Pupil premium strategy 2019-20

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| 1. **Summary information** | | | | | |
| **School** | King Street primary School | | | | |
| **Academic Year** | 2019/20 | **Total PP budget** | £86,000 | **Date of most recent PP Review** | January 2020 |
| **Total number of pupils** | 204 | **Number of pupils eligible for PP** | 66 | **Date for next internal review of this strategy** | April 2020 |

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| 1. **Current attainment** | | |
|  | *Pupils eligible for PP (your school)* | *All pupils in school* |
| **% achieving in reading, writing and maths in 2019** | 50% | 64% |
| **KS2 progress in reading in 2019** | -3.6 | -3.0 |
| **KS2 making progress in writing in 2019** | -1.8 | -0.2 |
| **KS2 making progress in maths in 2019** | -0.4 | -0.49 |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | | Internal tracking shows that there are gaps between disadvantaged and non disadvantaged - particularly in reading. Disadvantaged children read less regularly and often access a narrow variety of texts. No pupils entitled to PP attained the high score / greater depth in reading and writing at Key Stage 1. Disadvantaged boys typically enter school below the level of girls. Internal data shows a correlation with many Disadvantaged children also children having SEND and other impacting environmental factors. | |
|  | | Disadvantaged children typically enter school with skills and abilities below those of their peers. This is particularly the case for communication skills and in the key areas of reading, writing and mathematics. Whilst these children make good, and often outstanding progress, they do not always reach the desired ELGs and attain the GLD. Boys in EYFS do not regularly exceed GLD. Disadvantaged children are often low attainers at KS1. | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **C.** | | Disadvantaged pupils have a lower percentage of attendance in comparison to non-PP children. Those children who are disadvantaged and SEND have significantly lower attendance than non-disadvantaged children. | |
| **D.** | | Many of our disadvantaged pupils and families require significant social, emotional and financial support. This emotional need is clearly impacting negatively on the child’s ability to do well at school, complete home learning and on occasion, value education as much as their peers. There is an increase in difficulties around adult mental health and the support available to families. | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | To ensure that children entitled to Pupil Premium reach the Good Level of Development at the end of reception, thus meeting these children on the trajectory of success at the earliest opportunity. A greater proportion of PP boys to exceed expectations. | | Higher PP Children reach the GLD by July 2020. |
|  | By Year 6 and increasingly throughout school towards it, pupils entitled to pupil premium continue to meet or exceed other’s attainment at the expected standard in **reading,** writing and maths. This should reflect individual subjects, and the combined RWM percentage. | | Higher percentage of PP children reach the expected standard in reading, writing, mathematics at Ks1 and 2- particularly in reading. |
|  | By Year 6 and increasingly throughout school towards it, an increased proportion of children entitled to pupil premium reach the higher standards in **reading**, writing and maths – reflecting at least the achievements of non-pupil premium children and national averages for all children. | | Higher percentage of PP children reach the higher standards- particularly in reading. |
|  | Improve attendance of children entitled to pupil premium to that of other children in the school – ensuring gaps are diminished and overall attendance remains above national averages. | | Little or no gap between PP attendance and other children in the school.  School attendance rates at 96% or above. |
|  | Barriers to learning at home are removed, through effective partnership work and intervention. | | Children’s attainment and attendance increases as above, children are presenting as happy and feel safe.. |
|  | Improve children’s independence in learning and self-regulation. | | Increased autonomy in their own learning as observed in lessons, understanding of metacognition and the responsibility of being an active learner with a thirst for knowledge and readiness for learning. Aspirations for their future. |
|  | Increased awareness of SEMH, improved life experiences within an enriched curriculum including visits and experiences visits which develop resilience, problem solving, collaboration, listening skills and appreciation of local and wider area. | | Children actively engage in the curriculum and outdoor learning. Progress over time shows improvements in social skills, social and moral conscience, wellbeing and a transference of skills into all areas. Children enjoy being offered challenge and enjoy trips and visitors who enhance the learning experience. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2019/20** | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| 1. **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** | **Review of approach** |
| A, B, C | CPD for all school staff in order to up skill teacher knowledge and skill.  DHT to work across school in Autumn term to support the implementation of training and non negotiables. | Training and staff development have been key to the improvements made in school and identifying barriers to learning. It will continue to be central to its development. Highly trained staff are more confident in their subject knowledge, have a deeper understanding of Pedagogy and are better able to evaluate learning and identify next steps across the whole Primary curriculum.  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/>  https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/ | Regular network meetings to ensure good practice is shared.  Lesson observations  Book scrutiny and pupil discussions  Monitored through performance management. | SLT including SENDCo | Staff are now confident in identifying issues in children, including identifying low attendance and the link to learning. Ongoing training is ensuring that staff are competent to both teach high quality lessons bit also to lead a curriculum subject. Staff attend network meetings to share best practice and as a result there have been significant improvements in the quality of education. The profile of reading is currently being raised with the children to try and engage children in reading through choice, and staff training has ensured the teaching of reading is high quality and texts are embedded into the curriculum |
