

Pupil premium strategy statement

1. Summary information					
School	Pirton Hill Primary School				
Academic Year	2019/20	Total PP budget	£233,640.00	Date of most recent PP Review	November 2018
Total number of pupils	444	Number of pupils eligible for PP	160	Date for next internal review of this strategy	Termly

2. Current attainment							
	Foundation Stage -2019	Key Stage 1 - 2019					
	Good Level of Development	Reading		Writing		Maths	
		Expected	Greater Depth	Expected	Greater Depth	Expected	Greater Depth
Pupil Premium	42%	58%	13%	48%	13%	81%	3%
Whole Cohort	55%	60%	12%	57%	12%	71%	12%
	Key Stage 2 Attainment – 2019						
	Reading	Writing		Maths		GPS	
	Expected	Expected		Expected		Expected	
Pupil Premium	46%	46%		57%		57%	
Whole Cohort	57%	57%		66%		70%	

Note: Key Stage 2 data extracted from DAISI (Data Analysis & Insight for School Improvement) – Version 1v0 2019

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	A lower % of PP pupils making accelerated progress to be inline or better than non PP pupil in RWM	
B.	Poor reading, language and inference skills. Not all pupils read frequently at home and the attainment of pupils is significantly below National. Not all pupils eligible to PP funding are identified in early stages.	
C.	Evidence and secure knowledge needed so that adaptations can be made to teaching in RWM	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance is significantly below National. (Attendance 2017-2018: 94.7% (Non PP 95.1%) / Persistent Absence: PP 2017-2018 – 11.9% Non PP 11.4%) (Attendance 2018-2019: 95.82% (Non PP 95.27%) / Persistent Absence: PP 2018-2019 – 6.2%% Non PP 9.4 %)	
E.	Poor learning behaviours and high levels of social and emotional needs impacts are impacting on pupils’ well-being, progress and attainment. Resulting in a lower % of PP pupils than non PP pupils achieving the expected standard at the end of each year in reading, writing and maths. Lack of wider experiences, e.g. cultural opportunities, visits, learning a musical instrument etc. impacts on self-esteem and aspirations.	
F.	A lower % of PP pupils are achieving the higher standard than non PP pupils in Reading, Writing and Maths. (focussing on Higher Ability PP pupils)	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To accelerate the progress of pupils entitled to Pupil Premium funding	All PP pupils make at least expected and accelerated progress, continuing to close the gap with National. A higher percentage of PP pupils achieve the expected standard or above at the end of FS, KS1 and KS2. the year.
B.	To raise the profile of Disadvantaged pupils	PP pupils are monitored closely and more challenging learning opportunities are provided. Early intervention is received in order to make rapid progress to narrow any gaps
C.	Secure staff knowledge of evidence –based adaptations to teaching in R W and M	Staff successfully implementing relevant teaching strategies in order for PP pupils to make at least expected and accelerated progress.
D.	Implement attendance Champions who monitor attendance of disadvantaged pupils weekly	Pupils’ attendance significantly improves term on term. Persistence absence decreases. EWO & school staff (FW and Office) actively work with families to improve attendance. The gap between the schools’ and National attendance figures closes.

E.	To develop Personal Development support (mental well-being and Growth Mind-set) for Disadvantaged pupils including behavioural, emotional and social needs of disadvantaged pupils	Pupils have access to a range of experiences both in and outside of school. Pupils develop aspirations and experience opportunities which they may not have otherwise.
F.	Improve attainment of high ability disadvantaged pupils	Higher Attaining PP pupils are monitored closely and more challenging learning opportunities are provided for them. A higher % of HA PP pupils achieve above the expected standard at the end of FS, KS1 and KS2.

4. Planned expenditure					
Academic Year	19/20				
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?
A. To accelerate the progress of pupils entitled to Pupil Premium funding	<p>Weekly small group teaching in R, W & M intervention in addition to timetabled curriculum. (inclusive of precise teaching strategies)</p> <p>Financial support so that high ability PP pupils access extra-curricular activities and educational visits</p> <p>Financial Support for Breakfast and after school Club</p>	<p>Small group interventions with highly trained staff have been shown to be effective in school based on reliable evidence sources (EEF)</p> <p>To provide PP pupils opportunities for educational visits and extracurricular activities to provide real purpose for writing. These are experiences that many are missing, limits their ability to produce high-quality pieces of writing required to achieve GLD / the Expected progress.</p>	<ul style="list-style-type: none">• Additional teaching sessions and small group support scheduled.• CPD for support staff (e.g. LA Maths consultant, in-school Speech and language therapy, SEND CPD)• Impact monitored by English and Maths subject leaders and PP SLT.• Level Trust Summer school• Whole school provision map• Funding for school trips	<p>PP TAs(JM/RD/ NG/KT/MG)</p> <p>CE</p>	<p>Autumn 2 Spring 2 Summer 2</p>

