

Pupil premium strategy

| 1. Summary information | | | | | |
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| School | Pencoys Primary School | | | | |
| Academic Year | 2018-19 | Total PP budget | £65626 | Date of most recent PP Review | Sept 18 |
| Total number of pupils | 191 | Number of pupils eligible for PP | 44 | Date for next internal review of this strategy | Feb 19 |

| 2. Current attainment | | |
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| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving expected standard or above in reading, writing & maths | 31% | 70% |
| % making expected progress in reading | 54% -4.43 | 80% |
| % making expected progress in writing | 46% -2.22 | 83% |
| % making expected progress in mathematics | 46% -3.94 | 81% |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
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| Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Consistency of practice in reading, writing and maths |
| B. | Strategic targeting of intervention which is regularly reviewed |
| C. | Low attainment on entry across all aspects of early years |
| D. | Attitudes to learning and engagement / motivation of some pupils in KS1 and KS2 – behaviour for learning of pupils and low aspirations from children and parents |
| E. | Poor emotional health and well-being of disadvantaged children leading to the need for positive intervention and teaching of life skills. |

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| Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>) |
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| F. | Attendance rate for children eligible for pupil premium is 95.3% 2018 (whole school 96.8%) (18.8% PA whole-school compared to 21% pupil premium of the whole school) | |
| G. | Significant levels of social and economic deprivation and safeguarding concerns resulting in some children not being ready to learn. 57% of children eligible for pupil premium with safeguarding concerns. | |
| 4. Intended outcomes (<i>specific outcomes and how they will be measured</i>) | | Success criteria |
| A. | Consistently high quality inclusive teaching and learning opportunities in reading, writing and maths across the school, evidenced through a rigorous monitoring schedule. | All disadvantaged pupils make at least good progress from their starting points. |
| B. | Strategic targeted interventions ensure accelerated progress for identified pupils. | All pupils receiving targeted intervention make measurable progress e.g.7 or 8 steps progress, a reduction in behaviour log entries / attendance at lunch club, improved attendance. |
| C. | PP pupils make accelerated progress so that by the end of EYFS and Year 1, their attainment is in-line with their peers in Reading Writing and Maths. PP pupils make accelerated progress so that by the end of KS2 their attainment is in-line with their peers in Reading Writing and Maths. | Difference is diminished between pp and non pp pupils so that pp pupils are in line with their peers. |
| D. | Pupils and parents who understand their role in the process of learning and accept both challenge and support in a positive way. Good behaviour and positive experiences during lunch and break times ensure a calm and focused approach to learning. | Pupils demonstrate a readiness to learn and are aspirational about their future. Pupils can articulate the language of learning and identify their own improvements on that journey. A reduction in behaviour log entries or reduction in frequency of attendance in Lunch Club . Increased parental involvement in supporting educational opportunities both in school and at home eg. Attendance at parents meetings, sharing books at home, completes homework and holiday activities with their children, attends offered workshops. |
| E. | Increased confidence and self-esteem improves behaviour for learning | Referrals for pastoral support reduce as a result of well targeted support and provision. |

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| F. | Attendance rates will be at least in line with National average. There will be a reduction in lateness. | Reduce the number of persistent absentees (21 %2018) among PP children to 10% or below, in line with National outcomes. |
| G. | Children tell us they feel safe and ready to learn and are able to access this learning alongside their peers in the classroom. They are provided with targeted support, intervention and aspirational enrichment life experiences. | Children demonstrate a readiness to learn. Parents and pupils report they feel supported and safe. Parents and children are aspirational about their future. |

