Pupil Premium Strategy Statement 2019-2022

Introduction: What is Pupil Premium?

Pupil premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils.

'Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference. In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.'

Education Endowment Foundation – The EEF Guide to Pupil Premium funding for further details visit:

https://educationendowmentfoundation.org.uk/public/files/Publication s/Pupil_Premium_Guidance_iPDF.pdf

Pupil premium strategy statement (Primary)

School overview

Metric	Data
School name	Primary School
Pupils in school	408
Proportion of disadvantaged pupils	24%
Pupil premium allocation this academic year	£133,320
Academic year or years covered by statement	2019-2022
Publish date	01 December 2019
Review date	01 November 2020
Statement authorised by	Jane Sendall
Pupil premium lead	Daniel Gudgeon
Governor lead	Anne Campbell

Contextual Information: Barriers to Disadvantaged Learning at Place Farm.

o Speech, language and communication skills are poor on entry.

o Historic variability in the quality of teaching and subsequent under-achievement have meant gaps in certain year groups.

o Progress across lower Key Stage 2 historically has meant gaps have had to be plugged specifically in Reading and Maths when they get to Year 6.

o Persistent absence/ lateness

o Impact of pastoral circumstances on children's ability to focus on learning

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-1.14
Writing	0.28
Maths	-1.06

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2 in Reading	35%
Meeting expected standard at KS2 in Writing	70%

Meeting expected standard at KS2 in Maths	60%
Meeting GD standard at KS2 in Reading	5%
Meeting GD standard at KS2 in Writing	10%
Meeting GD standard at KS2 in Maths	5%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received training on delivering effective Phonics to children from Foundation to Year 3.
Priority 2	Ensure all relevant staff (including new staff) have received training (paid for) on delivering effective Reading lessons across the school
Priority 3	Use academic research (including that carried out by the EEF) to embed strategies and techniques to improve engagement and participation of every child in every lesson.
Priority 4	Continue to develop the school's curriculum so that it is well sequenced, broad, balanced and engaging, which allows children to make exceptional progress.
Barriers to learning these priorities address	Ensuring staff use evidence-based approaches to support whole class Reading and Phonics.
Projected spending	£33,953

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve above national average progress scores in KS2 Reading (0)	Sept 22
Progress in Writing	Achieve above national average progress scores in KS2 Writing (0)	Sept 22
Progress in Mathematics	Achieve above national average progress scores in KS2 Maths (0)	Sept 22
Phonics	Achieve above national average expected standard in PSC	Sept 22

Other	Improve attendance of disadvantaged pupils to above the national average (96%)	Sept 22

Targeted academic support for current academic year

Measure	Activity
Priority 1	Buy and embed use of a targeted Reading Intervention Scheme.
Priority 2	Establish small group Reading interventions for disadvantaged pupils falling behind age-related expectations
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in Reading – typically an area of weakness
Projected spending	£51,347

Wider strategies for current academic year

Measure	Activity
Priority 1	Creating and embedding tutoring for specific disadvantaged children.
Priority 2	Using our Attendance officer to support families with attendance and acute need
Priority 3	Using our Pastoral Support team to support children and families to ensure children come to school with a positive mind-set and that they are ready for learning
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected Spending	£46,937

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development in development of Reading and the wider curriculum.	Use of INSET days and additional cover being provided to upskill relevant staff
Targeted support	Ensuring enough time for school Reading-lead to implement a range of	Reading and Pupil Premium lead to be given time to carry out

	strategies to improve Reading progress across KS2/	small group work with targeted disadvantaged children.
Wider strategies	Engaging the families facing most challenges	Working closely with the LA to improve attendance and engagement

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading	Lowering of results since last year. As a result, Reading will be embedded across the school, to ensure we meet the aim.
Progress In Writing	Steady improvement in disadvantaged pupil progress from 2018 to 2019. On track towards aim.
Progress in Mathematics	Steady improvement in disadvantaged pupil progress from 2018 to 2019. On track towards aim.
Phonics	Exceeded disadvantaged national average ahead of projection. New aim of disadvantaged pupils meeting national average for all pupils by September 2021.
Other	Some improvement in attendance since last year, however this needs to be improved again.