**Pupil premium strategy statement**

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| 1. **Summary information** | | | | | |
| **School** | Downsell Primary School | | | | |
| **Academic Year** | 2019/2020 | **Total PP budget** | £241,277 | **Date of most recent PP Review** | July 2019 |
| **Total number of pupils** |  | **Number of pupils eligible for PP** | 183 | **Date for next internal review of this strategy** | July 2020 |

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| 1. **Current attainment** | | |
| Results KS2 2018/2019 | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving in reading, writing and maths** | 60% | 63% |
| **% making progress in reading** | -9% | -6% |
| **% making progress in writing** | +5% | +1% |
| **% making progress in maths** | -9% | -5% |

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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)* | | | | |
|  | | Close the gap between Pupil Premium and non-pupil premium and raise attainment to national standards in Reading, Maths and Writing. | | |
|  | | Interventions tailored to meet the needs of Pupil Premium pupils in Maths, Reading and Writing | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **C.** | | Attendance is poor and is therefore impacting on progress and attainment of PP pupils | | |
| **D.** | | Engagement with parents/carers including involvement in curricular events as well as enrichment activities and homework. | | |
| **E** | | Social and emotional difficulties as a result of factors relating to home life having a detrimental effect on effective participation in school and learning. | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Gap is closed between PP and non PP pupils in Maths and English and attainment is in line with national standards. More Able PP pupils achieve Greater Depth. | | Teachers are aware of PP children in their class and plan for these children accordingly. Teachers communicate the progress, attainment and needs of these pupils at regular pupil progress meetings. |
|  | Interventions are matched to the needs of the pupils in order to make an impact on their development and progress. | | Focussed interventions that specifically meet the individual needs of the children are planned and delivered. Gaps in learning are identified at pupil progress meetings with SLT and SEND Lead. These interventions are reviewed regularly to ensure a measureable impact on the children’s progress and attainment. |
| **C.** | Improved provision to enable PP pupils to access a range of enrichment activities including trips and residential visits. | | Opportunities provided for children to engage in a variety of enrichment activities such as theatre visits, Shakespeare workshops and Year 6 residential at Phasel’s Wood. Pupils are enthusiastic about participation in all the mentioned activities. |
| **D.** | Higher levels of attendance for Pupil Premium children. | | Attendance of PP children to rise. Children’s attendance is regularly monitored by Learning Mentors and the EWO. Initiatives such as Attendance certificates and awards as well as are in place to encourage increased attendance to be successful. Strategies reviewed regularly for their effectiveness. |
| **E.** | Support for PP pupils experiencing complex emotional, behavioural and social needs | | Children are routinely referred to Learning Mentors, Counsellors for personalised support that addresses their needs. Children are better equipped to manage difficulties and access the curriculum. Learning is less affected |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2019/20** | | | | |
| 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 (1). Gap between PP and non PP pupils is closed and they achieve at the expected standard or above in Maths and Reading.**  **Higher % of pupils achieve Greater Depth.** | **Pupil Premium meetings**  **Monitoring and Evaluating teaching and learning**  **SIP Priority** | **Assessment Data**  **Pupil work**  **Focused group work that offers appropriate challenge**  **Pupil conferences** | **Regular progress meetings will focus on the progress of PP children.**  **Timetabled monitoring, moderation and evaluation of PP work.**  **Reading training/CPD**  **Peer observations**  **Booster sessions, TA support and appropriate resources to increase progress.** | **HT**  **AHT**  **Class teachers**  **PP Governors** | **Termly evaluations**  **July 2020** |
| **A (2). Maths reasoning ability of Pupil Premium pupils need to be further developed**. | **Quality teaching that include resources that engages children.**  **Development of questioning skills to elicit deeper thinking in pupils.**  **Monitoring and observation of lessons.**  **AfL Maths groups in KS2** | **Focused group work where children are of a similar ability ensure more effective planning and teaching that match ability.**  **Appropriate levels of challenge for all PP pupils to extend their learning.** | **Support from Maths Lead, TA led interventions for targeted pupils, training and CPD on Reasoning and questioning for Teachers and TAs.**  **Booster sessions**  **Resources to enhance learning**  **Focused AfL groups will be monitored to ensure gaps in learning are addressed promptly.** | **HT**  **AHT**  **Class teachers**  **PP Governors** | **Termly evaluations**  **July 2020** |
| **Total budgeted cost** | | | | | **£147000** |
| 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?** |
| **B Intervention matched accurately to the needs of the pupils in order to develop positive attitude to work and achievement.** | **Teaching Assistants timetabled to plan and deliver focussed interventions.**  **SLT Monitoring and Evaluation of provision** | **Proven pedagogical success in targeted interventions (teach/ support/ consolidate).** | **Staff training**  **Peer support/ Coaching/ modelling**  **Measureable outcomes**  **Monitoring schedule of interventions** | **HT**  **AHT**  **Class teachers**  **PP Governor** | **Half termly evaluations**  **Autumn 2019** |
| **C Improved provision to enable PP pupils to access a range of enrichment activities including trips and residential visits**. | **Range of events planned that engages PP pupils**  **Parental involvement to ensure full support** | **Enriching the lives of children by providing opportunities for engagement in a variety of activities both in and out of school builds confidence, independence and self-worth that will be reflected in quality of work, positive attitude to learning and success.** | **Ensure children are offered relevant experiences appropriate to their age.**  **Clear lines of communication with parents to inform them about residential visits/trips**  **Cultural, artistic and sporting activities will be well promoted to ensure full participation.**  **ensure full participation.**  **Parent workshops to be well attended** | **HT**  **AHT**  **Class teachers**  **PP Governor** | **Termly evaluations**  **July 2020** |
| **Total budgeted cost** | | | | | **£31336** |
| 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?** |
| **D Higher levels of attendance for Pupil Premium children.** | **EWO**  **SLT Monitoring and Evaluation**  **Rewards/certificates for attendance**  **Breakfast Club including free breakfast for targeted children** | **By supporting families, school will build healthy relationship and positive attitudes to learning for pupils.**  **Attendance at Breakfast Club will ensure children have a healthy start to their day.** | **EWO working closely with families to provide rigorous and monitored support.**  **Investment in personal and emotional well-being through nurture groups and support with enrichment opportunities**.  **Learning Mentors providing guidance and support to parents and children to overcome barriers impacting on attendance at school.** | **EWO**  **HT**  **AHT**  **Class teachers**  **PP**  **Governor** | **Termly evaluations**  **July 2020** |
| **E Support for PP pupils experiencing complex emotional, behavioural and social needs.** | **Counselling**  **Behaviour support/Peer support groups**  **After school Clubs** | **Children experiencing difficulties with emotional or behavioural issues need regular support from professionals such as a Learning Mentor or Counsellor.** | **Counsellors working closely with parents and school to ensure children are given opportunity to express how they feel and be supported.** | **HT**  **AHT**  **PP Governor** | **Termly evaluations**  **July 2020** |
| **Total budgeted cost** | | | | | **£47000** |