1. Planned expenditure

Academic year

The three headings enable you to demonstrate how you 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? |
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| <p>A: Consistently high quality inclusive teaching and learning opportunities in reading, writing and maths across the school, evidenced through a rigorous monitoring schedule.</p> | <p>A robust system of monitoring and reviewing teaching in all classes, including lesson observations, drop-ins, book scrutiny and moderation, peer observation and feedback.</p> <p>Targeted CPD, provided through staff meetings, twilight sessions and relevant courses. To be identified through the action above and data analysis.</p> <p>A thorough and robust appraisal system for all staff with individual targets linked directly to the school development plan and the key priorities for the school.</p> | <p>Regular monitoring and reviewing of teaching and learning ensures best practice is established and maintained for all pupils. Effective book scrutiny, moderation and feedback, ensure accuracy of assessment and provide opportunity for any issues to be identified and addressed quickly. It also ensures teachers have consistently high expectations of all pupils which in turn, narrows the gap between pupil premium pupils and their peers.</p> <p>Strategic and targeted CPD (Continued professional development) linked to current trends and needs within the school, ensures staff are kept up to date with current thinking and the most effective strategies and interventions for improving pupil outcomes.</p> <p>Effective appraisal provides accountability for all staff and provides clear targets and expectations for driving</p> | <p>The Head teacher and SLT to ensure rigorous monitoring schedule is followed, timely and effective feedback is given and development points followed up on.</p> <p>Head teacher and subject leads to analyse data and identify trends and needs within the school so that appropriate and effective CPD can be delivered to meet the needs of the school. Time to be given for subject leads to research prepare and deliver effective CPD to all staff.</p> <p>Head teacher to ensure appraisal targets are linked directly to the school improvement plan and are reviewed throughout the year holding staff accountable for agreed challenging pupil targets and outcomes.</p> | <p>Head teacher English and Maths Leads, PP Lead, SENCo</p> | <p>July 2019 Informal review Dec 2018 Informal review April 2019</p> |

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| <p>B: Strategic targeted interventions ensure accelerated progress for identified pupils.</p> | <p>Half-termly monitoring of data by English, Maths, Pupil Premium Lead and SENCo to identify children who are falling behind or not making expected progress throughout the year and feedback given to teachers.</p> <p>Half-termly pupil progress meetings with Head teacher, English, Maths and Pupil Premium leads and SENCO to track progress and identify any concerns including attendance. Pupils to be identified for intervention and actions agreed and followed up.</p> <p>Strategic targeting of pupils to achieve expected or greater depth by the end of KS1 and KS2.</p> <p>Half termly monitoring of interventions and the measurable impact they are having.</p> | <p>Early identification of pupils not making expected progress ensures opportunity for quick and effective intervention helping prevent the gap from widening.</p> <p>Effective communication and feedback between teachers and subject leads ensure early identification of any concerns around pupil progress. Teachers can be held to account for any agreed actions and the effectiveness of interventions can be carefully monitored and reviewed for maximum impact.</p> <p>The strategic targeting of pupils can ensure accelerated progress.</p> <p>Interventions have the most impact when they are delivered by the most qualified and skilled professionals over short periods of time. The impact needs to be measurable and continued where it is working well. If an intervention is not having an impact it needs to be changed to suit the needs of the pupil.</p> | <p>Head teacher and Leads to ensure teachers regularly update Target Tracker with accurate assessment of pupils progress. This will be supported by sharing of books and careful moderation of assessment.</p> <p>Head teacher and leads to ensure Pupil Progress meetings are timetabled and actioned. Teachers will be well prepared for pupil progress meetings and held to account for previously discussed and agreed actions for children.</p> <p>All interventions to be monitored and observed by SENCo</p> | <p>Head teacher English and Maths Leads, PP Lead, SENCo</p> | <p>July 2019 Informal review Dec 2018 Informal review April 2019</p> |
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| <p>C: Pupil premium pupils make accelerated progress so that by the end of EYFS and Year 1, their attainment is in-line with their peers in Reading, Writing and Maths</p> <p>PP pupils make accelerated progress so that by the end of KS1 and KS2, their attainment is in-line with their peers in Reading Writing and Maths</p> | <p>EYFS staff to assess and report using Target Tracker and Tapestry to communicate to parents.</p> <p>EYFS teacher to ensure that writing can be evidenced through excellent continuous provision. Number is taught daily and RWI is delivered daily.</p> <p>Maths intervention is used to diminish the difference for those at risk of falling behind in EYFS and Year 1.</p> <p>All teachers continue to deliver a taught reading session daily, using PEE (point, evidence , explain) and VIPERS to help develop vocabulary and support the discussion and comprehension of texts.</p> <p>Reading Karate in KS1 continues to be monitored and reviewed to increase the regularity with which pupils read at home and develop a love of reading.</p> <p>Effective use is made of Accelerated Reader in tracking the attainment and progress of pupils, and to encourage and foster a love of books and reading. Use of 'Hot Reader' targets to provide appropriate level of challenge for pupils and rewards given for achievements, half termly.</p> <p>SENCo, Subject leader and class teachers to monitor progress and impact of intervention groups.</p> | <p>The assessment tools are recognised by the DFE and local authority as approved providers.</p> <p>Regular and consistently good direct teaching of number and phonics promotes accelerated progress from low baselines on entry.</p> <p>PEE and VIPERS support the development and understanding of new vocabulary by exploring Point, Evidence , Explain and Vocabulary, Infer, Predict, Explain, Retrieve,Summarise.</p> <p>Reading Karate is a motivational incentive and has been highly effective in increasing the enthusiasm for reading in KS2 and will now be introduced to KS1.</p> <p>Accelerated Reader is a Nationally recognised programme which is a powerful tool for monitoring and managing independent reading practice while promoting reading for pleasure. The reports produced by Accelerated Reader are extremely helpful for monitoring intervention and supporting targeted 1-1 pupil progress.</p> | <p>Staff training in assessment tools</p> <p>Targeted provision and intervention programmes monitored carefully to further accelerate progress.</p> <p>Teaching, planning marking and progress closely monitored by SLT.</p> <p>Provision monitored by SENCo and PP Lead.</p> <p>Provision monitored by English and Maths Leads.</p> <p>Provision monitored by Phonics Lead.</p> | <p>EYFS teacher, Phonics lead, English and Maths Leads, Senco, PP Lead.</p> | <p>July 2019 Informal review December 2018 Informal review April 2019</p> |
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| | <p>Daily reading club before school provided for pupils to share books, read together and listen to storytelling.</p> <p>Year 6 Booster groups – Reading and Maths</p> <p>Maths 1-1 online coaching to be offered to pupils in Year 6 to enable them to meet the expected standard. (Third Space Learning)</p> <p>Holiday reading challenges including the summer reading challenge at the local library and Sum Dog holiday challenges.</p> <p>The effective use of Sum Dog Maths programme both in school and at home to promote maths fluency and engagement of pupils.</p> | <p>This provides an opportunity for pupils to read and share books daily and enjoy the world of storytelling, helping foster a love of books and reading.</p> <p>1:1 tuition has proven to be a successful intervention in the past and has been well attended as an after school additional intervention.</p> <p>Evidence shows that Thirdspace Learning accelerates learning for PP pupils in Year 6 when the program is undertaken weekly.</p> <p>Engaging evidence based learning which promotes an increase in speed, accuracy and motivation in maths.</p> | | | |
| Total budgeted cost | | | | | £20,000 |

