</p>	<p>SLT</p> <p>SALT</p> <p>All staff</p>	<p>Termly</p>
<p>Emotional and mental health needs of all pupils are met enabling them to focus on learning and progress.</p> <p>Pupils are resilient, proactive and responsible</p>	<p>CPD for staff on P4C. Mindset and SEND.</p> <p>Curriculum designed to present pupils with appropriate challenge and incorporates critical thinking and life skills.</p> <p>Collaboration with the Trailblazer project to support pupils with emotional needs</p>	<p>EEF: metacognition and self-regulation approaches have consistently high levels of impact. These strategies are most effectively taught in collaborative groups</p>	<p>Regular sessions timetabled in all year groups.</p>	<p>SLT</p> <p>All staff</p>	<p>Termly</p>

Pupils are able to access range of opportunities and will be exposed to a broad curriculum providing them with the ability to participate in a wide range of activities.	<p>Redesign of curriculum to meet needs of all pupils at Parish</p> <p>Use of specialist teachers for PE, Spanish, Music and Computing</p> <p>Development of enrichment and challenge curriculum</p>	Ofsted: 'A broad and balanced curriculum inspires children to learn. A range of subjects and courses helps children acquire knowledge, understanding and skills in all aspects of their learning.'	<p>Curriculum designed collaboratively with input from specialist subject leads.</p> <p>Subject leaders for all curriculum areas with equal importance.</p> <p>Monitoring and evaluation as part of monitoring cycle</p>	<p>SLT</p> <p>Subject leaders</p> <p>All staff</p>	Termly
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**Total budgeted cost** £65,000

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Tailored early interventions target conceptual gaps and misconceptions.	Year group support provided by class teacher or specialist TA	EEF: targeted small group and 1:1 interventions have the potential for the most immediate impact	Y1 Pippin Y2 -Y6 Class teacher focussed group based on gap analysis and PPR	SS AHT	Half Termly

<p>Specialist speech and language support</p>	<p>Speech and language therapist services employed to work with identified children Speech and Language</p> <p>TA to work with S&amp;L and deliver well planned interventions</p> <p>Family worker runs narrative groups for EYFS, ensuring Early Intervention.</p>	<p>EEF: targeted small group and 1:1 interventions have the potential for the most immediate impact</p>	<p>Dedicated speech and language TA to collaborate and work alongside the school therapist and deliver daily interventions to pupils.</p> <p>Impact will be closely monitored by both class teachers and SENDCO</p>	<p>MB JH TK</p>	<p>Half Termly</p>
<p>Emotional and mental health needs of all pupils are met enabling them to focus on learning and progress.</p>	<p>School counsellor to work with individual pupils</p> <p>Family Worker provides Listening Ear and support groups</p> <p>Participation in Trailblazer Project including workshops for pupils, parents and staff.</p> <p>Lunchtime Nurture Group and Quiet Area</p> <p>Nurture Group</p>	<p>Evidence shows that children who are emotionally ready for learning will succeed. For many PP children this is not the case.</p>	<p>Weekly 1-1 sessions with school counsellor</p> <p>Developing role of Family Worker to meets current needs of pupils</p> <p>Supervision for family worker and key staff</p> <p>CPD for staff and 1-1 support for pupils and parents</p> <p>Nurture Group run by specialist TAs</p>	<p>SENDCO SLT</p>	<p>Half Termly</p>
<b>Total budgeted cost</b>					<b>£48,000</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Attendance of PP pupils is in line with or exceeds national target.	Attendance officer and AHT responsible for tracking, monitoring and liaising.  Use of breakfast club	EEF research: Evidence shows that parents are given better more frequent information they are more likely to act differently	Weekly analysis of attendance  Half termly meetings AHT, EWO, attendance officer and feedback to staff  Attendance reported on newsletters  Rewards for classes with highest monthly attendance  Praise postcards for improved attendance	AHT  SENDCO  All staff	Half termly
Extra curricular provision	Expanding child's cultural capital by participating in extra curricular clubs  Partnership with Trinity Secondary School - SREM projects	Wider strategies aim to break down non academic barriers	Financial support/free places on trips and visits  STEM Challenge activities for disadvantaged Y5 pupils	SLT	Half termly
Support for parents results in greater engagement in child's learning and progress.	Coffee mornings and catch up sessions.  Personalised approach e.g. transport to meetings	Wider strategies aim to break down non academic barriers	Half termly meetings with AHT to improve parental partnerships.	SENCO AHT	Half termly
<b>Total budgeted cost</b>					£10,000

**6. Additional detail**

**6. Review of expenditure** *(to be completed at end of year)*

**Academic Year**

**2019 2020**

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Quality first teaching ensures PP pupils make or exceed expected progress and achieve age related expected standards.	Bespoke CPD linked to SIP, and appraisal to develop and embed pedagogy and high quality teaching.	Pupil learning engaged more widely and opportunities to succeed in areas of the curriculum that suit personal interests of the pupils  Peer observation and lesson observations using coaching method to develop all teachers	<b>This will continue into next year with impact of COVID</b>	£55000
Vocabulary is taught explicitly ensuring levels of oracy across the school improve.	Training and support for staff from S&L specialist.  Narrative groups  Review of curriculum plans and classroom displays to reflect key vocabulary  Increase P4C sessions and opportunities for children to develop skills	Vocabulary learning being built into curriculum to improve wider knowledge.  Staff meetings changed to different days to ensure job share teachers still received training.  NPQSL research projects looking at curriculum and PP children  NPQML focus on P4C - strong structure and support for staff which has enabled children to articulate their feelings and opinions.  Learning walk and feedback given to staff		



