

Pupil Premium Grant Strategy 2019-2022

Number of pupils and Grant Amounts

Total number of pupils on roll	371 (September 2019)
Total number of pupils eligible for PPG (19/20)	64 (including Looked After Children, Previously Looked After Children and Service Children)
Total Predicted amount of PPG (19/20)	£102,540 (funding for 77 based on July 2019 data)



At the **HEART** of the community.
Ensuring no child is left behind.

Barriers to Educational Achievement in Our School

Approaches to Address Barriers

1. Consistent High-Quality Teaching and Learning

Falling numbers in Reception and Year 1 are putting a financial strain on the school and it is increasingly likely that the school may have to move to mixed year group teaching.

Historical high turnover of staff has meant it has been difficult to make professional development, policies and procedures consistent across this school. Staff turn-over has now been stabilised, only 1 new teacher this academic year and a maternity cover, however there are year groups within the school who did not have consistently good teaching through all aspects of their primary school journey and additional intervention is still required to close the gaps for these children.

To improve teaching and learning, across the whole curriculum to ensure progress of all children but particularly our most vulnerable children is increasingly in-line with national expectations.

To develop teachers pedagogical and subject knowledge throughout the school, so that all teachers are consistently delivering good provision each and every day.

To ensure that all children make at least expected progress from their individual starting points through high quality wave 1 teaching and effective intervention.

Our children are not as confident in reading as in other areas of the curriculum this is particularly true for Pupil Premium children.

New maths table assessments in Year 4 – many children do not complete tables homework on a regular basis.

42% of the children on the SEN register are also Pupil Premium.

Careful management of school resources and future financial planning to avoid loss of class teacher and reduction of school size from 14 classes to 13.

Ensure ALL staff who teach classes are well trained in current best practice. New and inexperienced staff are provided with a high-quality coaching and mentoring programme. High quality training and in-school support is resourced from within the school, within county and nationally.

Ensure all teaching staff are confident in assessing children accurately and then creating appropriate next steps at a year group, class, focus group and individual level.

Ensure all classes have appropriate interventions to close the gap and/or accelerate progress. Interventions need to impact on children's progress quickly.

Regular pupil progress meetings.

Use of teaching resources and strategies that are proven to accelerate progress.

Use of Accelerated Reader to identify children's strengths and areas for development in reading, assign appropriate reading material and monitor impact of wave 1 teaching and interventions.

Use of Pupil Premium funding over 3 years to ensure priorities are planned, delivered and monitored for effectiveness over time – priorities are long term to ensure they are fully embedded before moving on to new priorities.

2. Attendance

To continue to improve attendance for all children.

To close the gap between attendance of Pupil Premium children and Non-Pupil Premium children.

Reduce the high percentage of Pupil Premium children who are absent more than 10% of the academic year.

Use proven systems and policies to improve attendance for all children through working in partnership with families. Ensure families and children are aware of the importance of regular school attendance.

Work with individuals and families to identify barriers to attendance and action plan on an individual basis as required. Work with the Local Authority to address year on year poor attendance, when in-school strategies are not making an impact.

3. Cultural Capital

Some pupils do not have a childhood filled with varied and rich life experiences to provide inspiration, creativity or a greater understanding of the world. This then impacts on what they can then bring to the classroom to support their own development. There can be a vast discrepancy of experiences between peers.

All children have the opportunity to attend trips and visits, including a residential visit in year 4 and year 6. Children can access clubs and individual lessons which provide life experiences, opportunities they may not otherwise have or nurture a skill, gift or talent. Children have the opportunity to learn from the experiences and interests of the wider community. Children to develop a wider vocabulary that allows them to access specialised and subject specific content.

4. Ensure Learning Readiness

Some children find it difficult to settle into school, concentrate, manage their behaviours or emotions - all of which impact on their learning and sometimes the learning of their peers. Some of our children have experiences outside of school, and out of their control, that can make accessing learning a challenge. An increasing number of children and their families are struggling with their mental health and school is increasingly becoming a place from which help is sought. This increasing trend is impacting on the availability of key staff to undertake teaching and learning activities as time is needed in supporting these vulnerable families as they do not see any other source of support.

Children and families are supported to ensure that they are able to access effective educational opportunities in times of personal crisis or when experiencing difficulties outside of school that may impact on the child's potential to make academic progress. Support is also put in place to ensure a child who is struggling with their emotions or behaviours does not impact on the learning of others.

1. Consistent High-Quality Teaching and Learning

Objective	Actions	Year Group	How will we know this has worked?
Ensure reading is developed for most vulnerable children.	<p>Identify at least 3 key children per class for intensive reading with volunteers and Teaching Assistants. Track these children carefully to identify best practice across school and learn from this for following years.</p> <p>Purchase Accelerated Reader.</p> <p>Purchase books to support gaps in books at appropriate level.</p> <p>Purchase appropriate hardware to run Accelerated Reader and Star Reader assessments effectively.</p> <p>Train staff in STAR reading assessments and use of Accelerated Reader.</p> <p>Appropriate CPD for all staff.</p>	<p>Years 1 to 6.</p> <p>Years 2 to 6.</p>	<p>Tracking of standardised scores and/or reading ages for these children will indicate accelerated progress beyond the average of the other children.</p> <p>End of Key Stage data for reading will be in line for all groups of children. Gap between pp and non-pp children will be closing.</p> <p>Pupil interviews demonstrate children can identify their own strengths in reading, how they are supported to read, why this is important and what they can do in school and at home to support this.</p> <p>Parent interviews/questionnaires show they understand the importance of reading in and out of school. They can share strategies for supporting their children in reading.</p> <p>STAR reading scores and standardized scores and record of words read increase across the three years.</p>
Ensure all teaching staff, teachers and TAs are aware of significant children and are planning appropriate wave 1 and intervention teaching to meet needs.	Termly pupil progress meetings with teachers, TAs and Member of SLT focusses on progress and attainment of individual children and particularly tracks teaching and support provided to the most vulnerable children. Data tracking system to support identifying key areas for development.	Whole School	Increased attainment in English and Maths (Assessment Data, including ELG, phonics, internal data and national assessments at year 2 and 6)
Provide high quality interventions to close the gap.	Interventions for all PP children TA Training Intervention Tool kits	Whole school	Increased attainment in English and Maths (Assessment Data, including ELG, phonics, internal data and national assessments at year 2 and 6)
Provide high quality phonics interventions to close the gap with identified individual children	Training in quality phonics teaching and intervention.	FS and KS1	Attainment in Phonics remains in-line with National, as achieved in Summer 2018. Year 2 Phonics retakes are closing the gap for most vulnerable children and are at least in line with National Outcomes.

