



## Pupil Premium Strategy Plan 2019/2022

| SUMMARY INFORMATION                          |           |                                             |        |
|----------------------------------------------|-----------|---------------------------------------------|--------|
| Pupil Premium Strategy Plan                  | 2019-2022 |                                             |        |
| CURRENT PUPIL INFORMATION 2019/2020          |           |                                             |        |
| Total number of pupils:                      | 204       | Total pupil premium budget:                 | £24740 |
| Number of pupils eligible for pupil premium: | 18        | Amount of pupil premium received per child: | £1320  |

| COHORT INFORMATION |                 |                     |
|--------------------|-----------------|---------------------|
| CHARACTERISTIC     | NUMBER IN GROUP | PERCENTAGE OF GROUP |
| Boys               | 7               | 39%                 |
| Girls              | 11              | 61%                 |
| SEN support        | 3               | 17%                 |
| EHC plan           | 0               | 0%                  |
| EAL                | 0               | 0%                  |

## Assessment data

| EYFS                            |                                   |            |                  |                            |                     |                    |
|---------------------------------|-----------------------------------|------------|------------------|----------------------------|---------------------|--------------------|
|                                 | Pupils eligible for PP<br>1 pupil | All pupils | National average | Data from previous 3 years |                     |                    |
|                                 |                                   |            |                  | 2018-19<br>1 pupil         | 2017-18<br>2 pupils | 2016-17<br>1 pupil |
| Good level of development (GLD) | 100%                              |            | N/A              | 100%                       | 100%                | 0                  |
| CL EXS+                         | 100%                              | 79%        | N/A              | 100%                       | 100%                | 0                  |
| Literacy EXS+                   | 100%                              | 76%        | N/A              | 100%                       | 100%                | 0                  |
| Maths EXS+                      | 100%                              | 76%        | N/A              | 100%                       | 100%                | 0                  |
| PSED EXS+                       | 100%                              | 69%        | N/A              | 100%                       | 100%                | 0                  |

| YEAR 1 PHONICS SCREENING CHECK |                        |                  |                            |                    |                     |
|--------------------------------|------------------------|------------------|----------------------------|--------------------|---------------------|
| All pupils                     | Pupils eligible for PP | National average | Data from previous 3 years |                    |                     |
|                                |                        |                  | 2018-19<br>2 pupils        | 2017-18<br>1 pupil | 2016-17<br>2 pupils |
| N/A                            | N/A                    | N/A              | 100%                       | 0                  | 100%                |

| END OF KS1                                                           |                                    |                            |          |                            |                     |                     |
|----------------------------------------------------------------------|------------------------------------|----------------------------|----------|----------------------------|---------------------|---------------------|
|                                                                      | Pupils eligible for PP<br>2 pupils | Pupils not eligible for PP |          | Data from previous 3 years |                     |                     |
|                                                                      |                                    | School                     | National | 2018-19<br>2 pupils        | 2017-18<br>2 pupils | 2016-17<br>0 pupils |
| % achieving expected standard or above in reading, writing and maths | 0%                                 | 81%                        | N/A      | 0                          | 100%                | N/A                 |
| % achieving expected standard or above in reading                    | 50%                                | 84%                        | N/A      | 0                          | 100%                | N/A                 |
| % achieving expected standard or above in writing                    | 50%                                | 85%                        | N/A      | 0                          | 100%                | N/A                 |
| % achieving expected standard or above in maths                      | 50%                                | 81%                        | N/A      | 0                          | 100%                | N/A                 |

# END OF KS2

|                                                                      | Pupils eligible for PP<br>6 pupils | Pupils not eligible for PP |          | Data from previous 3 years |                     |                     |
|----------------------------------------------------------------------|------------------------------------|----------------------------|----------|----------------------------|---------------------|---------------------|
|                                                                      |                                    | School                     | National | 2018-19<br>5 pupils        | 2017-18<br>6 pupils | 2016-17<br>4 pupils |
| % achieving expected standard or above in reading, writing and maths | 4/6                                | 87%                        | N/A      | 80%                        | 100%                | 75%                 |
| % achieving expected standard or above in reading                    | 5/6                                | 90%                        | N/A      | 100%                       | 90%                 | 100%                |
| % achieving expected standard or above in writing                    | 5/6                                | 90%                        | N/A      | 100%                       | 87%                 | 75%                 |
| % achieving expected standard or above in maths                      | 4/6                                | 90%                        | N/A      | 80%                        | 90%                 | 100%                |
| Pupil Progress in Reading                                            | 4.0                                | 2.2                        | N/A      | -0.68                      | -0.9                |                     |
| Pupil Progress in Writing                                            | 3.3                                | 1.7                        | N/A      | 1.68                       | -0.4                |                     |
| Pupil Progress in Maths                                              | -2.0                               | 1.1                        | N/A      | -1.16                      | -0.3                |                     |

| OTHER DATA                    |                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Look at:                      | Comments                                                                                                                                                                                                                                                                                                                                      |
| <b>Attendance data</b>        | Pupil Premium attendance currently sits at 90% for the period of September 2019 to March 2020. Whole school attendance for this period was 95%. Compared to last year, PPG attendance for the same period, September 2018 to March 2019 was also 90%. Ongoing strategies are in place to engage with families to promote improved attendance. |
| <b>Safeguarding referrals</b> | School engagement with vulnerable families is robust and regular, including support from Families First. Any Safeguarding concerns are quickly identified and support is provided in a timely and manner.                                                                                                                                     |

#### LONG-TERM PLAN (3 YEAR TIMESCALE):

- 1) **Ensure disadvantaged pupils have consistently good attendance in line with their peers.**
- 2) **Ensure pupils in KS1 and KS2 are supported effectively to facilitate at least expected progress across the key stage, particularly in Reading and Maths.**
- 3) **Improve emotional wellbeing to improve readiness for learning.**
- 4) **Minimise financial barriers to wider experiences and activities.**

