

Saxilby Church of England Primary School – Pupil Premium Strategy Report 2019/2020

Summary information Academic Year: 2019-2020			
Deprivation / FSM /EVER 6	Service Premium	LAC/POST LAC	EY Premium
38 x £1300 = £50,160	5 x £300 = £1500	2x £2,300 = £4600	3 x £300 = £900
B/F = £24,957	B/F = £8897	B/F = £0	B/F = £23
TOTAL = £75,111	TOTAL = £ 10397	TOTAL = £4600	TOTAL = £923

2. Current attainment - End of Foundation Stage 2019

	<i>Pupils eligible for PP</i>	<i>All Pupils</i>	<i>2019 National – All Children</i>
% working at expected in all areas	20%		Awaiting data
% working at expected in Prime areas of learning	20%		
% achieving a Good Level of Development	20%	79.2%	

Current attainment - End of Year 1 and Year 2 (Retake) Phonics (2019)

	<i>Pupils eligible for PP (our school)</i>	<i>National – All Children</i>
% achieving the threshold in Year 1 phonics screen	72%	
% achieving the threshold in Year 2 phonics screen	NA%	

Current attainment - End of Year 2 (2018)		
	<i>Pupils eligible for PP (our school)</i>	<i>National – All Children</i>
% achieving age related in reading, writing & maths	25%	
% achieving age related in reading	50%	
% achieving age related in writing	25%	
% achieving age related in maths	75%	

Current attainment - End of Year 6		
	<i>Pupils eligible for PP (our school)</i>	<i>National – All Children</i>
% achieving age related in reading, writing & maths	60%	
% achieving age related in reading	60%	
% achieving age related in writing	60%	
% achieving age related in maths	80%	
% achieving age related in GPS	60%	

1. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Cultural capital deficit / Limited experiences
B.	Limited vocabulary bank and language development
C.	Limited support in practice based aspects of learning such as spellings, times tables, high frequency words,
D.	Social skills and friendship challenges including communication skills, self belief, confidence, self worth
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Cultural capital deficit / Limited experiences / limited support
2. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>	Success criteria
A.	Through small group support, children will be introduced to key themes through narrative and non-fiction materials including text and online resources to build an awareness of the wider world. Key themes will be planned to link to future topics so when children access the topic in class they will have a stronger pre-set knowledge to support their access to the NC learning.
B.	Through focused language development in the classrooms and small group support children will learn key year group specific vocabulary. These will be Tier One Vocab – everyday language Tier Two Vocab – adventurous, wider vocab Tier Three Vocab – Subject specific, technical language
	Children will have a wealth of experiences and knowledge that they can use to make links with new learning experiences. Children will have wide 'topic' vocabulary linked to themes such as cities, the seaside, Europe, etc NCN assessment will reflect a narrower gap between groups of children Vocabulary assessments will demonstrate an increase in working vocabulary
	Vocabulary assessments will demonstrate an increase in working vocabulary

<p>C.</p>	<p>Children will access individual, small group and large group support to complete homework and practice recall based learning.</p> <p>Adult support will apply metacognition techniques in working memory and long-term memory such as spaced learning</p>	<p>Assessments will show improvements in year group specific assessments</p> <p>YR – number rec, phonic recognition, red word recognition,</p> <p>Y1/2 – phonics, recall facts of number bonds, counting patterns/times tables, spellings</p> <p>Y3-Y6 – times tables, spellings, mental calculation strategies, grammar terms</p>
<p>D.</p>	<p>Children requiring support will access friendship group programs such as Socially Speaking, Time to Talk, etc to explore friendship skills.</p> <p>Children will be supported to apply restorative practices to move friendship issues forward by developing self awareness and awareness of the impact on others</p>	<p>Pastoral support records will shows a drop in significant friendship issues.</p> <p>FSW time will be reduced dealing with issues that have escalated</p>
<p>E.</p>	<p>Offer parents support in how to help children with homework and learning.</p> <p>Pupil Premium meetings will explore the barriers parents face when supporting children with homework and developing wider experiences.</p> <p>Lead TA to explore which areas parents are confident with ad build on these as positive aspects for both child and adult</p>	<p>100% of parents will attend PP meetings</p> <p>There will be an increase in homework completion alongside parents across the year following support from TA</p>

