

Pupil Premium Strategy Statement 2019-20

1. Summary information

School	Claines CE Primary School				
Academic Year	2019-20	Total PP budget	£17,640	Date of most recent PP Review	July 2019
Total number of pupils	209	Number of pupils eligible for PP	19	Date for next internal review of this strategy	Jan 2020

2. Current attainment

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Current gap</i>	<i>Previous gap</i>
% achieving ARE or above in reading	76.5%	85%	-8.5%	-12.4%
% achieving ARE or above in writing	64.7%	77.7%	-13%	-20.3%
% achieving ARE or above in maths	76.5%	85.3%	-8.8%	-34%
% achieving above ARE in reading	35.3%	38%	-2.7%	-3.8%
% achieving above ARE in writing	17.6%	19.3%	-1.7%	-17.9%
% achieving above ARE in maths	29.4%	36.5%	-7.1	-36.2%

*3 out of 19 disadvantaged children are on the SEN register.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers	
	PP children have poor physical and academic stamina across the wider curriculum as identified in work trawls and foundations subject assessments.
	The proportion of PP children in Writing and Maths at ARE+ is still significantly below that of non-disadvantaged children
	Social and emotional issues preventing pupils being ready to learn
External barriers	
	Eating habits of PP children – leading to poor concentration and stamina in school

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
	Improve the physical and mental well-being of PP children.	Physical/fitness assessment, alongside 'Wheel of Life' assessment will show children's fitness and mental health have improved.
	Accelerate the progress of PP children across the school in Maths, so that they continue to close the gap on their peers.	Average progress in Maths for PP children is better than 'expected' and the gap is less than 8.8%.
	A higher proportion of PP children are judged to be working at ARE and above in Writing, across the whole school.	>65% of PP children are working at ARE and above in Writing,
	Pupils are ready to learn and develop good behaviours for learning. Pupils are able to regulate their emotions.	Pupils engage positively in lessons and wider school life- evidenced in observations and learning walks. Children are supported to regulate their emotions.

5. 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.

i. 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	When will you review implementation?
Improve the physical and mental wellbeing of PP children	<ol style="list-style-type: none"> Sessions in class on well-being and self-regulation for upper KS2 and to be then shared across school and PP children. Use of external coaches to support fitness and yoga sessions 	<ol style="list-style-type: none"> Disadvantaged children are lacking basic PE skills that are transferable across different sports. Across the whole curriculum, PP children achieve below other identified groups and their attitudes to learning are less positive. 	<ol style="list-style-type: none"> Lesson Obs/ monitor planning/ learning walks Lesson Obs/Pupil Interviews 	SG/SJ	Jan 2020
Accelerate the progress of PP children in Maths and Writing, so that they continue to close the gap on their peers	<ol style="list-style-type: none"> Increase level of feedback for PP children. IEP's written for PP children and shared with all adults who work with them. Teachers to spend more class time working with PP children. 	<ol style="list-style-type: none"> PP children need to be more involved in their learning and development. They are generally very passive learners at the moment. TA's as well as teachers need to know and understand the focused targets for individual PP children. Quality first teaching for PP children, more specialist support. <p><i>*These strategies closed the gap in attainment last year and therefore are being continued this year.</i></p>	<ol style="list-style-type: none"> Book scrutinies and lesson observations to review levels of feedback given for disadvantaged pupils compared to non-disadvantaged pupils. SENCO to monitor IEP's Lesson observations and drop ins. Teachers to identify PP children on planning. 	SG/SJ EC SG/SJ	Jan 2020
Total budgeted cost					£4680

