

### Three Year Pupil Premium strategy plan 2019-2022



Summary Information 2019-2020			
<b>Total number of pupils:</b>	93	<b>Total Pupil Premium Budget</b>	£28,360
<b>Number of pupils eligible for pupil premium:</b>	14	<b>Amount of pupil premium received per child</b>	£2,363.33

Cohort Information			
Characteristic	Number in group		Percentage of group PP
	PP	Non PP	
Boys	9	41	15%
Girls	4	42	7%
SEND Support	4	5	44%
EHC Plan	1	0	100%
EAL	0	2	0
HPA	3	16	16%
MPA	3	46	6%
LPA	7	11	39%

#### Assessment data

	EYFS			Data from previous 3 years		
	Pupils eligible for PP	Pupils not eligible for PP	National Average	2015-2016	2016-2017	2017-2018
Good Level of development	0/2	11/11 (100%)	83%	3/4 (75%)	0/1	0 PP pupils in cohort
Reading	0	11/11 (100%)		3/4 (75%)	0/1	0 PP pupils in cohort
Writing	0	11/11 (100%)		3/4 (75%)	0/1	0 PP pupils in cohort
Number	0	11/11 (100%)		3/4 (75%)	0/1	0 PP pupils in cohort
Shape	1/2 (50%)	11/11 (100%)		3/4 (75%)	0/1	0 PP pupils in cohort

Year 1 Phonics Screening Check			Data from previous 3 years		
All pupils	Pupils eligible for PP	National average	2015-2016	2016-2017	2017-2018
89%	75%	83% All pupils			75% (60% PP)

		85% PP			
--	--	--------	--	--	--

End of KS1				Data from previous 3 years (PP Children)		
	Pupils eligible for PP	Pupils not eligible for PP	National average	2015-2016	2016-2017	2017-2018
% achieving expected standard or above in reading, writing and maths	0/4 (0%)	5/8 (63%)		100%	100%	0 PP pupils in cohort
% making expected progress in reading	3/4 (75%)	4/8 (50%)				0 PP pupils in cohort
% making expected progress in writing	3/4 (75%)	4/8 (50%)				0 PP pupils in cohort
% making expected progress in maths	3/4 (75%)	3/8 (36%)				0 PP pupils in cohort

End of KS2				Data from previous 3 years (ALL PUPILS)		
	Pupils eligible for PP	Pupils not eligible for PP	National average	2015-2016	2016-2017	2017-2018
% achieving expected standard or above in reading, writing and maths	2/5 (40%)	3/9 (33%)	65%	57%	67%	61%
% making expected progress in reading	4/5 (80%)	6/9 (66%)				
% making expected progress in writing	4/5 (80%)	5/9 (56%)				
% making expected progress in maths	3/5 (60%)	3/9 (33%)				

Other Data		
	Strengths	Weaknesses
Attendance	Attendance is above national average (98% all pupils, 97% PP pupils)	
Behaviour	Behaviour for the majority of pupils is good, children are eager to learn and respond positively to peers and adults.	Understanding of SEMH pupils is developing, but is not yet embedded in all classrooms and will all members of staff.
Safeguarding referrals	Staff are aware of the safeguarding needs of all vulnerable pupils. Christian ethos supports the inclusivity and welcoming nature of the school for vulnerable families.	

#### Strategy aims for disadvantaged pupils

Priority	Actions
Improve rates of progress across the school to ensure that children achieve end of key stage outcomes in line with National expectations or their prior attainment when higher	<ul style="list-style-type: none"> <li>- Enhancement of pedagogical knowledge through CPD – including with the Maths Hub and CLP teaching school</li> <li>- Consistent phonics teaching through EYFS, KS1 and where required KS2</li> <li>- 1:1 and small group target support for children to close knowledge and skills learning gaps</li> <li>- Formative assessment system introduced to aid tracking of pupils</li> <li>- Pupil Premium case studies in place to enable staff to reflect on actions and impact when striving to remove barriers to learning</li> <li>- Monitoring of children’s work to include focus on moderation between PP children and ‘other’ children.</li> <li>- Development of reading for pleasure resources</li> </ul>
Continue the development of pupil’s physical and mental well being so that pupils have the tools required to flourish in the wider world	<ul style="list-style-type: none"> <li>- Forest school</li> <li>- Specialist sports coaching programme</li> <li>- SEMH interventions</li> <li>- Metacognition development</li> <li>- Extra curricular clubs</li> </ul>