Nature of planned expenditure 2019/2020

Planned Action	Planned Cost	Objective	Identified Need	Impact Measure
Maintain year group TA support with one afternoon a week allocated to friendship/pastoral support (barrier D)	£10,150	To increase access to intervention and guided sessions during literacy and numeracy and to provide a broad balanced offer of intervention support To facilitate parental workshops for focus basic skills input	Barrier D	<ul style="list-style-type: none"> • Observations of practice will evidence improved impact on children's outcomes. • Improved outcomes • Greater proportions of PP parents attending workshops and small group teaching sessions
Maintain current TA support with one afternoon for recall based learning support for children accessing PP (barrier C) and to deliver catch up programs	£10,150	To increase access to intervention and guided sessions during literacy and numeracy and to provide a broad balanced offer of intervention support To facilitate parental workshops for focus basic skills input	Barrier C	<ul style="list-style-type: none"> • Observations of practice will evidence improved impact on children's outcomes. • Improved outcomes • Greater proportions of PP parents attending workshops and small group teaching sessions
Focused Pupil Premium Lead to support and track the progress of the PP children across the school and to deliver catch up programs where required	£25, 591	To increase the quality of targeted interventions now that Quality First Teaching is in place across the school	To monitor the provision of interventions across school and ensure removal of all barriers	<ul style="list-style-type: none"> • Improved outcomes for children accessing Pupil Premium • Reduction in PP children working below age related expectations • Focused programs in place on working memory and language development • Focused programs delivered on broadening life experiences and cultural capital
Family Support Worker	£9,586	To improve support for parents and increase access to EHA assessment and associated support	To provide targeted supported	<ul style="list-style-type: none"> • Increased use of EHA • Improved outcomes for families through a range of support • Homework Club Support

Intervention Training	£2,500	To train key staff to identify those requiring intervention and deliver intervention program to narrow attainment gap	To ensure all children achieve at the highest levels and narrow any current gaps	<ul style="list-style-type: none"> Improvements in attainment data for targeted children
Personal Budgets	£3,000	To broaden experiences and build cultural capital	All above barriers	<ul style="list-style-type: none"> Parental feedback Broadening cultural capital Maintaining clubs and hobbies
Trips, Excursions, Residentials	£3,000	Families accessing Pupil Premium will be able to access a subsidy for excursions where voluntary contributions are asked for.	All above barriers	<ul style="list-style-type: none"> Parental feedback Percentage participation in residential Maintaining clubs and hobbies
Specialised Support where required – counselling, play therapy,	£2,000	To provide specialist support as required	As required for individuals	<ul style="list-style-type: none"> Children access swift specialist support where required
Pupil Premium EHA Meetings	1hr per Pupil Premium child per term for meetings =£3700	To work in close partnership with families to identify any unmet needs	Increased parental engagement	<ul style="list-style-type: none"> 100% participation form families at the meetings Increased outcomes for children Improved EHA scoring All identified needs met

End of Year Review of expenditure 2018/2019

Planned Action	Planned Cost	Objective	Impact Measure	Evaluation Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons Learned
Leadership Teaching and Learning Responsibility within each phase	50% of TLR x 4 £4000	To increase leadership accountability for outcomes for children accessing	<ul style="list-style-type: none"> Improved outcomes for children accessing Pupil Premium Reduction in PP children working below age related expectations 	<ul style="list-style-type: none"> The new leadership structure has increased accountability at a phase level but on evaluation this is a whole school budget expectation and will therefore no longer be part funded through PP. 	<ul style="list-style-type: none"> TLR will be fully funded out of whole school budget