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? |
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| <p>D: Pupils and parents who understand their role in the process of learning and accept both challenge and support in a positive way.</p> <p>Good behaviour and positive experiences during lunch and break times ensure a calm and focused approach to learning.</p> | <p>Whole school focus on Learning Habits – developing pupils ability to be Resilient, Resourceful, Reflective and Responsive, in all aspects of learning.</p> <p>Provide regular information sessions for parents to enable them to learn more about all aspects of the curriculum. Workshops/ sessions to include SEN, Phonics, Maths, E-safety and Reading.</p> <p>Offer additional opportunities for parents to see their children’s work and learning as well as support them with learning at home.</p> <p>Sharing reading at home book marks with ideas and questions for discussing books and reading at home on them.</p> <p>Monitor and ensure that all PP pupils have an adult from home who attends parents meetings to share and discuss their attainment and progress.</p> <p>Pupils are supported during breaks and lunchtimes to ensure positive play experiences and where appropriate attend a structured lunch club’ providing structured support for safe play with peers.</p> <p>The targeted use of TIS and social skills groups to support pupils who are having difficulty managing their behaviour during more unstructured times of the day such as lunch and break times with their peers.</p> | <p>The work of Guy Claxton, Dylan Williams and Shirley Clarke around preparing pupils in 21st Century Britain.</p> <p>Proven success of learning habits embedded in other Crofty Mat schools.</p> <p>Sutton Trust research, September 2018 https://www.suttontrust.com/research-paper/parent-power-2018-schools/</p> <p>Research from ‘Parent Power 2018’ reported that, ‘Young people from professional households are much more likely to take part in extracurricular activities.’ We need to ensure that all children have access to a wide range of extracurricular clubs and support clubs financially where appropriate.</p> <p>Research shows that where parents are involved in their children’s learning, this has a very positive affect on their academic attainment.</p> <p>TIS is local / nationally recognised programme which is able to support children who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning.</p> | <p>Time given to subject leaders and teachers to plan and deliver sessions / workshops.</p> <p>Impact monitored and future sessions planned accordingly.</p> <p>Head and SLT to ensure opportunities for information sessions are planned and delivered.</p> <p>Feedback sought from pupils, parents and teachers and acted upon in future sessions.</p> <p>English lead to monitor use of reading records and regularity of reading / sharing books at home.</p> <p>All staff to monitor and ensure individual families are contacted and invited to attend parents meetings and information sharing sessions.</p> <p>Lunch club provision to be regularly reviewed by learning mentor and Head teacher and impact of provision monitored.</p> | <p>Head of School, Learning Mentor, English Lead, PP Lead to track.</p> | <p>July 2019 Informal review Feb 2019.</p> |

