

# PUPIL PREMIUM GRANT STRATEGY 2019-20



1. Summary information					
Academic Year	2019/2020	Total PP budget	£81,080	Date of most recent PP Review	March 2018
Total number of pupils	578	Number of pupils eligible for PP	10% - 58 pupils	Date for next internal review of strategy	March 2020

2. Current attainment				
Inspection Dashboard Validated 2017	<i>Pupils eligible for PP</i>	<i>National benchmark</i>	<i>Pupils not eligible for PP</i>	<i>National benchmark</i>
KS2 progress in reading (6/59)	-5.64		-0.20	0.33
KS2 progress in writing (6/59)	-2.02		1.00	0.17
KS2 progress in maths (6/59)	-1.55		-0.63	0.28
KS2 reading (overall expected)	33%	77%	72%	77%
KS2 writing (overall expected)	50%	81%	85%	81%
KS2 maths (overall expected)	67%	80%	78%	80%
KS1 reading (overall expected)	44%	79%	68%	79%
KS1 writing (overall expected)	33%	72%	46%	72%
KS1 maths (overall expected)	44%	79%	71%	79%
Phonics Year One (7/85)	43%	84%	86%	84%
Phonics Year Two (8/89)	50%		56%	
EYFSP reading (77)	0%		87%	77%
EYFSP writing (77)	0%		67%	72%
EYFSP maths (77)	0%		90%	79%

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Some PP pupils have not developed their phonological awareness sufficiently to enable them to independently decode words and establish clear meaning from text
<b>B.</b>	Some PP pupils are not confident, fluent readers so they find it difficult to access the wider curriculum
<b>C.</b>	Some PP pupils have not developed their basic mathematical skills and understanding sufficiently to enable them to apply their learning to different contexts
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Parental support for pupils' reading and practising basic mathematical skills at home for some PP children.

<b>4. Desired outcomes</b>		
	<i>Desired outcomes</i>	<i>How they will be measured</i>
<b>A.</b>	Targeted PP pupils in Y1 and Y2 meet the expected standard for phonics	Phonics screening check in June 2019. Phonics screening check in June 2020 – progress check in spring term through mock phonics screening test.
<b>B.</b>	Accelerated progress in reading for all pupils eligible for PP	Baseline assessment in September will allow progress to be measured mid-year and at the end of the academic year.
<b>C.</b>	Accelerated progress in maths for all pupils eligible for PP	Use termly data on target tracker to track progress.
<b>D.</b>	To support pupil's mental health	

5. Planned expenditure					
Desired outcome	Chosen action / approach	Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
A. Targeted PP pupils in Y1 and Y2 meet the expected standard for phonics	Purchase RWI Phonics Books to support delivery of the programme and associated training for Staff	£3000 Non fiction	We want to invest some of the PPG in longer term change which will help all pupils.  EEF Toolkit Phonics - The aim is to systematically teach learners the relationship between phonemes, or sounds, and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.  Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.	New staff to attend external training from RWI.  Current trained staff to receive internal training through development days.  Lead staff to conduct phonics observations in autumn 1 then plan support required. Follow up observations in autumn 2 focused on issues arising through previous monitoring.  On-going monitoring as appropriate – work scrutiny, observations, pupil voice, data.  Workshop to introduce RWI Phonics programme to parents/carers and demonstrate Phonics Play website.	SENCO and Phonics Lead  Year 1/2 Leaders
		£1000 fiction			
		£1200 (internal training)			
	£520 (external training)				
	Subscribe to Phonics Play to support phonic teaching	£150			
	Speech and language support programmes delivered by specialist Speech and Language Assistant (SLA)	£7000		SENCo to ensure timetable for SLA provides sufficient time with each group/pupil.	

