



3 Year Pupil Premium Strategy Plan



SUMMARY INFORMATION			
Pupil Premium Strategy Plan	2019-2020		
CURRENT PUPIL INFORMATION 2019-2020			
Total number of pupils:	210	Total pupil premium budget:	£79,113
Number of pupils eligible for pupil premium:	46	Amount of pupil premium received per child:	£1320

COHORT INFORMATION		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	24	52%
Girls	22	48%
SEN support	13	28%
EHC plan	0	0
EAL	9	20%

Assessment data

EYFS						
	Pupils eligible for PP(2)	All pupils	National average	Data from previous 3 years		
				2015-16 (7)	2016-17 (4)	2017-18 (3)
Good level of development (GLD)	50%	69%	72%	57%	25%	100%
Reading	50%	69%		57%	50%	100%
Writing	50%	69%		57%	50%	100%
Number	50%	72%		71%	50%	100%
Shape	100%	86%		71%	50%	100%

YEAR 1 PHONICS SCREENING CHECK					
All pupils	Pupils eligible for PP(4)	National average	Data from previous 3 years		
			2015-16	2016-17 (7)	2017-18 (4)
83%	100%	82%	%	50%	40%

END OF KS1						
	Pupils eligible for PP(5)	Pupils not eligible for PP		Data from previous 3 years		
		School average	National average	2015-16	2016-17	2017-18 (7)
% achieving expected standard or above in reading, writing and maths	40%	70%		64%	67%	44%
% making expected progress in reading	40%	73%	75%	64%	67%	44%
% making expected progress in writing	40%	70%	69%	64%	67%	44%
% making expected progress in maths	40%	73%	76%	82%	67%	44%

END OF KS2						
	Pupils eligible for PP(16)	Pupils not eligible for PP		Data from previous 3 years		
		School average	National average	2015-16	2016-17	2017-18
% achieving expected standard or above in reading, writing and maths	50%(66%	65%	36%	42%	56%
% making expected progress in reading	92%	86%	73%	36%	58%	63%
% making expected progress in writing	67%	76%	78%	64%	75%	63%

END OF KS2						
% making expected progress in maths	58%	83%	79%	64%	50%	69%

OTHER DATA		
Look at:	Strengths	Weaknesses
Attendance data	<ul style="list-style-type: none"> Attendance for PP children has seen an upward trend over the past 3 years 	<ul style="list-style-type: none"> Attendance for PP children is below national at 94.3% 6/11 PAs are PP
Behaviour data	<ul style="list-style-type: none"> PP children are generally settled in school with minimum behaviour incidents occurring PP Boys have time with the LM 	<ul style="list-style-type: none"> A small group of children continue to show signs of behaviour issues
Safeguarding referrals	<ul style="list-style-type: none"> Safeguarding referrals for PP children have been limited. There has been on-going involvement of social care for 2 families. 1 of the families has now had their case closed 	<ul style="list-style-type: none"> 1 child currently on CIN plan

LONG-TERM PLAN (3 YEAR TIMESCALE):

1)Target PP children to achieve ARE in all core subjects and make accelerated progress. Including higher attaining PP children to achieve GD.

This is a priority for the school as end of KS1 results show PP children are working below their peers. KS2 results show PP children working below their peers in maths and writing. This is also part of our whole school ethos of attainment for all children regardless of background. We will focus on QFT ensuring teachers have the right training to teach all children to ensure they achieve their full potential. School will continue to provide consistent high standards by setting expectations, monitoring performance and sharing best practice. Teachers will use data to identify pupils needs and regularly review progress.

2)Ensure PP children and those with SEND make good progress from their starting points and achieve or exceed the end of KS standards.

This is a priority for the school as results show PP children especially those with SEND do not always achieve ARE but as a school we need to ensure they are making good progress from starting points. Staff will identify each pupil's challenges and interests. They will seek the best strategies to help each pupil make the next step in his or her learning. As a school we will ensure we provide individual support for specific learning needs and group support with similar needs. Progress of children will be reviewed regularly and evidence of this will help make decisions about support strategies for individuals.

3)To provide quality provision for vulnerable pupils with SEMH needs in order to improve the social skills they need to succeed in the classroom.

We have families and children with SEMH needs which often impacts on daily learning. We are working with children through the implementation of our behavior policy which includes restorative conversations between children. As a school we focus on inclusion and offer strong social and emotional support and extend this support to our families as a whole.

4)To provide an inclusive environment to support positive behavior

The school have recently implemented a new behavior policy which is an action on the SDP. This has been a priority for the school as the last policy needed reviewing due to children and staff being clear about expectations. As a school we are implementing effective behavior strategies with support of professionals and leaders staff are receiving on-going training.

5)To ensure attendance is at least 96% and reduce the number of Pas

Attendance in the school has continued to improve however we still have some vulnerable families who we continue to work with to support good attendance. We always respond quickly to poor attendance and ensure we support our families to the best we can.

PRIORITY 1 Target PP children to achieve ARE in all core subjects and make accelerated progress. Including higher attaining PP children to achieve GD.

