

Pupil premium strategy statement

The pupil premium is additional money which is given to state schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

1. Summary Information			
Academic Year	2019-2020	Date of most recent PP review	July 2019
Total Number of Pupils	405	Date for next internal review of this strategy	October 2020
Number of Pupils eligible for PP	28 (6.9%)		
Total PP budget	£52,080		

Year Group	Number of Pupils	Non-Pupil Premium	Pupil Premium	% of Pupil Premium
Y1	60	58	2	3.3 %
Y2	60	56	4	7.1 %
Y3	56	47	9	16.1 %
Y4	60	55	4	6.7 %
Y5	51	46	5	9.8 %
Y6	57	53	4	7.0 %

2. Current Attainment: Key Stage 2 SATs 2019 (children)			
% pupils achieving at least the expected standard by the end of KS2	Pupils eligible for PP (9 children)	Pupils eligible for PP (NON SEND) (5 children)	<i>All pupils (national average)</i>
% achieving expected and above standard in reading	44 %	80 %	73 %
% achieving expected and above standard in writing	67 %	100 %	78 %
% achieving expected and above standard in maths	33 %	60 %	79 %

2. Current Attainment: Key Stage 1 SATs 2019 (children)			
% pupils achieving at least the expected standard by the end of KS2	Pupils eligible for PP (5 children)	Pupils eligible for PP (NON SEND) (5 children)	<i>All pupils non SEN (national average)</i>
% achieving expected and above standard in reading	100 %	100 %	83 %
% achieving expected and above standard in writing	80 %	80 %	72 %
% achieving expected and above standard in maths	80 %	80 %	77 %

Contextual Information

Within Little Bowden the nature of disadvantage and vulnerability is a complex picture effecting a small number of our families – making up less than 10 % of our pupils. Of the 29 children who are in receipt of PPF 8 are also on the SEN register (28 %). PPF children represent approximately 20 % of our SEN register. Attendance of our PPF children is 96.4 % against non PPF at 97.1 % - differential of -0.7 % but in some year groups the differential is -4. 2 %

Why do we spend the money the way we do?

As a school we have been analysing the various significant factors which can impact on an individual child's outcomes through discussion with parents, governors children and staff.

Our Governor monitoring/discussions last year showed that:

- Support across the school was still variable. Where high quality resources were used, expectations were high and support staff were clear about what they were required to do and worked closely with teachers, outcomes were better. Where support staff required additional training and received less guidance from teachers, outcomes were less good.
- The developing Inclusion Team [SLT staff, SENCO and Pastoral Leader] were developing systems and processes to evaluate impact of interventions, provide training and ensure staff were being held to account for progress of disadvantaged learners whom they taught.
- Early intervention strategies [additional support in early years] has a huge benefit in helping to close gaps early. The introduction of speech and language screening in EYFS (and where possible at feeder nursery) looks to be having a positive impact, as well as the additional 1:1 reading support in EYFS and Year 1
- The role of the Pastoral Leader was developing well and her support was proving invaluable at engaging the 'harder to reach' families.

Factors which we feel, in our school, affect the achievement of our disadvantaged children [and other vulnerable learners]

- Attendance
- Early opportunities for learning especially vocabulary and oracy development
- Learning Behaviours
- Emotional health and wellbeing
- Additional educational needs which affect progress and attainment
- Parental experience of education and involvement in their own child's education

Funding Review for 2018/2019	
Total received £64,300 total spent on PP children £66,700	
PP lead and coordination	0.4 FTE Pastoral Lead £21,400
ALT PP focus interventions	1 TA Full time £14,600
Wave 2 interventions	0.8 FTE TA £12,000

Enrichment activities	Including Gardening club, Cookery club, Homework club, Forest Schools, Breakfast club. Equivalent of 0.5 FTE TA. (£7,500) Caspers Club and Residentials. (£2,200)
Family support and liaison	ELSA, Pastoral Lead, Behaviour Leads, SEMH specialist teacher, SALT and Educational Psychologist. (contribution from PP budget of £8,000)
Staff development	SALT training, Autism Training Tier 1 and 2 – all staff, Trauma Training and Behaviour Training.
Equipment	IPads, music lesson equipment, School dinner support, School Uniform and other equipment when identified as the solution to a barrier for learning. (£1,000)

Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school)		
A	Variability in the staff's understanding of the additional needs of pupil premium children. This can sometimes be a training need or lack of communication between key staff working with the child.	
B	Limited self-regulation and self-assessment to drive own improvement as a learner.	
C	Individual learning barriers for each child that are slowing progress from starting points	
External barriers (issues which also require action outside school)		
D	Low starting points on school entry for some disadvantaged children compared with the other groups e.g. smaller vocabulary, less exposure to print and broader enrichment experiences.	
E	Parental involvement and engagement can be more difficult to achieve	
Desired outcomes and how they will be measured		
A	To continue to prevent gaps of PP children without additional needs from appearing	