**PRIORITY 1 ENSURE DISADVANTAGED PUPILS HAVE CONSISTENTLY GOOD ATTENDANCE IN LINE WITH THEIR PEERS.**

Member of staff responsible: Headteacher

| Objectives                                                                                                                | Actions to be taken                                                                                                                                                                                                                                                                                                     | By whom                     | By when                | Resources needed (cost)             | Progress indicators                                 | Success criteria                                 |
|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|------------------------|-------------------------------------|-----------------------------------------------------|--------------------------------------------------|
| 1.1 To improve attendance by communicating clearly to all pupils the link between attendance and achievement in school.   | <p>Visit each cohort on termly basis to talk about importance of good attendance.</p> <p>1x termly key stage assembly – age specific reminders about good attendance.</p> <p>Regular reminders in class, to include cohort weekly % - measured against 96% target.</p>                                                  | HT<br>SLT<br>Class Teachers | Half-termly monitoring | Regular agenda item at SLT meetings | Attendance data is improving for individual pupils. | Improved attendance across school – at least 95% |
| 1.2. To improve attendance by communicating clearly to all parents the link between attendance and achievement in school. | <p>Update Attendance Flyer.</p> <p>Regular (at least half termly) message/update in newsletter.</p> <p>Monthly attendance data analysis.</p> <p>Target letters and attendance flyer to be sent to families where attendance is dropping.</p> <p>As of Jan 2020, arrange 1:1 meetings with families causing concern.</p> | HT<br>SLT<br>SC             | Half-termly monitoring | Regular agenda item at SLT meetings | Attendance data is improving for individual pupils. | Improved attendance across school – at least 95% |

**PRIORITY 2 ENSURE PUPILS IN KS1 AND KS2 ARE SUPPORTED EFFECTIVELY TO FACILITATE AT LEAST EXPECTED PROGRESS ACROSS THE KEY STAGE, PARTICULARLY IN READING AND MATHS.**

Member of staff responsible: SLT, Class teachers, Teaching Assistants

| Objectives                                                                          | Actions to be taken                                                                                                                                                                                                                                                                                         | By whom                          | By when                                                       | Resources needed (cost)                                                                                                                                                                                              | Progress indicators                                                                        | Success criteria                                                                                                                                 |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1 Further develop basic skills for lower attaining PP pupils and pupils with SEND | <p>Class Teachers analyse gaps in learning and plan activities and interventions accordingly.</p> <p>Teaching assistants support interventions e.g. FFT, maths fluency, times table practice, additional small group and individual reading sessions.</p> <p>Additional adult support in the classroom.</p> | <p>Class teachers</p> <p>TAs</p> | Ongoing formative assessment and termly summative assessment. | <p>Class teacher – PPA, Pupil Progress and Attainment meetings and daily teaching time.</p> <p>TA – CPD and daily/weekly interventions.</p> <p>SLT time – analyzing data, Pupil Progress and Attainment Meetings</p> | Case studies to be drawn up to show small steps in progress for children who are SEND/PPG. | <p>Increased confidence of children who are lower attaining.</p> <p>Pupil gaps are filled and the attainment gap is narrowing.</p>               |
| 2.2 Improve progress across KS2 for all PP pupils                                   | <p>Class Teachers analyse gaps in learning and plan activities and interventions accordingly.</p> <p>Year 6 Booster classes delivered by Class Teachers.</p>                                                                                                                                                | <p>Class teachers</p> <p>TAs</p> | Ongoing formative assessment and termly summative assessment. | Class teacher – PPA time and weekly booster teaching                                                                                                                                                                 | Regular formative assessment indicates pupil gaps are closing and progress is being made.  | <p>Increased confidence leading into SATs for Y6 pupils.</p> <p>PP pupils attaining and making good progress in all areas by the end of KS2.</p> |

### PRIORITY 3 IMPROVE EMOTIONAL WELLBEING TO IMPROVE READINESS FOR LEARNING.

Member of staff responsible: SLT, Class teachers, TAs and Nurture staff

| Objectives                                                        | Actions to be taken                                                                                                              | By whom                              | By when                                        | Resources needed (cost)                                                           | Progress indicators                                                                                             | Success criteria                                              |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 3.1 Improve emotional wellbeing to improve readiness for learning | One to one and small group nurturing sessions with specialist TA, including Lego Therapy.<br><br>Music enrichment opportunities. | SLT<br>EJ<br>VK<br>Class<br>Teachers | Daily Nurture programme for identified pupils. | Class teacher to assess pupil well-being.<br>Daily delivery of nurture programme. | Regular assessment of pupils emotional well-being.<br>Boxhall profiles used to measure progress of individuals. | Pupils ready to learn and have improved emotional well-being. |

### PRIORITY 4 MINIMISE FINANCIAL BARRIERS TO WIDER EXPERIENCES AND ACTIVITIES.

Member of staff responsible: HT

| Objectives                                                                               | Actions to be taken                                                                                                                                                                    | By whom | By when | Resources needed (cost)     | Progress indicators                                      | Success criteria                                                         |
|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|-----------------------------|----------------------------------------------------------|--------------------------------------------------------------------------|
| 4.1 Pupils to have access to financial support towards school day and residential trips. | Ensure all PPG pupils can attend educational visits, trips and a range of extra-curricular activities.<br><br>Ensure all Y5 and Y6 children are supported to attend residential trips. | HT      | Ongoing | Office admin time.<br>£5000 | Engagement of all PP pupils in enrichment opportunities. | Opportunities for all PP to attend extra-curricular activities and trips |