ii. 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	When will you review implementation?
<p>Improve the physical and mental wellbeing of PP children</p>	<ol style="list-style-type: none"> 1. Continue to develop 'Health and Wellbeing' blog on school website, for children to contribute to and refer to. 2. Top-up swimming for any PP children not on track to meet expected standard of 25m unaided. 3. PP children to be allocated a key adult in school to talk to. 	<ol style="list-style-type: none"> 1. For children to be more engaged with healthy and active lifestyle choices. 2. Only 6 out of 12 pupil premium pupils in KS2 can swim 25m unaided. 3. Pupil Survey of mental wellbeing and attitudes to learning show that our Pupil Premium children lack stamina and resilience when facing new challenges. 	<p>Monitor blog posts and visitors to blog. Record of attendance and achievement in swimming. Pupil voice.</p>	<p>SG NH SJ</p>	<p>Jan 2020</p>
<p>For a higher proportion of PP children to be ARE or above in Writing.</p>	<ol style="list-style-type: none"> 1. Small group learning to continue to promote 'Slow Writing' technique for PP children 2. SJ to work with intervention staff to target intervention for all disadvantaged children. 3. Spelling intervention resources to be purchased and used to support spelling. 4. Spelling app purchased to support spelling. 5. CC to support with letter formation and spelling interventions in KS1 6. AM to target disadvantaged children during intervention in the afternoon in KS2. 7. Purchase CGP resources for pupils to use at home. 8. DW to listen to all PP children read daily 	<ol style="list-style-type: none"> 1. To improve accuracy in writing 2. Intervention required for all PP children, including challenging the more able. 3. New intervention programmes needed to engage children and create greater impact on progress. 4. To improve accuracy in spelling. 5. To improve handwriting and spelling accuracy in KS1. 6. Large number of disadvantaged children in KS2 are working below ARE and need extra support. 7. To further support and consolidate learning at home. 8. For improved reading to benefit their writing 	<p>Monitor progress and targets on SPTO. Pupil voice with PP children to see if they are fully aware of their next steps for learning. Monitor reading records. Work scrutinies. Monitor impact of intervention. Build in targets into PM for support staff.</p>	<p>SG/SJ/EC</p>	<p>Jan 2020</p>

Accelerate the progress of PP children in Maths.	<ol style="list-style-type: none"> 1. TA's to work closely with teacher to review and set targets for pupils in their books. 2. 1:1 intervention – on a daily basis within Singapore Maths 3. Purchase online software/apps for children to use daily at school and at home, to consolidate their learning in maths. 4. Purchase Maths resources (CGP materials) for PP children to use at home. 5. AM/CC to provide extra maths intervention to pupils 6. Early morning groups to include target PP children in Upper KS2 	<ol style="list-style-type: none"> 1. PP children to have regular, achievable targets so that they are more involved in their own learning, and TA's are fully aware of their next steps. 2. Targeted intervention to support gaps in children's learning. 3. Personalised software to support and challenge each child. 4. To further support and consolidate learning at home. 5. Provide pre-learning or consolidation of learning before next session. 6. Focused work to fill the gaps has been proven to accelerate their progress. 	<p>Monitor progress and targets on SPTO. Pupil voice with PP children to see if they are fully aware of their next steps for learning. Work scrutinies. Monitor impact of intervention. Use of software to monitor usage of apps</p>	SG/SJ/EC	Jan 2020
Pupils are ready to learn and develop good behaviours for learning. Pupils are able to regulate their emotions.	<ol style="list-style-type: none"> 1. Structured personalised curriculum for targeted PP children. 2. Use TA to run a full-time nurture group (1:2 staffing ratio) 	<ol style="list-style-type: none"> 1. Children have a fresh start with a curriculum that can meet their individual needs. 2. Nurture group to develop social skills and to model good learning behaviours 		SG/SJ/HB/DN	Jan 2020
Total budgeted cost					£12000
iii. 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	When will you review implementation?
Maintain high attendance of PP children	<ol style="list-style-type: none"> 1. Breakfast available in school for any PP children, when desired 2. SG to speak to parents of PP children when attendance falls below 95% 	Attendance of PP children was 95.7% last year and we want to maintain and improve this.	Review PP attendance and the attendance for individual disadvantaged pupils monthly. Allocate a TA time to organise and maintain food supplies in school.	SG	Jan 2020
PP children have an enriched curriculum and access to activities they may not otherwise experience.	<ol style="list-style-type: none"> 1. Fund peripatetic music lessons for disadvantaged children. 2. Fund residential trips and class trips for disadvantaged pupils. 3. Fund access to after school clubs for disadvantaged pupils. 4. Purchase reading books for home for targeted PP children 	Children would otherwise not be able to participate in these lessons, trips or clubs. We believe these experiences are enriching, help social development and give the children a chance to explore and discover other talents.	Make parents aware that this funding is available for any trip, club or music tuition.	SG	Jan 2020

Staff are empowered to better support children with attachment difficulties.	Annual whole staff training on Attachment difficulties DT to attend LAC Network Meetings in Worcestershire to share/obtain good practice.	An increasing number of children in school, especially disadvantaged children, with attachment difficulties. Training being provided by external provider	Collect evaluation forms from staff attending the training.	SG	Jan 2020
Total budgeted cost					£1550