Member of staff responsible: Heidi Rahim

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1. Target PP to achieve ARE in all core subjects. This includes targeting higher attaining PP children to achieve greater depth.	<ul style="list-style-type: none"> English and maths sessions for targeted children during easter school Small group support, focused on specific gaps to support children achieving ARE Develop QFT in all classes ensuring teachers receive regular CPD TAs to take part in the Maximising Teaching Assistants CPD 	<p>KS Leaders</p> <p>Teachers/TAs</p> <p>SLT</p> <p>SLT</p>	<p>April 2020</p> <p>On going</p> <p>On going</p> <p>Spring 2020</p>	<p>Staffing</p> <p>Training facilitator</p>	<p>Autumn- 50% of disadvantaged children will be inline with their peers</p>	<p>Pupils eligible for PP make at least the same progress as other pupils and achieve inline or above their peers</p>

<p>2. To create consistency in expectation and teaching quality throughout the school. To create a greater awareness of the PP cohort, what their needs are and what progress they are making as individuals and as a group.</p>	<ul style="list-style-type: none"> • Develop QFT in all classes ensuring teachers receive regular CPD • Complete PP profiles • Regular meetings with PP Leader to discuss PP needs and provision and progress • Dialogic Teaching training 	<p>SLT</p> <p>Teachers Inclusion Leader/Teacher</p> <p>Middle Leaders</p>	<p>On going</p> <p>Half Termly Half Termly</p> <p>Termly</p>	<p>Staffing</p> <p>Training facilitator</p>	<p>Spring-75% of disadvantaged children will be inline with their peers</p> <p>Summer- 100% of disadvantaged children will be inline with their peers</p>	<p>The gap between PP pupils without SEN and others will close</p>
<p>3. Improve outcomes in reading, writing and maths</p>	<ul style="list-style-type: none"> • PP children targeted for maths and English support focusing on specific gaps. • Implementation of Mastery Maths • Regular marking and feedback to PP children first • Delivery of phonic intervention in KS1 	<p>Teachers/TAs</p> <p>Maths Leaders</p> <p>Teachers/TAs</p>	<p>On-going</p> <p>Summer 2020 On going</p>	<p>Staff meetings</p> <p>Staff training</p> <p>Maths resources</p>	<p>Pupils eligible for PP make at least the same progress as other pupils and achieve inline or above their peers</p>	<p>Pupils eligible for PP make at least the same progress as other pupils and achieve inline or above their peers</p>

PRIORITY 2 Ensure PP children and those with SEND make good progress from their starting points and achieve or exceed the end of KS standards.

Member of staff responsible: Heidi Rahim

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
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Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1. SEMH issues targeted with focused support for disadvantaged families.	<ul style="list-style-type: none"> Identify children with SEMH Children to be taught appropriate strategies to use Have focused sessions with Learning Mentors Regular meetings with Inclusion Team Progress of these children to be discussed in progress meetings 	Teachers LMs LMs Inclusion Team SLT	Half Termly	Staff	Families will be identified. Children will have been introduced to strategies through the use of Zones of Regulation. Children who are attending sessions will have strategies to ensure they can be in class with their peers accessing the curriculum.	Children and families well-being will be addressed in school. Families will be given on going support so that there is an increase in confidence and resilience. Disadvantaged children will receive an enriched curriculum and be able to access opportunities.
2. Implement SEMH support for children and families to the full to teach resilience and methods for coping with stress	<ul style="list-style-type: none"> Identify families with SEMH Run parent workshops and family breakfast Signpost families to relevant services Have focused sessions with Learning Mentors Regular meetings with Inclusion Team to discuss families 	All staff Inclusion Team Inclusion Team	Half Termly	Staff Leaflets Other agencies		
3. Ensure disadvantaged families are giving opportunities to access a wider enriched curriculum	<ul style="list-style-type: none"> Opportunity for children to take up music lessons funded by the authority Encourage attendance at the variety of after school clubs Funded residential trips for disadvantaged families 	Inclusion Team	On going	Other agencies Letters		

PRIORITY 4 To provide an inclusive environment to support positive behavior

Member of staff responsible: Heidi Rahim

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1. Provide support for those who need support with behaviour in order to not disrupt learning	<ul style="list-style-type: none"> Two learning mentors to proactively and reactively deal with behavior incidents All staff to use a restorative approach Regular Inclusion meeting to discuss provision for behaviour Weekly analysis of behaviour incidents Monitoring through pupil progress meetings 	LMs	On going	Behaviour training	Behaviour incidents will reduce over each term.	Children will be able to identify their own feelings. Children will be able to use strategies to ensure they are calm and ready to learn. There will be a reduction in behavior incidents for disadvantaged children
		All staff	On going			
2. To provide emotional support for vulnerable children	<ul style="list-style-type: none"> Mentoring sessions and 1;1 for vulnerable children 	Inclusion Team	Weekly	Zones of Regulation		
		Inclusion Leader SLT	Weekly			
		LMs	On going			

PRIORITY 5 To ensure attendance is at least 96% and reduce the number of PAs

Member of staff responsible: Heidi Rahim

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria

<p>1. Continue to improve attendance and punctuality for PP children</p>	<ul style="list-style-type: none"> • Work with families to support good attendance • Support families with getting children to school every day on time • Offer transport support if needed • Whole school attendance rewards given • Individual recognition of good attendance 	<p>Inclusion Team</p>	<p>On going</p>	<p>Staff Rewards Transport</p>	<p>Autumn-attendance for PP children will be at least 94% Spring-attendance for PP children will be at least 95% Summer-attendance for PP children will be at least 96% and there will be a reduction in PA's</p>	<p>Absence/Lateness % will be reduced. Attendance of PP children will be inline with other groups. There will be a reduction in the number of PP children identified as persistent absentees. Children will be in school every day on time. Parents</p>
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