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| **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?** |
| **F Positive playtimes for PP children where social interaction improves** | **MDA training, Play leaders and Monitors reinforcing positive play.**  **Behaviour incidents decrease** | **Positive play experiences that is well supported by use of equipment that encourages collaboration and creativity will result in less negative incidents between children.** | **Monitoring of playtimes and playtime behaviour incidents.**  **MDA response to incidents at lunchtime will also be monitored**  **PP pupils will have the roles of Play Leaders and Lunch Monitors helping in reinforcing positive playtime** | **MDAs**  **Teachers**  **TAs**  **LMs** | **Half-termly evaluations**  **July 2020** |
| **G Pupil Premium pupils make healthy and creative lifestyle choices, which enrich their lives** | **Participation in Sports Clubs,**  **After School Clubs**  **PE activities, sporting events, coaching, sports competitions** | **Engagement in sports and active lifestyle will improve health and well-being**  **Children will develop a more positive attitude to learning and be better prepared to engage in learning and school activities.** | **Monitoring of provision for PE, sporting events**  **School participation in sports events**  **Specialist coaching and entry into competitions for PP children with particular skills to develop further.**  **Register of participation/development of More Able** | **PE Coaches**  **PE Lead**  **Class Teachers** | **Termly**  **July 2020** |
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|  |  |  | **Total budgeted cost** | | **£15911** |