<p>B. Accelerated progress in reading for all pupils eligible for PP</p>	<p>HLTA to deliver reading comprehension support</p> <p>5 Teaching Assistants to deliver targeted reading intervention through precision teaching for individuals</p> <p>Third Space Learning</p> <p>Small Group Tutoring by teachers – booster groups in spring term</p> <p>Lexia</p> <p>30 ipads and trolley</p>	<p>£6,000</p> <p>£28,860 for 5 x 11 hours per week April-March</p> <p>£1500</p> <p>6 x £400 = £2400</p> <p>£5450</p> <p>£11000</p>	<p>EEF Toolkit – one to one tuition Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</p> <p>EEF – oral language interventions Oral language interventions aim to support learners' articulation of ideas and spoken expression. Oral language interventions therefore have some similarity to approaches based on <a href="#">Metacognition</a> which make talk about learning explicit in classrooms (such as Philosophy for Children), and to <a href="#">Collaborative learning</a> approaches which promote pupils' talk and interaction in groups (such as Thinking Together). Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>EEF Toolkit – Reading Comprehension Strategies.</p>	<p>HLTA to undertake reading assessments for all PP children as baseline (Sept 19) then reassess at end of year.</p> <p>Reading Intervention TAs to deliver precision teaching or a comprehension intervention depending on individual needs.</p> <p>Reading Intervention TAs to assess PP pupils underachieving in reading.</p> <p>PP leader and SENCo to oversee timetable planned for each TA to deliver targeted precision teaching.</p> <p>PP leader/Reading leader to meet regularly with relevant intervention TAs and teachers to discuss progress of target children.</p>	<p>PP leader and SENCo to plan deployment of staff</p> <p>Reading leader to monitor</p>
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		<p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>EEF Toolkit – Small Group Tuition Studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains impact of small group tutoring. 4 months progress.</p> <p>EEF Toolkit – individualised instruction Individualised instruction involves different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective. Some recent studies have found higher impacts. These projects have tended to employ <a href="#">Digital technology</a> to individualise instruction, and the use of this might explain the higher impacts. For example, technology may enable more immediate feedback on the individualised tasks</p>		
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			<p>3 months</p> <p>EEF Toolkit – Digital technology Digital technology is associated with learning gains: on average, an additional four months’ progress. Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches.</p>		
C. Accelerated progress in maths for all pupils eligible for PP	<p>Purchase Power Maths resources for Staff to develop a mastery learning approach.</p>	£3150	<p>EEF Toolkit mastery - There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months’ progress.</p>	<p>Maths leader to train all new staff to effectively deliver the scheme.</p> <p>Maths leader and SLT to conduct maths observations in autumn 1 then plan support required. Follow up observations in autumn 2 focused on issues arising through previous monitoring.</p> <p>On-going monitoring as appropriate – work scrutiny, observations, pupil voice, data.</p>	Maths Leader
D. To support pupils mental health	<p>ELSA sessions (learning mentor and behaviour TA)</p> <p>Release for mental health champion – mental health hub.</p> <p>Restorative approach (behaviour TA)</p>	£10,000	<p>EEF Toolkit – Social and emotional Learning.</p> <p>On average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>EEF Toolkit – Behaviour interventions.</p>		

			<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour. This covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, and general anti-social activities. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. They have an average overall impact of three months' additional progress on attainment.</p>		
<b>Total budgeted cost</b>					£81,080

## 6. Review of expenditure – March 2020

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A.Targeted PP pupils in Y1 and Y2 meet the expected standard for phonics</p>	<p>Purchase RWI Phonics Books to support delivery of the programme and associated training for Staff</p> <p>Subscribe to Phonics Play to support phonic teaching</p> <p>Speech and language support programmes delivered by specialist Speech and Language Assistant (SLA)</p>	<ul style="list-style-type: none"> <li>• 89% of year 1 PP children (8/9) passed the Phonics Screening Check 2019</li> <li>• 100% of year 2 PP children (1) passed the Phonics Screening Check 2019</li> </ul> <p>Year R and year 1 continue to regularly use Phonics play to support their phonics lessons.</p> <p>The impact of the SALT has been significant. We employ two Speech and Language therapists to work for ten hours per week. They have supported with resources, 1:1 and small group work by working collaboratively with TAs and parents. They have screened children to advise staff on whether each child's speech and language is within normal limits or not – this has enabled us to effectively deploy our TA resource to maximise impact. The speech and language team also provided training for staff, enabling staff to feel more</p>	<p>Teachers/TA's new to the school need external RWI training in order to deliver the programme effectively.</p> <p>Some new resources need to be purchased to ensure the needs of all pupils are met as the programme develops.</p> <p>Having the phonics leader as a floating teacher supports high quality delivery for all pupils through monitoring, team teaching and modelling.</p> <p>Continue to use phonics play to support the RWI programme.</p> <p>The speech and Language team have had a positive impact on all the children they have supported. Continue to provide this provision.</p>	<p>£12, 870</p>