<p>Emotional and mental health needs of all pupils are met enabling them to focus on learning and progress.</p> <p>Pupils are resilient, proactive and responsible</p>	<p>CPD for staff on P4C. Mindset and SEND.</p> <p>Curriculum designed to present pupils with appropriate challenge and incorporates critical thinking and life skills.</p> <p>Collaboration with the Trailblazer project to support pupils with emotional needs</p>	<p>Trailblazers team worked with Y5 and 6 pupils and provided training to staff.</p> <p>Welcare referrals 8 children (Spring) focusing on resilience, self-esteem and anger management - all having positive impact on behaviour for learning in classroom.</p> <p>1-1 sessions for families helping them to overcome difficulties and manage worries.</p>		
<p>Pupils are able to access range of opportunities and will be exposed to a broad curriculum providing them with the ability to participate in a wide range of activities.</p>	<p>Redesign of curriculum to meet needs of all pupils at Parish</p> <p>Use of specialist teachers for PE, Spanish, Music and Computing</p> <p>Development of enrichment and challenge curriculum</p>	<p>Medium Term planning in place to support teaching of specific vocabulary and progression of skills.</p> <p>Audit of clubs that staff were able to run to provide a wide range of opportunities for children.</p> <p>More able lead attended conference and has disseminated information to staff and used strategies to challenge more able pupils.</p> <p>Curriculum plans written by subject leads ensure a broad and balanced curriculum with secure content</p>		
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p>Tailored early interventions target conceptual gaps and misconceptions.</p>	<p>Year group support provided by class teacher or specialist TA</p>	<p>Early interventions good in Year 1. Y2 – Y6 interventions much more focused</p> <p>EP identified barriers to learning and shared strategies</p> <p>Use of specialist teachers has enable release time for class teachers to provide focussed support</p> <p>Y1 Pippin - children rotated regularly when progress made, leading to higher phonics results.</p> <p>PPR meetings focus on key children and vulnerable groups - teachers more aware of needs and strategies to support them.</p>	<p>Improved confidence and readiness to learn back in the classroom- clearer understanding of need.</p>	<p>£20,000</p> <p>£2040</p>
<p>Specialist speech and language support</p>	<p>Speech and language therapist services employed to work with identified children Speech and Language</p> <p>TA to work with S&amp;L and deliver well planned interventions</p> <p>Family worker runs narrative groups for EYFS, ensuring Early Intervention.</p>	<p>Increase confidence and communication</p> <p>Narrative groups in EYFS provide early intervention.</p> <p>TAs in YR, Y1 and Y2 work with specialist teachers to enable S&amp;L work to be followed up on a regular basis.</p>	<p>Most effective if followed up by CT &amp; parent for maximum impact</p>	<p>£11,340</p>

<p>Emotional and mental health needs of all pupils are met enabling them to focus on learning and progress.</p>	<p>School counsellor to work with individual pupils</p> <p>Family Worker provides Listening Ear and support groups</p> <p>Participation in Trailblazer Project including workshops for pupils, parents and staff.</p> <p>Lunchtime Nurture Group and Quiet Area</p> <p>Nurture Group</p>	<p>Improved mental health and readiness to learn</p> <p>Family worked meets with children 1-1 to provide daily support. Issues quickly address enabling children to flourish in class.</p> <p>De-escalation CPD for all staff</p> <p>Nurture group with specific tasks - meditation and exercise to promote focus and calm, enabling children to be ready to learn. Basic skills lessons to embed understanding of topics.</p>	<p>Children's emotional wellbeing significantly impacted by COVID-19 and lockdown</p>	<p>£7224</p>
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### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>Attendance of PP pupils is in line with of exceeds national target.</p>	<p>Attendance officer and AHT responsible for tracking, monitoring and liaising.</p> <p>Use of breakfast club</p>	<p>EWS absences followed up quickly and worked with school during lockdown to maintain contact with all pupils. EWO late desk and tiered system of support. Attendance reported on newsletters to raise focus - attendance has increased.</p> <p>14 pupils attend in order for attendance to increase</p>	<p>Establishing reasons for difficulties and whether the school can support - CAF.</p> <p>Early intervention and importance of role of class teacher in communicating with parents</p> <p>Positive and will continue</p>	<p>£1440</p> <p>£2076</p>

Extracurricular provision	Expanding child's cultural capital by participating in extracurricular clubs  Partnership with Trinity Secondary School - STEM projects	Uniform - improved self esteem  Music lessons - increased self-esteem and provide life experiences  AA children attended to projects with more able lead. PP children targeted.	Investigate supporting families in providing more school resources	£87.59  £1731.60
Support for parents results in greater engagement in child's learning and progress.	Coffee mornings and catch up sessions.  Personalised approach e.g. transport to meetings	Social communication and S&L coffee mornings provided advice and support to parents. Stronger parent partnerships have developed.  Family worker support individual parents and attends meetings with them. Parents have greater understanding of needs of pupil.	To continue	£100

## 7. Additional detail

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