



Expect  
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Achieve  
Enjoy

## Pupil premium strategy statement



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### 1. Summary information

<b>School</b>	Pirton Hill Primary School				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£231 000	<b>Date of most recent PP Review</b>	November 2018
<b>Total number of pupils</b>	443	<b>Number of pupils eligible for PP</b>	175	<b>Date for next internal review of this strategy</b>	Termly

### 2. Current attainment

	Foundation Stage -2020	Key Stage 1 - 2020							
	Good Level of Development	Reading		Writing		Maths		Combined	
		Expected	Greater Depth	Expected	Greater Depth	Expected	Greater Depth	Expected	Greater Depth
Pupil Premium	35%	45%	0%	35%	0%	50%	10%	25%	0%
Whole Cohort	65%	67%	17%	57%	4%	67%	13%	52%	2%

	Key Stage 2 Attainment – 2020									
	Reading		Writing		Maths		GPS		Combined	
	Expected	GDS	Expected	GDS	Expected	GDS	Expected	GDS	Expected	GDS
Pupil Premium	20%	13%	13%	7%	16%	3%	58%	0%	9%	3%
Whole Cohort	76%	20%	75%	13%	85%	16%	72%	6%	69%	9%

Note: Internal Data from Aspire

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.	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. Lack of wider experiences, e.g. cultural opportunities, visits, learning a musical instrument etc impacts on self-esteem and aspirations. 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.	
External barriers (issues which also require action outside school, such as low attendance rates)		
C.	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 %) (Attendance 2019-2020: 95.4% (Non PP - 95.9%)/ Persistent Absence: PP 2019-2020 – 5.19% Non PP 12.47%)	
D.	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)	
E.	Lack of early speech developed before school age, from lack of social engagement/medical needs	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
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. Staff successfully implementing relevant teaching strategies in order for PP pupils to make at least expected and accelerated progress.
B.	To raise the profile of Disadvantaged pupils and address their behaviour, social and emotional needs (by developing personal support including well-being and Growth Mind-set).	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 Incidents of PP behaviour tracked showing a decline 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.
C.	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 works with families to improve attendance. The gap between the schools’ and National attendance figures closes.

<b>D.</b>	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.
<b>E.</b>	Provide in house Speech and Language therapy for disadvantaged pupils	Communication and speech improves for disadvantaged children leading to improvement in outcomes and attainment.

4. Planned expenditure					
Academic Year	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 implemented well?	Staff lead	When will you review implementation?
A .To accelerate the progress of pupils entitled to Pupil Premium funding	Weekly small group teaching in R, W & M intervention in addition to timetabled curriculum. (inclusive of precise teaching strategies)	Small group interventions with highly trained staff have been shown to be effective in school based on reliable evidence sources (EEF)  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.	<ul style="list-style-type: none"><li>Additional teaching sessions and small group support scheduled.</li><li>CPD for support staff (e.g. in-school Speech and language therapy, SEND CPD)</li><li>Impact monitored by English and Maths subject leaders and PP SLT.</li><li>Whole school provision map</li><li>HLTAs to support teaching in Year 6 allowing class teacher to provide interventions (3 days per week in both classes)</li><li>Book Wizard books for PP chn</li><li>Range of AR books purchased (levels 0.5, 1 and 2 to support all levels) for in class library</li><li>TT rock star club</li></ul>	PP TAs allocated to class bubbles (FK,VI,RM,KT, TA,EA,GK,CW,N G,BW,KJ,RS,JD,F R,SP)	Autumn 2 Spring 2 Summer 2
				CE	£1000 for BW books
				TA costs £112 628	

<p>B . To raise the profile of Disadvantaged pupils and address their behaviour, social and emotional needs (by developing personal support including well-being and Growth Mind-set).</p>	<p>Part funding salary of Nurture worker to deliver:</p> <ul style="list-style-type: none"> <li>Sessions to build self-esteem and confidence of vulnerable pupils.</li> <li>Sessions to develop and maintain positive behaviours for learning and social interaction</li> </ul> <p>Identify needs and plan targeted intervention for vulnerable pupils. Use of Family Worker and Nurture team to engage with parents before intervention begins.</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. (EEF Toolkit)</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. (Boxall profiling)</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"> <li>Subsidise ASC or BC when needed</li> <li>Financial Support for uniforms, extra-curricular clubs or educational trips</li> <li>Continuous identification of pupils eligible for PP funding</li> <li>To ensure provision provided is consistent and good</li> <li>Accelerate progress with resources to support learning</li> <li>Evidence of AR targets met or Reading rings achieved for Disadvantaged pupils</li> <li>We will use a variety of programmes which have been independently recommended and shown to be effective in other schools.</li> <li>Use of local behaviour support consultant financed by the Local partnership.</li> <li>Preventative intervention in school by Nurture worker</li> <li>Ensure early identification of target pupils.</li> <li>EP /SENs team report outcome and suggested strategies are implemented.</li> <li>Ensure engagement with parents and maintain regular and transparent communication.</li> <li>Monitor impact of interventions and assess whether improvements in behaviours translate into improved attainment of disadvantaged pupils</li> </ul>	<p>CE CS</p>	<p>Ongoing</p> <p>Part CS salary</p> <p>£100 uniforms when needed £500 ASC and BC £3000 Educational visits and sports clubs</p> <p>£3000 resource packs to support learning in school and at home</p> <p>£3000 EP/SENS visits and advice</p>
				<p>Costs £18420</p>	