		<p>confident supporting and assessing children they have concerns about.</p> <p>A total of 58 children have received support from the Speech and Language team, including 10 Pupil Premium children.</p>		
<p>B. Accelerated progress in reading for all pupils eligible for PP</p>	<p>HLTA to deliver reading comprehension support</p> <p>5 Teaching Assistants to deliver targeted reading intervention through precision teaching for individuals</p>	<p>Each PP child is heard read approximately three times each term.</p> <p>6/54 (Yr2-6) - 11% PP children have made accelerated progress in reading (Spring 2 – Autumn 2).</p> <p>29/54 - 54% PP children made expected progress.(Spring 2- Autumn 2)</p> <p>Spring 2019 – Spring 2020 6% have made accelerated progress 44% have made expected progress.</p>	<p>Due to HLTA being regularly deployed to provide classroom cover, this has not been as regular as desired, this had had limited impact on progress. We need to consider how to deploy this HLTA support consistently next year. If we cannot do this we need to consider an alternative intervention.</p> <p>Precision Teaching is reported to be the most successful intervention to support early readers. We feel that last year we did not have enough knowledge to develop our delivery of the intervention to achieve the results we desired. Moving forward, we have decided to continue with precision teaching to support our reluctant readers and have made a successful application for LA improvement funding, alongside our local cluster of schools to enable staff to further their knowledge and develop their skills. Further training will also equip our SENco and Reading leader to support and monitor the provision more effectively.</p> <p>We had two vacancies for this team in September 19. Two new members of staff joined the intervention team after half term in October. They received training. This will have slowed the progress for some children. Next year we aim to keep the provision consistent every week.</p>	<p>£54, 610</p>

	<p>Third Space Learning</p> <p>Small Group Tutoring by teachers – booster groups in spring term</p> <p>Lexia</p> <p>30 ipads and trolley</p>	<p>Third Space learning was not having the desired impact so we decided not to proceed with it. JF/LH delivered maths booster classes. 66.6% made accelerated progress (2 pupils) 33.3% made expected progress (1 pupil)</p> <p>We are continuing to monitor the use of Lexia in school and at home.</p> <p>Spring 2 2019: 68% working below expectations 27% working at the expected level. 5% working above expectations</p> <p>Spring 2 2020: 52% working below expectations 39% working at the expected level. 10% working above expectations</p> <p>We purchased the iPads and there is a timetable to coordinate the use of them. They are primarily to support the PP interventions but can then be used in classes to maximise the impact they have.</p>	<p>Continue with small group tutoring led by internal staff, this had more impact than third space learning. We were able to target children’s specific needs more effectively using internal staff.</p> <p>This will continue. All PP children to be offered a booster class.</p> <p>Continue to use Lexia with all PP children. Consider how to further engage parents so Lexia is used regularly at home by all PP pupils.</p> <p>Ensure iPad usage is maximised across the school day.</p>	
<p>C.Accelerated progress in maths for all pupils eligible for PP</p>	<p>Purchase Power Maths resources for Staff to develop a mastery learning approach.</p>	<p>In addition to Power maths, we introduced Sumdog, an ipad based intervention to support out PP children with maths. (It is too soon to measure the impact of this).</p> <p>4/54 PP (Yr2 -6) – 7% made accelerated progress from spring 2019- autumn 2019</p> <p>28/54 pp (Yr2 -6) – 52% made expected progress from spring 2019- autumn 2019</p>	<p>We will continue with Sumdog and measure the impact at the end of the first year.</p> <p>Power maths has had a positive impact for the whole school but has not supported our PP children make accelerated progress in maths. We need to look at alternative provision.</p>	<p>£3, 150</p>

<p>D.To support pupils mental health</p>	<p>ELSA sessions (learning mentor and behaviour TA)</p> <p>Release for mental health champion – mental health hub.</p> <p>Restorative approach (behaviour TA)</p>	<p>100% of Pupil Premium Children (and non – Pupil Premium children) receiving ELSA feel that the sessions had a positive impact on their emotional well-being (Evidence – Pupil Self assessment).</p> <p>The mental health champion attends meetings every half term and then leads meetings back at school.</p> <p>Our mental health provision has continued to improve and we have shared good practice with other schools, i.e. Scotts Primary, James Ogelthorpe and Engayne.</p> <p>All staff that received the initial training are effectively using the approach and this is evident in the reduction of incidents where the same have behaviour has occurred.</p>	<p>We aim to continue to our good provision for mental health and further increase this provision.</p> <p>With the addition of new staff we now need to provide additional training so all staff are able to effectively use the restorative approach for dealing with behaviour.</p>	<p>£10, 000</p>
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