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?
B. To raise the profile of Disadvantage pupils	Provide learning packs to support provision at school and home Book wizard books purchases	Research from the Sutton Trust shows that “Improving the impact of teachers on pupil achievement in the UK” (September 2011) results in “The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds. Early identification and support for these pupils is the key.	<ul style="list-style-type: none">● Continuous identification of pupils eligible for PP funding● To ensure provision provided is consistent and good● Accelerate progress with resources to support learning● Evidence of AR targets met or Reading rings achieved for Disadvantaged pupils	CE	Ongoing
C. Secure staff knowledge of evidence –based adaptations to teaching in R W and M	Work alongside inclusion team to produce provision map inclusive of PP All RWM related CPD includes a PP focus	Small group interventions with highly trained staff have been shown to be effective in school based on reliable evidence sources (EEF)	<ul style="list-style-type: none">● Staff inset always has a PP focus	CE	Ongoing
Total budgeted cost				£97600	
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?

D. Implement attendance Champions who monitor attendance of disadvantaged pupils weekly	<p>Improve attendance and punctuality of disadvantaged pupils</p> <p>Family Workers and key support staff employed in school to monitor pupils' attendance and punctuality and follow up quickly on absences. First day response provision.</p>	<p>Statutory information for schools addressing attendance as a key step to improving attainment.</p> <p>Family Workers liaise with families and EWO to improve attendance and punctuality providing support for target pupils. Parents are advised of the impact of term time absence on their child's education.</p>	<ul style="list-style-type: none"> • The school Attendance team work closely with the LA and EWO to closely monitor attendance, absence and punctuality to ensure early detection of dips in pupils' attendance and that any concerns are dealt with effectively. • Weekly meetings • Weekly rewards for pupils to raise attendance (£1000) • Termly Prizes (£2000) 	GK/TB	Ongoing
E. To develop Personal Development support (mental well-being and Growth Mind-set) for Disadvantaged pupils including behavioural, emotional and social needs of disadvantaged pupils	<p>Identify needs and plan targeted intervention for vulnerable pupils. Use of Family Worker and Nurture team to engage with parents before intervention begins. Build self-esteem and confidence of vulnerable pupils. To develop and maintain positive behaviours for learning and social interaction</p>	<p>Statutory information for schools reflect that targeted support matched to individual needs, including behavioural and emotional, can be effective in overcoming barriers to their learning.</p> <p>Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.</p>	<ul style="list-style-type: none"> • We will use a variety of programmes which have been independently recommended and shown to be effective in other schools. • Use of local behaviour support consultant financed by the Local partnership. • Ensure early identification of target pupils. • EP report outcome and suggested strategies are implemented. • Ensure engagement with parents and maintain regular and transparent communication. • Monitor impact of interventions and assess whether improvements in behaviours translate into improved attainment of disadvantaged pupils 	CE/TB	Spring and Summer

