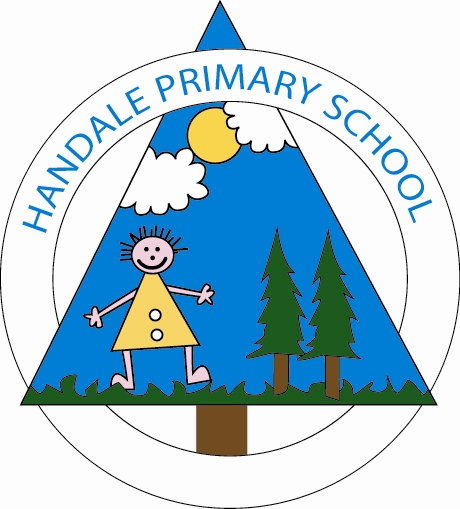
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**Pupil Premium Strategy Statement – Handale Primary School**

**September 2019 – July 2020**

***It is our vision that through the implementation of this strategy, in conjunction with carefully monitored, quality first teaching, the needs of disadvantaged pupils will be met and that gaps in progress and attainment will rapidly diminish.***

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| 1. **Summary information** | | | | | |
| **School** | Handale Primary School | | | | |
| **Academic Year** | 2019 - 20 | **Total PP budget** | £110 000 | **Date of most recent PP Review** | April 2018 |
| **Total number of pupils** | 196 YR – Y6 | **Number of pupils eligible for PP** | 86 (44%) | **Date for next internal review of this strategy** | November 2019 |

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| 1. **Current attainment** | | | |
|  | *Pupils eligible for PP* | *Pupils not eligible for PP* | *National Average* |
| **EYFS** % achieving GLD | 25% | 85% | 73% |
| **Phonics Screening % passing** | 65% | 100% | 82% |
| **Key Stage 1** % achieving in reading, writing and maths | 80% | 80% | Not available |
| **Key Stage 1** % making progress in reading (attainment) | 85% | 81% | 78% |
| **Key Stage 1** % making progress in writing (attainment) | 77% | 81% | 73% |
| **Key Stage 1** % making progress in maths (attainment) | 77% | 77% | 79% |
| **Key Stage 2** % achieving in reading, writing and maths | 81% | 87% | 65% |
| **Key Stage 2** % making progress in reading (attainment) | 100% | 100% | 80% |
| **Key Stage 2** % making progress in writing (attainment) | 82% | 100% | 78% |
| **Key Stage 2** % making progress in maths (attainment) | 82% | 87% | 79% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | | |
| * SEND 54 % of SEND pupils are also disadvantaged. (27% of disadvantaged pupils are SEND pupils) * CLL – Speech and Language barriers. * Social & Emotional aspects of learning * Attainment on Entry: * Low starting points of children (particularly those eligible for PP) which means that not all children are school ready. | | | | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | | | |
| * Health issues (obesity, healthy eating, access to physical activities/facilities) * High levels of multi-agency work, high unemployment & low aspiration, low adult further education, high social class housing, overcrowded housing, parental engagement with school (LPPA), increase in mental health issues * External Opportunities * Children have a lack of experiences outside of school which often presents issues with children not being suitably equipped to start their school journey or access content in the curriculum. Most of our families rely on school support to further enhance a child’s academic journey and other experiences through school trips, homework and extracurricular clubs * Resources * Children don’t always have access to a range of literature thus limiting their comprehension and vocabulary which presents limitations to their ability to access the changes in the National Curriculum | | | | | | |
| 1. **Desired outcomes** | | | | | | |
|  | *Desired outcomes and how they will be measured* | | | *Success criteria* | | |
|  | Higher rates of progress across the school for high attaining pupils eligible for PP. | | | Pupils eligible for PP identified as high ability make as much progress as ‘other’ pupils identified as high ability, across the school in maths, reading and writing. Measured in Y1, Y3, Y4, 5 by teacher assessments and Y2 and Y6 measured by SATs tests (writing teaching assessments) | | |
|  | Increase the percentage of PPG children attending after school clubs and holiday sport camps | | | By the end of the academic year, the percentage of pupils attending after school clubs will increase to 25%  In the Easter sports camp, 25% of children who will attend wi;l; be eligible for the PPG | | |
|  | Increase the percentage of PPG children passing the phonic screening test. | | | Last academic year 65% of PPG children passed the phonic screening test. This year at least 70% of PPG children will pass the phonic screening test, this will be accelerated progress from the 25% of disadvantaged pupils who achieved the reading GLD. | | |
|  | Increase the percentage of pupils achieving GLD in Reception | | | Last academic year 25% of PPG children achieved a good level of development. This year all pupils will make good or better progress from their starting points. | | |
|  | Improve children’s emotional well-being/resilience | | | Improved social and emotional wellbeing for pupils in school – resulting in a positive impact – being ready to learn. | | |
|  | PP pupils have opportunities to widen their experiences and develop lifelong learning skills through school | | | As a school, we will work effectively to ensure that PPG children have wider experiences to support their wider skills and learning in the classroom and on visits. | | |
| 1. **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. | | | | | | |