#### Teaching priorities for current academic year

Aim	Target	Target Date
Progress in reading	Achieve national average progress scores in KS2 Reading (or above national where prior attainment is below expected)	September 2021

Progress in writing	Achieve national average progress scores in KS2 Writing (or above national where prior attainment is below expected)	September 2021
Progress in maths	Achieve national average progress scores in KS2 Maths (or above national where prior attainment is below expected)	September 2021
Phonics	Achieve national average expected standard in the Phonics Screening Check	September 2021
Multiplication	Achieve national average expected standard (when figures are available) in the Multiplication Tables Check	September 2021

### Key Stage One Specific priorities

Priority	Actions
Phonics	Ensure ongoing training and professional support to ensure that all staff teaching phonics in KS1 have the necessary support and training to deliver phonics teaching effectively.
Maths	Ensure a consistent approach to maths across the whole school, developing mathematical core skills and language to improve progress. (Maths Hub training and weekly release of Maths lead focused on improving provision). Succession planning of the Maths Lead role to ensure that staff changes have minimal impact on the quality of leadership within the school.
Barriers to learning addressed	Mathematics is an area of weakness as shown in school data. A consistent approach will ensure that gaps in knowledge and skills are reduced and reducing the need for 'catch up' in KS2.
Projected Spending	£5,000 on training and resources

### Targeted academic support for current academic year

Priority	Actions
Improve rates of progress in reading	<ul style="list-style-type: none"> <li>- Develop reading for pleasure by enhancement of the in class libraries</li> <li>- Small group interventions to improve reading fluency and comprehension</li> <li>- Pupil Premium children case studies to enable staff to reflect on next steps</li> <li>- Toe by Toe intervention resources as required</li> </ul>

Improve rates of progress in maths	<ul style="list-style-type: none"> <li>- Maths Hub</li> <li>- Release time for maths lead</li> <li>- Maths teaching triads</li> <li>- Further develop the use of concrete resources</li> <li>- Access to Testbase to enable staff to see the 'expected' standard questions</li> </ul>
Improve rates of progress in writing	<ul style="list-style-type: none"> <li>- Targeted CPD</li> <li>- Support from advisors to embed the 'writing journey'</li> </ul>
Barriers to learning addressed	<p>Children who do not live in a language rich environment where reading is valued can have access to engaging texts which staff talk about with enthusiasm and respect.</p> <p>Gaps in mathematical knowledge and skills are addressed proactively and with a consistent approach across the curriculum.</p>
Projected Spending	£2,000 on books, subscription to 'Testbase' and CPD opportunities as well as staff release cover

### Wider strategies for current academic year

Priority	Actions
Well-being and mental health	<ul style="list-style-type: none"> <li>- Progressive sports resilience and mental health focus</li> <li>- RSE parent working party to review the provision and teaching of how to maintain a healthy mind</li> <li>- Forest Schools provision for Yr1 and Reception children to develop reflection techniques and appropriate risk taking behaviours</li> <li>- CPD for TAs working with SEMH pupils</li> </ul>
Aspirations and cultural capital	<ul style="list-style-type: none"> <li>- Learning experiences incurring additional costs to be paid for and barriers (additional costs associated to a learning experience) are removed.</li> <li>- All staff to seek out experiences, visitors and resources which open the world up to all pupils</li> <li>- Tycoon's project to encourage enterprise</li> <li>- Redevelopment of an open ended foundation curriculum which allows teaching staff to follow children's interests year on year whilst also ensuring essential knowledge and skills are developed in a sequential manner.</li> </ul>
Barriers to learning addressed	Pupils, as a result of a wide range of learning experiences, focused on developing knowledge and skills, understand what makes a good leader, how they can develop their own leadership and have a comprehensive understanding of the world around them.
Project spending	£3,000

### Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Release time for professional development and CPD	Cover by Headteacher INSET days and twilights to have a clear focus throughout the year which link directly to the Pupil

		Premium Strategy and/or the School Development Plan
Targeted Support	Prioritising the interventions of children to ensure they are consistent	Cover by Headteacher Rearrangement of PPA timetable to streamline and provide more flexibility for interventions to occur
Wide strategies	Sourcing purposeful and beneficial learning experiences which enhance cultural capital  Engagement in the curriculum and timing to plan and develop	Quality checking and personal recommendations Professional discussions about what the learning will be from an experience Focused INSET day as well as additional release time covered by the SLT and HLTAs.

#### Review - Impact of 2018-2019 Pupil Premium expenditure

Desired Outcome	Strategy/Intervention	Impact	Next Steps	Cost
Further improve the progress of PP children, including those with SEND and improve the accuracy of assessment for this group.  Social & Emotional barriers to learning are addressed so that all children are able to fully access learning	Assess, Plan Do Review approach to be put in place by new SENCO. Graduated response involves all stakeholders- staff, parents & children. Provision mapping to be implemented to track and evaluate SEND provision and its impact.  Staff training and a focus on implementing Growth Mindset within classrooms	SEND list has been refined to ensure that it is accurate and as a result intervention and support is targeted effectively.  Staff are beginning to feel confident in strategies and interventions to support children with additional needs.  Access to the full curriculum (and a complete timetable) is in place as a result of targeted support regarding attachment issues.	Interventions to be further targeted and include accountability to staff (entry and exit data). Further staff development in QFT.	Residential costs £1,828 After school clubs £748 Trips £350 Break sales £300
Improve the % of PP children meeting their attainment target to close the gap between the % of PP children achieving ARE or	Classroom teaching including teacher focused group teaching and TA support is tailored to need.	Staff and pupil feedback indicates that marking policy is not embedded nor beneficial to next steps of learning.	To redevelop the feedback policy so that it is meaningful, does not add to teacher workload and has a noticeable	

above for writing and their peers.	<p>Staff CPD on developing spelling, proof reading and editing skills.</p> <p>Specific training on Greater Depth to ensure higher attaining pupils reach their potential</p> <p>One to one teacher CPD with Literacy consultant- to improve planning and differentiation in writing</p> <p>Staff CPD on improving feedback</p>	End of year writing TA data indicates that attainment remains low in KS2.	impact on the development of writing.	
Improve comprehension skills, enabling KS2 children to access the higher levels of the Reading SAT papers	<p>New approach to reading in KS2 rolled out for guided reading to improve progress for all.</p> <p>Focus on improving children's exposure to and understanding of vocabulary. Displays, vocab banks introduced.</p>	<p>All children participate in regular guided reading. KS2 reading outcomes where the highest of all core subjects.</p> <p>Teacher assessment shows reading to be a strength in KS1 and upper KS2 (June 2019) attainment.</p>	<p>Continue to develop the quality of children's comprehension responses through CPD to encourage the teaching of reading skills.</p> <p>Case studies to unpick the individual needs of each PP child and strategies to remove barriers to form professional dialogue.</p>	<p>Pearson Reading scheme £585.30</p> <p>Beanstalk £660</p>
To support vulnerable pupils in Year 1 as they move from the EYFS curriculum into the more formal KS1 curriculum.	<p>Forest schools set up on the school site, to encourage social skills and a resilient attitude to learning. Teaching assistant support for pupils with medical &amp; learning needs to help support them within the classroom and maximise learning opportunities.</p>	<p>Observations show that pupils who have participated in Forest School show confidence in social situations and academically have made good progress.</p> <p>DA gap in Maths has been removed.</p>	<p>Continue with the provision of Forest School for Year one pupils.</p> <p>Expand provision to include the whole school (over a rolling strategy).</p>	<p>Forest School practitioner £1,950</p>

Remaining funds = £19598.70 used to pay FSM and additional staffing costs