C. Implement attendance Champions who monitor attendance of disadvantaged pupils weekly	Improve attendance and punctuality of disadvantaged pupils  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.	Statutory information for schools addressing attendance as a key step to improving attainment.  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 using WEDUC	<ul style="list-style-type: none"><li>• 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.</li><li>• Weekly meetings</li><li>• Weekly rewards for pupils to raise attendance (£1000)</li><li>• Termly Prizes (£2000)</li><li>• Use of CPOMS to track late collections</li><li>• Family workers to meet with families(of PP chn) requesting term time leave and explain procedures and affects</li></ul>	GK/TB/ KH	Ongoing  Part funding Salary attendance staff (FW and Admin support)
					Costs £34 002
Total budgeted cost				£165 050	
(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. 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"><li>• To track progress and attainment of higher attainment pupils and ensure necessary challenge is in place.</li><li>• To identify barriers to learning for individual pupils, including high attainers and monitor engagement of PP pupils</li><li>• Measure entry and exit points from provision map data</li></ul>	CE  TA Support Interventions (EC,VI,CW, RM,KT,NG, EA,GK,SP)	Autumn 2 Spring 2 Summer 2
					Costs £61 770

E. Improve communication/speech leading to improved attainment and progress.	Provide personalised Speech and Language therapy for disadvantaged pupils	<p>It is evident that Speech and Language Therapy (SALT) makes a significant difference in the lives of individuals with speech, language and communication needs. <i>(Integrated Treatment Services)</i></p> <p>From January 2012 the OFSTED framework has had an increased focus on the teaching of literacy skills including communication. Children experiencing communication difficulties are at substantial risk of low achievement and of missing their literacy targets in primary school, with the gap widening at secondary school. Early identification and intervention is vital, and can be highly effective. Often there are measures that schools can take to help children with communication difficulties, but sometimes it is necessary to seek specialist help from a speech and language therapist. <i>(Children's Therapies)</i></p>	<ul style="list-style-type: none"> <li>• Speech and Language therapist supports children through <ul style="list-style-type: none"> <li>- 1:1 work</li> <li>- Group session (where applicable)</li> <li>- In class and at home strategies shared</li> <li>- Reviewing progress</li> <li>- Liaising with Class Teacher and parents</li> </ul> </li> </ul>	Magic words SALT therapist – CD	<p>Part SALT therapist salary</p> <p>Costs £4180</p>
<b>Total budgeted cost</b>					£231 000

5. Review of expenditure				
Previous Academic Year		2019-2020 (Covid lockdown year)		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
A. To accelerate the progress of pupils entitled to Pupil Premium funding	Weekly small group teaching in R, W & M intervention in addition to timetabled curriculum. (inclusive of precise teaching strategies) Financial support so that high ability PP pupils access extra-curricular activities and educational visits Financial Support for Breakfast and after school Club	In some year groups, data indicates that we were on track to make progress Au Y2 R-100% W-100% M 100% Au Y3 R-68.9%, W-69.4% M-68.9% Au Y4-R- 72.7%, W-63.6%, M-72.7% Au Y5 R-65.3%, W-65.3%, M-61.3% Au Y6 r-62.9% W-62.9% M-74%	Precise Teaching in Autumn term had an impact with PP chn in all areas and data indicated that if lockdown had not happened progress would have been made  PP cohort access to technology in order to use TTRS with staff members during their lunch break	£ 41 510  £47590  £2500  £3500
B. To raise the profile of Disadvantage pupils	Provide learning packs to support provision at school and home Book wizard books purchases	Staff knew who their PP children were and the provision they needed.	Packs were provided but little impact can be seen as parents didn't engage with resources at home. Further learning packs to be provided but to use as a lending library.	£2000
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	Having a slot during staff meetings to highlight PP chn and focus thoughts onto how to include focus of staff meeting/adaptations to be made	PP chn added to the initial provision map Continue to share this with staff so they are always thinking of what provision there is for PP chn	£500
			Total budgeted cost	£97 600

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. 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>Positive impact of raising the profile of attendance</p> <p>Attendance figures: Dec 19- 95.37% Feb 20 -95.84% Sep 20- 95.8% Oct- 94%</p> <p>Quick invention proved successful. Attendance pathway implemented so staff clear on procedures.</p>	<p>Keeping the profile of attendance at the forefront of all stakeholders (staff, children and parents)</p> <p>This approach yielded positive outcomes so will be continued throughout this financial year.</p>	<p>£44 002</p> <p>£2500</p>
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>Use of Boxhall profiling to identify children for support.</p> <p>Behaviour incidents indicate that weekly monitoring productive – CPOMS reports</p>	<p>Continue to use Boxhall profiling for entry and exit data for chn attending Nurture sessions for behavioural, social and emotional support.</p> <p>Small group support in class to ensure children are able to use skills and strategies acquired to transfer to learning</p>	<p>£39 641</p> <p>£30 056</p> <p>£1500</p>
F. Improve attainment of high ability disadvantaged pupils	<p>Support and CPD to enable staff to provide Mastery teaching and Challenge for achieving GDS for disadvantaged pupils</p> <p>Weekly small group teaching focus in R, W &amp;</p>	<p>Partly due to school closures, not all higher ability PP pupils who were on track to meet/exceed their targets. Groups took place and so did adjustments to class teaching and support</p>	<p>Support and challenge higher ability PP pupils using the range of resources made available to staff to move these pupils on.</p> <p>Find evidence of challenge for children in books</p> <p>Close monitoring of data</p> <p>Use of the Provision Map to track this</p> <p>Ensure weekly teaching/challenge is incorporated in RWM</p>	<p>£10 000</p>



	M challenge intervention			
Cost				£136 000