| 1. **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**  Higher rates of progress across the school for high attaining pupils eligible for PP. | High quality first teaching in all lessons.  CPD on providing challenge for all pupils.  Staff training on high quality feedback and planning.  Clear identification of specific children on planning, provision maps and assessment documentation.  PPG proforma to be completed termly to monitor the progress of higher attaining pupils | Our higher attaining PP children are not making the same progress as that of their peers (many making good progress but not accelerated), in reading, writing and maths. We want to ensure that these pupils reach their full potential by making the same or better progress than their peers.  High ability pupils eligible for PP are making less progress than other higher attaining pupils across the school in writing, reading and maths. We want to ensure that PP pupils can achieve high attainment as well as simply ‘meeting expected standards’. | Use of staff meeting to deliver whole school training and share best practice.  Peer observations and coaching of high quality challenge lessons.  Monitoring of teaching and learning, planning, book scrutiny and pupil progress meetings.  Pupil progress and attainment documentation  Whole class provision maps  I see Reasoning to be used in maths  Lexia to be used in English | | PPG Lead  Head Teacher  Key Stage Leaders | December 2019 |
| C  Increase the percentage of PPG children passing the phonic screening test. | High-quality phonics teaching and grouping across all of KS1  Linked learning room to include effective phonic areas.  Phonics to be well embedded across the curriculum.  Parents meeting to make parents aware of the phonic screening test and what takes place.  Invest in phonic books to support and meet the needs of pupils when reading 1:1 with an adult | Last year, only 65% of PPG children passed the phonic screening test which was 17% lower than national.  We will have a consistent approach to the teaching of phonics, following the letters and sounds programme. We want phonics to be embedded well across the curriculum and not just in phonic sessions.  Last year, in the current cohort, only 25% of PPG children achieved the GLD in reading, this needs to be an action to ensure that PPG make accelerated progress. | Half termly phonic drop ins to monitor teaching and learning.  Termly phonic assessments will take place to highlight strengths and children needing extra support.  Monitor the progress PPG children are making on Lexia.  Pupil progress meetings will focus on phonics and the performance of PPG children.  Provision maps will show interventions which will take place for PPG children | | PPG Lead  English Lead  Y1 Teacher  Y1 Teaching Assistant | **December 2019** |
| D  Increase the percentage of pupils achieving GLD in Reception | TA to target EYPP children in Nursery  Phonics to be well embedded across the curriculum  Teachers will continue to monitor PPG children on class displays and set targets personalised to individuals  High-quality teaching and grouping across all of EYFS  High quality learning areas within the classroom environment | Last year, only 25% of PPG children achieved the GLD. This year all children will make good or better progress from their starting points.  We will see an increase of PPG children attending the after school club in the Autumn Term.  . | Half termly drop ins to monitor teaching and learning.  Termly assessments will take place to monitor the progress of PPG children.  Pupil progress meetings will focus on PPG children and the progress they are making.  PEEP programme will take place to support parental involvement | | PPG Lead  EYFS Lead  EYFS Staff | **December 2019** |
| **Costs of Quality first teaching in** | | | Additional HLTA (R) 15 066  Lexia 5 247  I see maths 70  Release for leaders 3 750  Peep project 500  EYPP TA 14 984  Phonics books 500  CPD 1 000 | | | **Total cost £41 117** |
| 1. **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?** |
| Higher rates of progress across the school for high attaining pupils eligible for PP. | Teachers to target PPG children for GDS in reading, writing and maths  TF group 2 x 15 minutes a week in English and Maths  1:1 reading 3 x a week  Quality first teaching  Lexia to target HA PPG in Key Stage 1  PPG HA after school club in Spring Term in both Key Stage 1 and Key Stage 2 | High ability pupils eligible for PP are making less progress than other higher attaining pupils across the school in writing, reading and maths. We want to ensure that PP pupils can achieve high attainment as well as simply ‘meeting expected standards’. | By the end of Summer Term, we will see an increase in the number of PPG children achieving GDS  Provision maps will identify targeted groups | | Teachers | December 2019 |