| A, B, C | Experienced qualified teacher to teach in Nursery and to lead the EYFS ensuring high quality provision, early identification of SEND, oversee intervention support and lead on pre reading support and development of early number. | High numbers of children enter below the typical level of development and having a teacher helps promote good language skills, independence and the characteristics of effective learning. A highly qualified teacher ensure that needs are identified very early and intervention is a key element of education – ensuring strong progress.  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention>  https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/ | Increased and early monitoring – books, teaching, outcomes, learning walks. | LW  HT | Teaching in EYFs is strong with children across the setting achieving well from their starting points. The school has utilised research projects such as top tips by text and the maths champions and applied training from Early Excellence to ensure that challenge is embedded and that children are supported in continuous provision. GLD scores in 2019 were in line with national expectations. Intervention support is initiated early and children access a range of support within the provision which is allowing children to make strong progress. |
| A, D, F, G | Forest school provision and ‘into nature days to support SEMH development, self-regulation and wellbeing. | Children begin school with low levels of social skills, independence (PSD) into nature days will help develop team work, independent thinking and social and emotional development. There is a focus upon mental health and well being.  <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/outdoor-adventure-learning/> | Staff will monitor through the school tracking systems that there is an improvement in PSD and also through observations. | NL  LW | Nurture group sessions are having a significant impact upon the current allocated cohort of children. There has been evidence of improvement in areas of communication, team work, resilience, co ordination and friendships however at present these skills have developed in isolation 9situation specific) and now need to be transferred into whole class situations throughout the whole curriculum. For example children continue to find friendships difficult when on the yard and are not applying the skills they have learnt. |
|  | Improved provision for children’s development including their SEMH through robust procedures, high quality resources and staff training including ‘Team Up’. | It is widely recognised that young children need social and emotional support to achieve. The school aims to provide support and strategies throughout the curriculum to ensure that children develop resilience, a social and moral conscience and the ability to make independent, informed decisions about themselves and their lives.  <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/> | Discussions with pupils, feedback from staff and parents regarding children’s wellbeing and personal development. | NL  JK | Training and implementation of both Team Up and inspire have had significant impact upon children’s understanding of SEMH. Children are beginning to recognise the neuro science behind their learning and their emotions and are developing more effective strategies to regulate their behaviour. The ongoing development of the gem powers has raised the profile of the need for resilience, determination, co operation and decision making. Children recognise that mental health can be openly discussed and mnay children now self refer for social and emotional support. |
|  | Purchases of a broad range of texts for children of all ages. Raised profile of reading in school through competitions, displays, and texts that are embedded into topic work. | There is clear evidence to show that children who are confident readers by age 7 achieve better economic success than non-readers later in life. Children who read have a wider and more complex vocabulary and usually attain higher in writing. By having more non-fiction books read we aim to improve technical language and the ability decode and understand in context.  Purchasing more books with more challenging content should prevent children moving too quickly through books and finishing scheme  Broader access to a range of texts offers wider experiences to children who do not have wide early reading experiences.  The books purchased were carefully considered and have questions in back for parents and families to help structure the questioning and understanding of the text.  Raising profile to show reading is fun and engaging  Offer a higher level of challenge through more complex texts.  A new range of books with revised reading recommendations ensures consistency of approach. | Assessment of children’s reading and improved outcomes for KS1 and KS2  Increased number of children achieving High Score in reading.  Discussions with pupils about reading  Learning walks, observations of reading and discussions with parents. |  | Early reading and the promoting of books is now embedded and EYFS visit the library regularly to share stories and choose from a wide range of books. Early reading schemes and teaching approaches are consistent and allow children to build early reading skills.  The improvement in the range of books across the school has encouraged children- especially boys to become more avid readers. The inclusion of more popular and current titles including Minecraft and more non fiction have ensured that children begin to read through choice. Children now need to read more consistently and develop reading stamina. Learning walks show that the teaching of reading is strong and ensures good progress for all children.  Raising the profile of reading with families has ensured that parents are ‘delving deeper’ into books and asking relevant questions to deepen children’s understanding of the text. |
| **Total budgeted cost** | | | | | 72,190 |
| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Review of approach** |