F. Improve attainment of high ability disadvantaged pupils	Support and CPD to enable staff to provide Mastery teaching and Challenge for achieving GDS for disadvantaged pupils Weekly small group teaching focus in R, W & M challenge intervention	Small group interventions with highly trained staff have been shown to be effective in school based on reliable evidence sources (EEF) Improved focus and clarity on how to best support Pupil Premium pupils leads to raised attainment and progress and the gap closing between PP and non PP pupils.	<ul style="list-style-type: none">To track progress and attainment of higher attainment pupils and ensure necessary challenge is in place.To identify barriers to learning for individual pupils, including high attainers and monitor engagement of PP pupils	CE	Autumn 2 Spring 2 Summer 2
Total budgeted cost				£136000	
5. Review of expenditure					
Previous Academic Year		2018-2019			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost	
A. Achievement in Writing and Reading is in line with all pupils in school and closer to National at the end of FS, KS1 and KS2	<u>Year 2 of 2 Talk for Writing Project Reading</u> Staff training – Development of Guided Reading and whole class Reading sessions through school. Embedding of Accelerated Reading project (linked to FS and EY) Attend Spotlight on Standards training – focused sessions on developing Reading comprehension within KS2.	All staff received and attended training hosted by TFW project. This has been implemented across the school and training still continues with the PWP team and all staff. Staff receive ongoing CPD in various forms throughout the year, including LA hosted TFW day insets. Spotlight on Standards was attended and resources and used in school Accelerated Reading has been a successful implementation this year. This has been successful in Year 3,4,5,6	The success of TFW hence continuation in this 3 year cycle Continue with this as pupils are motivated by the reward Developing pupils as readers All PP pupils have access to books at home which promotes fluency, ensure progress and developing a love for Reading Intervention/Catch up sessions to teach to close the gaps in learning. The change this year is to catch those	Half Termly £12,500 Resources for TfW - £10,000 £5000 Autumn Term Texts - £10,000 Boosters Budget - £1,000 £19,000 (20% of wages – RD, JM, MG, JD, NG	

	Provide a range of quality texts for pupils to develop a reading culture at home.	<p>Spring 2 showed a mirrored programme spread out across KS1</p> <p>Additional Texts books were purchased and issued to PP pupils. These books formed part of their AR scheme and was promoted so that pupils could earn their reward</p>	pupils daily/weekly and teach to those gaps/misconceptions.	
<p>B. A higher percentage of PP pupils achieve above the expected standard at the end of each year. (KS1 EXS Targets R=71%, W=57%, M=71%, RWM=62% KS2 EXS Targets R=69%, W=63%, M=63%, RWM=56%)</p> <p>Intervening in class as well as the additional opportunities for pupils to close gaps</p>	<p>Consider the use of ICT as a tool to improve outcomes for PP pupils</p> <p>Targeted questioning in class to ensure challenge.</p> <p>Mastery Approach to questioning in Maths</p> <p>Class teachers to embark on provision mapping to ensure that all PP pupils have something additional in place.</p> <p>Targeted TA support given to pupils within the classroom – to support progress and attainment</p> <p>School Teaching Staff – 4 days Easter Booster sessions targeting Year 6 pupils.</p>	<p>Targeted questioning in class and intervention group work to ensure challenge evidenced from LW and Observations.</p> <p>PP CPD provided to all staff to reflect the impact of closing the language gap</p> <p>Mastery questions used from WR resources implemented in Y2/4/5/6 and Y1 and Y3 in the Spring term</p>	<p>Mastery for all PP esp HA pupils evident</p> <p>Staff know their PP pupils just to consider for planning.</p> <p>By providing pupils with a chosen high quality text each term, we are ensuring the pupils have the resources to success and continue their learning. (including SATS study guides for all PP pupils in Year 6)</p> <p>Clearer focus on provision mapping of all PP pupils</p>	<p>AH – £20,293</p>
C. Embed marking and feedback further	Revisit the marking and feedback policy and consider the use of specific praise, particularly in the case of PP pupils	Book scrutiny indicates that PP pupils marking shows clear and focussed next steps	Continue to raise PP profile in respect to Marking and Feedback showing the impact it has on closing the gap	

	pupils will be aware of their achievements and easily identify where to improve and teachers will quickly and effectively address misconceptions and offer support.			
			Total budgeted cost	£93,200
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
D. Ensure identification of SEN in EYFS so that early intervention can be put in place – this has the potential to blur the lines when considering reasons for underachievement Ensure that all PP pupils are identified in EYFS	Family workers and SENDCO work closely with EYFS staff and parents to identify any SEND need as early as possible Family Workers work closely with EYFS staff and parents to highlight and support parents in obtaining PP status for some pupils	Sustain the emphasis on quality first teaching from the Bold Beginnings in EYFS, throughout the school. The correct number of pupils are identified to have a SEN need Early intervention is received in order to make rapid progress to narrow any gaps	Early identification shows that those pupils and their needs can be addressed straight away to ensure the gap is narrowed as early as possible	