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| <p>E: Increased confidence and self-esteem improves behaviour for learning</p> | <p>The school is part of a county wide approach to improving the support for mental health and wellbeing for children – Trauma Informed School (TIS)</p> <p>Pupil progress meetings to include opportunity to discuss with SENCO and identify any children requiring a TIS assessment and to monitor impact of TIS on children currently engaging in programme.</p> <p>Supervision provided for targeted children at regular intervals, monitored, reviewed and fed back to class teachers by TIS lead.</p> <p>Extra-curricular activities to provide other opportunities and enrichment.</p> <p>Lunch club is used to support children who find the unstructured format of lunchtimes a challenge. This provides an opportunity for supporting safe play and building self-confidence in a nurturing environment.</p> <p>PSHE</p> | <p>TIS is local / nationally recognised programme which is able to support children who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning.</p> <p>There is a need for the school to try to meet the needs that the CAMHS service cannot.</p> <p>A significant increase in referrals over the last academic year.</p> <p>Evidence supports physical activity is a key tool in supporting positive mental health and wellbeing.</p> | <p>Whole staff training on the TIS approach.</p> <p>TIS lead to monitor the support given to pupils and provide additional support / resources where appropriate. Regular liaison with class teachers and progress carefully monitored with additional support planned accordingly.</p> | <p>TIS Lead, Pastoral Team, PP Lead, SENCO.</p> | <p>July 2019 Informal review Feb 2019</p> |
| Total budgeted cost | | | | | £30,000 |

iii. 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? |
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| <p>F: Attendance rates will be at least in line with National average. There will be a reduction in lateness.</p> | <p>Head teacher and Attendance Lead to meet monthly to monitor pupils and follow up on absences.</p> <p>System of red, amber and green letters to be implemented to alert parents to any current or rising concerns.</p> <p>Attendance clinics carried by Attendance lead and Head teacher to support parents and improve pupil attendance.</p> <p>Breakfast club / Reading club places offered.</p> <p>Head teacher and Attendance lead to work closely with the new EWO to ensure processes are as robust as can be and effectively target supporting families where there is significant concern.</p> <p>A new system of rewards for good attendance to be implemented including: weekly class attendance award, 100% attendance certificates and badges half-termly, the 'Awesome Attendance' prize awarded half-termly.</p> <p>Pupil attendance to be tracked and monitored by class teachers during half-termly pupil progress meetings with actions and desired outcomes to be shared, discussed and agreed.</p> | <p>In order to improve the attainment and progress for children, it is essential that they attend school. Analysis of our data shows that attendance is a key area for development for some of our Pupil Premium children.</p> | <p>Through briefing and regular meetings with the Attendance lead about existing and rising attendance issues. Pupil Premium lead to work with Attendance lead. Head teacher and all staff to ensure provision and attendance improve as a result.</p> | <p>Head teacher, Assistant Head teacher, Pupil Premium and Attendance Lead.</p> | <p>July 2019 Informal review Feb 2019.</p> |

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| <p>G: Children tell us they feel safe and ready to learn and are able to access this learning alongside their peers in the classroom. They are provided with targeted support, intervention and aspirational enrichment life experiences.</p> | <p>Pastoral Team including DSL and DDSL support children and families through developing and building on trusted relationships.</p> <p>Pastoral Team including DSL and DDSL to signpost and help parents and children to access appropriate support both from within and beyond the school with outside agencies.</p> <p>Pupil conferencing to be developed further. Pupil Premium Governor to undertake.</p> | <p>For children to feel safe and ready to learn they need to have access to a trusted and emotionally available adult.</p> <p>There needs to be an environment that is caring and pro-active in supporting and promoting their well-being on all levels.</p> | <p>Through regular briefing and meetings with the Pastoral Team including the DSL and DDSL.</p> <p>The Head teacher and Pastoral Team to ensure support is provided where difficulties arise and to monitor the impact of this support.</p> <p>Children will be able to access the curriculum and partake fully in classroom activities and the confidence to take part in educational opportunities beyond the classroom.</p> | <p>Head teacher, Pastoral / Learning Mentor, DSL, DDSL</p> <p>Pupil Premium Governor .</p> | <p>Feb 2019</p> |
| <p>Total budgeted cost</p> | | | | | <p>£17,500</p> |
| <p>Total Budget</p> | | | | | <p>£67,500</p> |