| A, B, C | Targeted support for personal development. Nurture group sessions for individuals and small groups to support skills such as listening and attention, co operation, conflict resolution, and friendship. | Children begin school with low levels of social skills, independence (PSD) into nature days will help develop team work, independent thinking and social and emotional development. There is a focus upon mental health and well being.  <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/outdoor-adventure-learning/> | Impact reviews of children’s personal development including case studies into more complex families.  Discussions with children and staff regarding support offered and how it is utilised. | SENDCo | Children are building more resilience and independence within small groups- this needs to be expanded so children being applying these skills into bigger social situations. |
| **Total budgeted cost** | | | | | 3000 |
| 1. **Other approaches** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | The strength of the broad curriculum is evident with children now showing interest in aspects of the curriculum outside of school and talking confidently and passionately about subjects they enjoy. Children are embracing all aspects of the curriculum and are now more resilient towards the challenges they face. The school reward system recognise children who demonstrate life skills and staff encourage children to be brave and have a go. Children are becoming more articulate about their learning and are beginning to understand the concept of metacognition. |
| F, G | Embed a broad and creative curriculum which has high levels of enquiry, challenge and a focus upon progression of knowledge and transferable skills  Develop a mastery approach where feedback is immediate and effective in moving children forward.  Use the outdoors and nature as a tool for learning, incorporating Outdoor education into the curriculum to enhance the learning experience and offer high levels of collaborative learning. | <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/mastery-learning>  EEF research suggests a gain of 5 months when children are offered challenge within the curriculum  <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/outdoor-adventure-learning/>  EEF research suggests a gain of 4 months when pupils are involved in outdoor adventurous activities.  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/>  EEF research suggests a gain of 2 months when pupils are involved in the arts  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/>  EEF research suggests a gain of 8 months when pupils are given high quality feedback  https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/  EEF research suggests a gain of 5 months when pupils are able to work collaboratively | Outdoors education integral to the topic taught and embedded into the learning process.  Learning walks, staff training, book scrutiny, pupil interviews | DHT/HT | Children recognise that staff give challenge and that they must engage with learning to be an effective learner, children are now more open to feedback and have become more enquiring.  Outdoor learning has given children new challenges to overcome and children have been required to show team work, listening skills and resilience- particularly in the cold weather. |
| F,G | Embed meta cognition into the curriculum through ‘Gem learning’ and P4C sessions.  Introduce revised PHSCE scheme of work using the ‘happy School’ approach. | <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/>  EEf research suggests a gain of 4 months when children are given emotional support  <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation/>  EEF research suggests a gain of 8 months when children understand and use meta cognition | Learning walks, staff training, book scrutiny, pupil interviews | AT  NL SENDCo | The new Happy schools approach has been introduced and children have began to look at developing positive relationships and self confidence. Y1 and Y6 have introduced Team Up which has supported children to develop emotional awareness and begin their journey of self regulation. P4C is not yet consistent but will continue to be embedded throughout the year. |
| D, E | Admin (attendance) officer to monitor and evaluate attendance to improve attendanbce rates for disadvantaged children. | <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/>  EEF research suggests a gain of 3 months when behavioural support is given to pupils. | Robust monitoring and impact reviews | NL  TD | Attendance has improved across all groups in school with PP disadvantaged children attendance at 94.9% Jan 2020. |
| B, C | PP to be given opportunity to access music services including high quality singing lessons and musical instruments (drumming) | <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/arts-participation/>  EEF research suggests a gain of 2 months when pupils are involved in the arts. | DHT to monitor impact to PP children | Head T | Children across school have been given drumming and singing lessons. Children have risen to the challenge of learning new skills and many are articulating that they have a new found inters in music, singing and performing. Across school the quality of music provision has also improved with more consistent high quality lessons in place. |
| All | Embed the role of Positive futures worker as a service to families. | <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/>  EEf research suggests a gain of 4 months when children are given emotional support  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/>  EEf research suggests a gain of 3 months when school and children have parental support. | SLT monitoring | HT | There has been a significant positive impact on staff and pupils and parents since the introduction of this role. Parents, children and staff refer to the service and since the introduction of the role the number of safeguarding cases has reduced due to the early intervention families receive. Staff workload has been reduced due to the PFW being able to manage a caseload of children and deliver the necessary support. Children are confidently talking about having someone to go to when needed and recognise that they are developing coping strategies for life. Parents share similar experiences and acknowledge the help and support on offer and the positive impact it has had upon their family. This is currently a part time role. |
| **Total budgeted cost** | | | | | 21,271 |
| **Entire Pupil Premium Spend** | | | | | 103,461 |

\*because some of the approaches and activities will benefit the wider school community, the school budget provides the additional funding to meet the spend outlined above.