<p>E. Gaps between PP and non PP pupils to close as the year progresses More PP pupils achieve 'Greater Depth' at the end of the year and Key Stages</p>	<p>Develop 'champions' of PP within the staff team to develop the enthusiasm and focus</p>	<p>Pupil Premium Champions - To track progress and attainment and ensure necessary support is in place.</p> <p>Barriers identified for individual pupils, including high attainers</p> <p>Improved focus and clarity on how to best support Pupil Premium pupils leads to raised attainment and progress and the gap closing between PP and non PP pupils.</p>	<p>Secure a more robust tracking system.</p> <p>Teaching to those gaps identified through GAPS analysis</p> <p>CPD provided for staff and Governors so PP profile is raised</p>	
<p>F. Consider methods of ensuring access to clubs for all PP pupils through greater variety and free number of places available. (Including provision for homework club)</p>	<p>To develop physical health and wellbeing through sport. To develop a sense of team and belonging.</p>	<p>Provide pupils access to a range of experiences through an extensive range of sporting/other clubs</p> <p>Promote aspirations and experience opportunities which they may not have otherwise.</p>	<p>Data evidence has indicated that participation rates in school clubs and activities has increased</p> <p>Subsidised school trips</p> <p>Ensure that more PP attend and access homework club</p>	
<p>G .Consider the current provision of team and deployment of family workers to focus on learning outcomes for pupils in their work with families.</p>	<p>Planning and running clubs that provide focussed learning and high levels of engagement, including the development of social skills and self-esteem.</p> <p>To identify barriers to learning from family environments and providing the support needed to overcome these.</p>	<p>Parents feel supported with their parenting and understanding of how to help their child achieve, leading to raised attainment and progress.</p>	<p>Parental support provided for disadvantaged and vulnerable families Adult learning-to reassess the impact of this as attendance lower than anticipated</p> <p>Homework clubs provided for specific PP pupils in Year 3 and 4</p>	

H. Improve attendance / punctuality of PP pupils.	<p>Attendance of PP champion increases – leading to better attainment / progress</p> <p>EWO partly funded to support PP groups</p> <p>Regular attendance and punctuality meetings with parents to identify barriers and set actions.</p> <p>Attendance support for potentially vulnerable pupils.</p>	<p>Poor attendance and persistence absence impact directly on the progress pupils make. Attendance meetings, home calls, support meetings and signposting to outside support can help families to get back on track ad attendance rates.</p> <p>Continue raising the profile of attendance. through assemblies, displays, newsletters, celebrations and rewards, ensured it is seen as important to pupils and parents.</p>	<p>Early interventions and relationships with families bring support</p> <p>Rewards and celebrations raised the profile of Attendance</p> <p>Punctuality improved with Attendance Champion challenging parents daily.(lowered rate of lates)</p>	
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Schools leaders to consider the EEF report to identify strategies which may be useful for the school to develop in time.	Improved focus and clarity on how to best support Pupil Premium pupils leads to raised attainment and progress and the gap closing between PP and non PP pupils	<p>Data indicated that pupils that received interventions based on EEF recommendations made the most progress</p> <p>Training delivered improved subject knowledge.</p>	Continue to keep all staff members informed of the EEF report and the impact it has	£12000
B. Governor training related to understanding the barriers for PP pupils	Improved focus and clarity on how to best support Pupil Premium pupils leads to raised attainment and progress and the gap closing between PP and non PP pupils	<p>Training delivered improved subject knowledge for Governors.</p> <p>Understanding achieved about the barriers to PP pupils linked to the EEF report</p>	Ensure all Governors and stakeholders receive the same training so that EEF report is understood	

and an awareness of the EEF report				
C. Sharing of information for governors	<p>Teachers appraisal objectives shared with governors anonymously</p> <p>Governors to be presented with a copy of the CPD programme for teachers</p>	<p>Governors are clearly informed of the spending of Pupil Premium funding as minuted by PP link Governors meeting</p> <p>Governors aware of CPD programme for Staff</p> <p>Governors attend a range of Learning Walks all with different foci</p>	Ensure this consistent approach to inform Governors continues	
<p>D. CPD for TAs/staff</p> <p>-in raising awareness of the barriers faced by PP pupils</p> <p>-in understanding how to effectively support a child to become an independent learner</p> <p>- the impact of poor teaching and high quality teaching on PP pupils</p>	<p>Improved focus and clarity on how to best support Pupil Premium pupils leads to raised attainment and progress and the gap closing between PP and non PP pupils</p>	<p>Improved subject knowledge of staff – Leading to some improved outcomes / progress Pupil premium pupils</p>	Early identification of PP barriers	