		Pupil premium within each phase			
Intervention Lead practitioner	£26 000	To increase the quality of targeted interventions now that Quality First Teaching is in place across the school	<ul style="list-style-type: none"> Improved outcomes for children accessing Pupil Premium Reduction in PP children working below age related expectations Focused programs in place on working memory and language development 	<ul style="list-style-type: none"> This has remained the key factor in keeping those children who access PP at a very high profile across the school Participation in PP meeting has improved steadily as trust builds with families. We aim to try and improve the stability of this role in terms of personnel to help build relationships further 	<ul style="list-style-type: none"> This role is critical in co-ordinating the provision for those children accessing PP especially for those children who do not fall into other targeted groups such as SEND This role needs to broaden provision beyond English and maths to the arts inc music and drama and pastoral support
Personal budgets	30 x £200 =£6000	To broaden experiences and opportunities for individual children through the Record of Achievement	<ul style="list-style-type: none"> Increased participation in wider range of activities Record of Achievement aims achieved 	<ul style="list-style-type: none"> This has continued to improve in the area of music lessons. Many of our PP children who had not previously ever had music lessons are now learning to play and instruments or accessing singing lessons 	<ul style="list-style-type: none"> The funding has been powerful in opening up an opportunity that cost is the main barrier for. We now need to consider where else in society are our children missing opportunities due to cost.
Family Support Worker	=£5000	To improve support for parents and increase access to EHA assessment and associated support	<ul style="list-style-type: none"> Increased use of EHA Improved outcomes for families through a range of support Homework Club Support 	<ul style="list-style-type: none"> Our FSW continues to coordinate a lot of wrap around support for our children who access PP inc Individual and family support, our Young Carers Group and our Forces Group 	<ul style="list-style-type: none"> Following the success of these groups we will be looking to extend this to siblings of children with additional needs We are also identifying younger siblings within families and focusing on building early relationships with our FSW prior to starting school so on arrival they will already have a strong supportive connection Our FSW is now supporting other schools in setting up such groups
Child Counselling Services	=£1000	To ensure children with more complex emotional needs have swift access to specialist support	<ul style="list-style-type: none"> The Early Help Assessment and associated tools show an improvement in child's 	<ul style="list-style-type: none"> This continues to be an area of urgency for some children where we would not be able to provide rapid specialist support with directly funding this. 	<ul style="list-style-type: none"> We have moved our contract to a larger organisation to enable greater breadth of offer but also sustainability in case of absence etc

			health and well-being and that of the family.		
Sustain Increased TA support	=£20,000	To increase access to intervention and guided sessions during literacy and numeracy and to provide a broad balanced offer of intervention support To facilitate parental workshops for focus basic skills input	<ul style="list-style-type: none"> • Observations of practice will evidence improved impact on children's outcomes. • Improved outcomes • Greater proportions of PP parents attending workshops and small group teaching sessions 	<ul style="list-style-type: none"> • Targeted support for our children accessing PP remains higher with maintained TA levels. 	<ul style="list-style-type: none"> • We need to increase focus further onto what differences are made to actively address barriers that goes beyond guided group support.
Pupil Champion & Records of Achievement	1hr per Pupil Premium child per term for meetings =£2700	To work in close partnership with families to identify any unmet needs	<ul style="list-style-type: none"> • 100% participation from families at the meetings • Increased outcomes for children • Improved EHA scoring • All identified needs met • 	<ul style="list-style-type: none"> • Participation in PP meeting has improved steadily as trust builds with families. 	<ul style="list-style-type: none"> • We have changed the format of these meetings to ensure they are coordinated more effectively for family groupings and work alongside SEND provision where required.
Apprentice	=£4000	To support succession planning for school leadership in areas proven to support in closing the gap through physical activity, building resilience, increasing participation in a range of extra-curricular activities To increase opportunities for our children	<ul style="list-style-type: none"> • Increased participation rates • Wider support offer for children eg. homework club / lunchtime lounge • Future PE leader developed and secures employment with strong awareness of closing the gap agenda and related research of intervention and impact 	<ul style="list-style-type: none"> • This has not had the impact we had hoped for and will not continue moving forward. Further apprentice capacity will be funded through the main school budget 	<ul style="list-style-type: none"> •

Residential and Trips	<p>Y1,2,3,5 = £50 per child Cost</p> <p>= £1250</p> <p>Y4, Y6 = £300 per child</p> <p>= £4200</p>	<p>Families accessing Pupil Premium will be able to access a subsidy for excursions where voluntary contributions are asked for.</p>	<ul style="list-style-type: none"> • Parental feedback • Percentage participation in residential • Maintaining clubs and hobbies 	<ul style="list-style-type: none"> • Feedback from parents shows that supporting the cost of trips and residential allows families to maintain other aspects of family life such as brownies, cubs, etc as well as reduces strain on weekly financial commitments. 	<ul style="list-style-type: none"> • The PP Policy will be reviewed to consider the levels of subsidy offered and to whom
-----------------------	---	--	---	---	--