B	<p>Self-regulation and self-assessment are used to drive own improvement as a learner Feedback and marking enables learners to self-regulate and drive their own improvement. Route to Resilience used to underpin learning</p>	
C	<p>Individual learning barriers for each child that are slowing progress from starting points are addressed.</p>	
D	<p>To ensure opportunities to develop oracy, vocabulary and early reading are embedded through</p> <ul style="list-style-type: none"> ●Developing a structured approach to Talk Boost across EYFS ●Developing purposeful teaching of oracy and vocabulary ●Developing bespoke enrichment opportunities for children who have had little exposure to them ●Talk for Writing adopted ●Everyone a Reader project implemented 	
E	<p>Parental involvement and engagement continues to be improved. Analysis of attendance at activities shows PP parental involvement on par with non-PP.</p>	

Projects and development plans for 2019-2020

At Little Bowden Primary School, we want all our children to do their best and we put in place various strategies, interventions and actions to make sure this occurs. Below is the main expenditure for 2019-2020

Planned Expenditure - Pupil Funding Allocation for 2019-2020					
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 well implemented?	Staff Lead	When will you review implementation?
Continue to develop clarity of learning and the potential impact of the use of metacognitive strategies to accelerate progress for all pupils	Embedding approaches stated in our policies to support Quality First Teaching	EEF: mastery learning, feedback, metacognitive strategies	Increase the % of PP Pupils attaining AES in R,W,M at KS1 and KS2	Subject Coordinators.	Regular review of quality of teaching through: <ul style="list-style-type: none"> - Mentoring observations - Learning walks - Book looks - Pupil voice

Feedback and marking enables learners to self regulate and self- assess, driving their own improvement	Embedding approaches stated in our policies to support Quality First Teaching	EEF: Feedback Government guidelines on feedback and marking	Increased attainment of KS2 2019 and 2020 Books demonstrate good progress. Books demonstrate high expectation, consistency of T&L and progress from starting points (end of EY/ KS1).		Impact of feedback evident through: - Mentoring observations - Learning walks - Book looks - Termly data analysis & reviews at pupil progress meetings
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Budgeted Cost for i

£ 19,500

ii) Targeted Support

Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented?	Staff Lead	When will you review implementation?
Increase the % of PP Pupils attaining AES in Reading, Writing and Maths across KS1 and 2.	Identify the individual barriers for PP pupils against prior attainment so that interventions and QF teaching can target this. In-school booster sessions. Quick Response program. Wave 2 interventions. Feedback and marking identifies the barriers to progress and appropriately targets it. Early language and communication screening in EYFS and prior to entry at nursery.	EEF: mastery learning, within class grouping / 1:1 support	Progression is in line with expectation or above. Close moderation and support.	HB and Subject Coordinators.	Regular review of quality of teaching through: Coaching observations Learning walks Review of interventions Review of gap analysis from summative assessments Book trawl. Termly data analysis & review at pupil progress meetings Pupil Progress meetings Pupil voice

Close the attainment gap between PP pupils and all pupils in their year group.	Track progress of PP pupils for all pupils against prior progress meetings, reviewing the impact of strategies to ensure accelerated progress and raise attainment.	EEF - Small groups tuition / 1:1 support where needed, reading comprehension strategies	Progression is in line with expectation or above. Close moderation and support.	HB and Subject Coordinators.	Coaching observations Learning walks Review and analysis of interventions and their impact Book trawls Termly data analysis and reviews at pupil progress meetings
Budgeted Cost for ii					£ 8,000
iii) Other approaches					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented?	Staff Lead	When will you review implementation?

<p>Improve family involvement and engagement with child's learning.</p>	<p>ELSA / Parent Support worker programme used to develop further understanding of the school's work, the support being provided to pupils in school and parent/carer contribution to this.</p> <p>Encourage engagement with pupil learning by further developing the communication process between school & parents.</p> <p>PP used to fund uniform and extra-curricular school activities, decided in partnership with children & parents.</p> <p>Further plan and tailor special events to raise aspirations for PP pupils</p> <p>Targeted events with relevant parent / carers to develop relationship with school.</p> <p>Parents targeted to participate in initiatives such as Fun and Families, curriculum workshops and celebration events.</p>	<p>PP review demonstrated the effectiveness of this approach in continuing to widen learning opportunities.</p>	<p>Review meetings parents to discuss wider opportunities, linking with pupil ideas and views.</p> <p>PP lead to review /attend meetings for key pupils.</p> <p>Analysis of parent attendance and views at review meetings</p> <p>Analysis of pupil attendance at extra-curricular / extended day activities</p> <p>Analysis of parent attendance at special events.</p>	<p>HB/TB</p>	<p>Review of spending and impact on pupil opportunities at pupil progress meetings</p> <p>Review of PP parental engagement at events and activities</p>
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Budget Cost for iii	£ 34000
Total Budgeted Cost	£ 61,500 (£9,400 from main budget.)