| Increase the percentage of PPG children passing the phonic screening test. | Identify pupils who are at risk of not passing the Y1 phonic screening test  Provide daily 15 minute intervention for these pupils (extra to normal phonic session)  1:1 reading 3 x a week for those children at risk of underachieving  Invest in reading books to support individual reading  PPG targeted after school club with a focus on phonics | 5 out of the 7 PPG children in Y1 have been identified at risk of passing the phonic screening test, these children will receive the targeted support until they are no longer at risk of not passing.  We currently have Oxford Reading Tree and Big Cat Collins reading books, as a school we wanted to invest in phonic specific reading books to support pupils in 1:1 reading matched to the phonic phase they are working at. | Monitoring of phonic intervention group  Intervention Impact Sheets will show the impact of the intervention  Termly phonic assessments will show successes and identify next steps | | Teachers to plan with Ta’s |  |
| Increase the percentage of pupils achieving GLD in Reception | Identify PPG children at risk of not achieving the GLD  Provide effective provision and targeted group work to support the individual needs of the pupils  Spring after school club will target PPG children |  |  | |  |  |
| **Costs of targeted support** | | | Key stage 1 teaching assistants to deliver interventions £23 962 | | | |
| **Total cumulative budgeted cost** | | | | | | £65 079 |
| 1. **Other approaches** | | | | | | |
| **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**  Increase the percentage of PPG children attending after school clubs and holiday sport camps | Personal invites to PP children.  Have PP children targeted after school clubs.  Find out interests of the children and ensure there is a variety of clubs to suit different interests.  Timetabling clubs to support whole families to prevent individuals not participating due to family circumstances  Use PP money to fund PP children attending Easter and Summer sports camp  Discuss with parents any barriers as to why they cannot go to an after school club | Our recent figures show that we have 45.6% of children across KS2 attending a physical activity after school club. 14.6% of them were PPG.  We believe as a school that PP children will benefit immensely from the after school clubs and holiday camps that we have to offer e.g drumming, cooking and gymnastics. Our PP children don’t get the experiences outside of school therefore we would like to give them the opportunity to participate.  We want to ensure that PP children have the confidence to come to after school clubs therefore if they have a say in what after school clubs we run, it might persuade them to attend. | Analysis of questionnaires will show which after school clubs PP children enjoy and will also highlight why PP children currently don’t attend.  In the Spring and Summer Term three of the after school clubs which take place will target PP children only and invites will be sent out.  The analysis of after school clubs in the Summer Term will show an increase of PP children participation.  The analysis of the Easter and Summer sports camp will show an increase in PP attending. | | PPG Lead  Head Teacher  PE coordinator | **December 2019** |
| **E**  Improve children’s emotional well- being/resilience for KS2 pupils | Edukit surveys to be completed at the end of every term  Learning Mentor to work with high risk pupils 1:1  Whole school focus on Growth Mindset and Resilience  Teachers to target children who need work with the learning mentor | Edukit survey results highlighted a difference in well-being, self-esteem and resilience between Non PPG and PPG children.  Edukit highlighted high risk pupils and gave a written report of the areas in which they need support in.  Children have structured opportunities to develop social and communication skills, in turn impacting on their learning skills and Improved standards of work.    Improved social and emotional wellbeing for pupils in school    89761 | Termly monitoring of the edukit surveys  PSHE lessons will focus on aspects of well-being e.g relationships / friendships / self-image  Pupils will have a positive attitude and they will be ready to learn  By the end of Spring Term, high risk pupils will become low risk | | PPG Lead  Learning Mentor  PSHE Lead | December 2019 |
| **F**  PP pupils have opportunities to widen their experiences and develop lifelong learning skills through school. | Capitalise upon enrichment opportunities such as music lessons (drumming, ukulele), residentials, visiting groups, trips. | Through ongoing work with our families and with outside agencies, we know that there are many challenges faced by our pupils which may have an impact on their levels of engagement and ability to learn. We are mindful that our school lies in an area recognised as suffering from multiple deprivation and we strive to deliver a wide and varied curriculum which offers a wide range of enrichment opportunities. | Review of trips and activities for all year groups at the end of every term  Pupil voice will highlight what children have enjoyed and what new experiences/learning has taken place | | HT  PPG Lead  Subject leads as appropriate to theme | December 2019 |
| **Costs of other approaches**  Family after school clubs £40 x 39 x 3 = £4680 £ 4 680  Educational visits subsidised in classes with high PPG (£5 per pupil) £ 2 000  Edukit £ 350  KS2 and Learning mentor staffing £ 32 718  Reflective room resources £ 500  Small Learning community TA (part funded DEND and part PPG) £ 8 088 | | | | | | £47 836 |
| **Total Budgeted Cost:** | | | | | | £112 195 |