Ensure all children are fluent in tables to 12 x 12 by the end of Year 4.	Purchase of resources and devices to ensure children can use technology to effectively respond to the new multiplication check. Weekly teaching of tables. Tables homework. Precision teaching for identified children. Purchase of laptops/tablets to allow regular practice particularly for children without access at home. Tables club with Maths lead.	Y2,3 and 4.	Results are at least in line with national expectations for New multiplication check – June 2020.
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2. Improve attendance.

Objective	Actions	Year Group	How will we know this has worked?
Improve attendance for all children.	First day contact phone calls. Letters to parents. Reward certificates. Meetings when attendance causes a concern.	Whole school	Attendance data has increased from 95.65% Number of persistent absentees reduced from 7.97% for all children and 16.8% for Pupil Premium children. Punctuality improved. Children are at school for beginning of learning.
Improve attendance for vulnerable children.	Breakfast Club Walking bus Personalised action Plans for identified families.	Whole school	Gap between PP and Non-pp attendance is reduced. 2018/19 gap was 96.28% - 93.01% = 3.27%. (NB this is inhouse data and needs validating)

3. Cultural Capital

Objective	Actions	Year Group	How will we know this has worked?
Providing children with additional experiences beyond the classroom to enhance their life skills and learning. Broaden their experience and extend their learning.	Contributions to school trips, including residential visits and visitors into school. Provide identified children with life skills opportunities - including cooking, working with money in real life situations, road safety, cycle proficiency etc.	Whole school	Children's first-hand experiences can be shared with others and provide opportunities to develop communication skills. These experiences provide opportunities to extend learning and provide a context for additional curriculum development within the classroom. Pupil interviews.

To ensure every PP child accesses at least one extra-curricular club over the academic year.	Keep register of all attending clubs. Identifying PP children not attending clubs. Take pupil voice on what clubs they would attend and provide activities to meet need.	Whole school	Pupil interviews demonstrate increased confidence and enjoyment in engaging in activities. Clubs are created to appeal to PP children – to allow them to demonstrate strengths, support with learning or with cultural capital.
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4. Ensure Learning Readiness

Objective	Actions	Year Group	How will we know this has worked?
Ensure all staff are aware of how to support vulnerable children in times of crisis to ensure they are able to access their learning as effectively as possible in times of stress/anxiety.	Learning mentor to provide additional training for staff. Restorative justice training Recruit Family Worker	Whole School	Anonymised interviews with identified families and children who have received additional support. Feedback from staff about impact of training. Regular reviews of vulnerable children with SENCo and Learning Mentor.
Ensure all vulnerable families are able to access school information and complete forms etc. so their child is included in all possible opportunities.	Support from Office team. HT, SENCO and learning mentor meet and greet daily. Learning mentor meeting with parents and whole families. Additional Office hours to support parents with trips, lunches, accessing opportunities. Completion of Early Help Assessments, close liaison with family workers, Health Visitors and School Nursing Team.	Whole School	ALL children access trips. ALL children have appropriate meals ordered. ALL families have access to information about the school that they can access through translation/enlargement/ support with reading etc. Children and families have friendly and safe faces who can sign post them to other resources and professionals -medical, social, financial.
Vulnerable children are supported in times of personal crisis to ensure they are able to access their learning as effectively as possible.	Learning mentor – ELSA, individual and group sessions for identified children and families. Learning mentor to provide personalised social, behaviour, and bereavement support. Sensory circuits provided for children to start day effectively. Referrals to CAMHS and Healthy Minds.	Whole School	Barriers to learning are identified and strategies are put into place that ensure these children make accelerated progress, evidenced at pupil progress meetings.

	Referral to bereavement service. Referrals to parenting course.		
ALL children experience positive playtimes which allow them to continue with their learning effectively in the afternoon.	Recruit an additional Midday Supervisor to provide a higher adult to child ratio. Allowing Senior Midday supervisor to provide hands on training and support to all MSAs. Explore funding options and grants to develop lunchtime club for children who find playtimes difficult. Create a nurture lunchtime group.	Whole School	Pupil interviews show that they are ready to start learning. Number of lunch incidents reduced.
ALL children can complete homework and have opportunity to rehearse and revisit key learning.	Homework clubs Family Learning Tables clubs Phonics Clubs. Information shared at parents meeting as to how to support.	Whole School	Every child achieves 4 reads a week with an adult. Every child has opportunities to answer questions related to their reading. Every child has the opportunity to practice phonics, number bonds and times tables, including use of technology for this. Parents/carers report increased confidence in supporting with homework.