



Pupil Premium Strategy Statement

1. Summary information					
Academic Years Covered by this Statement	2019 - 2022	Number of Pupil Premium Pupils	72	Publish Date	01/12/19
Number of Pupils in School	230	% of Pupil Premium Pupils	31%	Review Date	01/12/20

Statement Authorised By (Head Teacher)	S. Penny	Pupil Premium Allocation	2018/2019	£103,260
Pupil Premium Lead	H. Taylor		2019/2020	£97,680
Governor Lead	D. Fereday		2020/2021	tbc
			2021/2022	tbc

2. Attainment	2018-2019		2019-2020		2020-2021		2021-2022	
	School - PP	National - Non - PP	School - PP	National - Non - PP	School - PP	National - Non - PP	School - PP	National - Non - PP
End of EYFS								
% achieving ARE or above in literacy		76%						
% achieving ARE or above in numeracy		81%						
% achieving ARE or above at GLD	70%	75%						
End of Key Stage 1								
% achieving Age Related and above in Reading	55%	78%						
% achieving Greater Depth in Reading	10%	28%						
% achieving Age Related and above in Writing	55%	73%						
% achieving Greater Depth in Writing	10%	17%						
% achieving Age Related and above in Maths	55%	79%						
% achieving Greater Depth in Maths	10%	24%						



% achieving ARE or above in reading, writing & maths	55%	69%						
	School - PP	National - Non - PP	School - PP	National - Non - PP	School - PP	National - Non - PP	School - PP	National - Non - PP
Year 1 Phonics Screening								
% achieving the expected standard	88%	84%						
Year 2 Phonics Screening Re-takes								
% achieving the expected standard	0/1	59%						
Year 2 Phonics Screening (End of Year)								
% achieving the expected standard	0/1%	93%						
End of Key Stage 2								
% achieving Age Related and above in Reading	81%	78%						
% achieving Greater Depth in Reading	18%	31%						
% achieving Age Related and above in Writing	81%	83%						
% achieving Greater Depth in Writing	18%	25%						
% achieving Age Related and above in Maths	94%	84%						
% achieving Greater Depth in Maths	0%	31%						
% achieving ARE or above in Reading, Writing and Maths	69%	69%						
% achieving Greater Depth in Reading, Writing and Maths	0%	12%						



3. Barriers to future attainment (for pupils eligible for PP)

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

A.	Most Pupil Premium children start their new class behind their peers
B.	Social, emotional and mental health (SEMH) needs of Pupil Premium pupils
C.	Reading attainment of Pupil Premium pupils is below peers and national averages at KS1
D.	On entry to school, levels of communication are low due to a high % of EAL pupils

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

E.	Attendance and punctuality of Pupil Premium pupils is below national levels
F.	For some Pupil Premium children, there are additional needs within the family home eg. Housing, finances. In addition, expectations at home can be lower resulting in the children/parents not valuing education.

4. Targeted Academic Support for the Current Academic Year

Measure	Activity
<p>Priority 1: A fully accessible and challenging reading curriculum meets the needs of 100% of Pupil Premium Pupils ensuring that the percentage of disadvantaged pupils reaching at least the expected standard is in line with their peers</p>	<ul style="list-style-type: none"> • Ensure all staff receive training in order to provide a balanced reading curriculum, including 'Reading for Pleasure' and a range of comprehension skill. Ensure there is a wide range of high quality texts to support. • Use of INSET days and additional cover to release leaders and teachers to visit other settings / networking • Smaller group sizes – RWI • Targeted intervention for SEND pupils and those below ARE • Use of high quality texts across the curriculum / increased focus on vocabulary • Appropriately pitched texts across the school • Oral Language Intervention to support learners' articulation of ideas and spoken expression (Talk for Writing)



	<ul style="list-style-type: none"> • Outside reading experiences for pupils / visitors in school • Bug Club • RWI home readers • RWI Development Support Package • Parent workshops / story time • Open class rooms for Year 1 parents to partake in reading time during registration
The Barriers to Learning These Priorities Address	A, C, D
Priority 2: Families of disadvantaged pupils with additional needs are well supported in order that these pupils are learning ready and pastoral and safeguarding needs are met	<ul style="list-style-type: none"> • Ensure there is sufficient staff training and intervention provision to cater for the SEMH needs of Pupil Premium pupils • Nurture Sessions • Lego club • Training; Emotion coaching, MAPA, behaviour. Attachment, Nurture, SLCN • Support from outside agencies (Inclusion Team / Albion Foundation) • Developing the whole child to overcome low self-esteem and confidence through after school clubs • Healthy Mind Happy Me • PSHE: Votes for Schools • Signposting additional support to ensure needs are met (LA children's trust) • Staff training to uphold statutory duties to ensure safeguarding procedures are followed to keep children safe
The Barriers to Learning These Priorities Address	B, F
Wider Strategies for the Current Academic Year	
Priority 3: Pupil Premium attendance improves and is in line with national average	<ul style="list-style-type: none"> • To improve attendance and punctuality of Pupil Premium Pupils through regular monitoring and support from Attendance Officer (see Pupil Premium Provision Map for Data)
The Barriers to Learning These Priorities Address	E, F



5. Monitoring and Implementation		
Area	Challenge	Action
Teaching	Ensuring enough time is given over to allow for staff professional development	<ul style="list-style-type: none"> • Use of INSET days / staff meetings / Phase meetings / Curriculum Leaders time / NQT & RQT time – cover provided where necessary • Subject specific CPD • Coaching • School to School Review feedback • Networking with other schools
Targeted Support	Ensure effective QFT to meet the needs of all learners as well as targeted interventions where appropriate	<ul style="list-style-type: none"> • Careful deployment of support staff • Short targeted intervention sessions; RWI, WellComm, SLCN, Lego Club, Nurture • Targeted group focus within lessons
Wider Strategies	Engaging with families	<ul style="list-style-type: none"> • Promoting parent events within school to increase the uptake of workshops • Attendance officer working closely with challenging families and those with poor attendance and / or punctuality

6. Review: Last Year's Aims and Outcomes	
Aim	Outcome
Progress in Reading and Writing	See 2018/2019 Pupil Premium Data Outcomes
Progress in Maths	See 2018/2019 Pupil Premium Data Outcomes
Phonics	See 2018/2019 Pupil Premium Data Outcomes
Other	See 2018/2019 Pupil Premium Data Outcomes