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| 1. **Review of expenditure 2018/19** | | | | |
| **Previous Academic Year** | |  | | |
| 1. **Quality of teaching for all** | | | | |
| **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**  £142000 |
| **A (1). Gap between PP and non PP pupils is closed and they achieve at the**  **expected standard or above in Maths and Reading.**  **Higher % of pupils achieve Greater Depth.**  **A (2). Maths reasoning ability of Pupil Premium pupils need to be developed**. | **Pupil Premium meetings**  **Monitoring and Evaluating teaching and learning**  **SIP Priority**  **Quality teaching that include resources that engages children.**  **Development of questioning skills to elicit deeper thinking in pupils.**  **Monitoring and observation of** | **Monitoring schedule in place and quality of teaching and learning monitored termly by SLT and Headteacher. Over 80% of lessons observed rated good or better.**  **Learning Walks undertaken regularly by SLT with clear focus including questioning, differentiation, More- Able. Pupil Premium children catered for appropriately. Teachers generally ensure chn are all suitably challenged.**  **Gap in progress and attainment between PP pupils and not PP pupils has been steadily narrowing. Attainment data for 2019 indicate that in Reading, Writing and Maths PP pupils have improved standards. 60% of PP pupils attaining the expected standard in Reading, Writing and Maths compared to 63% non PP pupils.**  **CPD delivered by Maths subject lead during last academic year. Reasoning has been a main focus and teachers are planning for Maths lessons that challenge chn, including PP chn and ensure reasoning ability is being developed.**  **Monitoring of Maths lessons to establish reasoning being key focus of learning. Book scrutiny during observations and by SLT to gauge pupils’ use of reasoning skills. Maths attainment improving.** | Monitoring schedule will continue to ensure the quality of teaching and learning remains on an upward trend.  Gap in progress and attainment between PP pupils and not PP pupils has been steadily narrowing. Attainment data for 2019 indicate that in Reading, Writing and Maths PP pupils have improved standards.  The investment in resources including **Inspire Maths** scheme as well as the ongoing CPD for staff, Insets and workshops have proved very successful. Teachers are incorporating reasoning skills in their lessons and ensuring children are developing the higher thinking required in order to solve Mathematical problems.  Will continue to develop the expertise and subject knowledge of all teachers. More training for embedding mastery. |  |
| 1. **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**  £31000 |
| **B Intervention matched accurately to the needs of the pupils in order to develop positive attitude to work and achievement.**  **C Improved provision to enable PP pupils to access a range of enrichment activities including trips and residential visits**. |  | **TA led interventions. PP children identified for intervention and booster sessions in Reading, Maths and Writing. Interventions have been disrupted by TAs being used for cover and sessions unable to be completed**.  **Pupil Premium chn attended various events and participated in enrichment activities including trips – a range of trips across Year groups to Museums, galleries, theme parks, cinema, parks etc.**  **Year 6 residential to Phasels Wood.** | **TAs becoming more skilled in delivering interventions. Where interventions have been able to take place without much interruptions, impact has been more evident. Year 6 interventions have been focused and targeted to meet particular gaps. They are run by highly skilled TAs and HLTAs able to engage pupils and enable them to make good progress.**  **Various trips to the Museums, galleries etc have broadened and enriched the children’s experiences. They demonstrate greater confidence, self-assurance and independence. This is particularly so of the children who went on the residential.**  **This will definitely be undertaken again in the future.** |  |
| 1. **Other approaches** | | | | |
| **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**  £45000 |
| **D Higher levels of attendance for Pupil Premium children.**  **Support for PP pupils experiencing complex emotional, behavioural and social needs.**  **F Positive playtimes for PP children where social interaction improves**  **G Pupil Premium pupils make healthy and creative lifestyle choices, which enrich their lives** | **EWO**  **SLT Monitoring and Evaluation**  **Rewards/certificates for attendance**  **Breakfast Club attendance**  **Counselling**  **Behaviour support/Peer support groups**  **After school Clubs**  **Participation in Sports Clubs,**  **After School Clubs**  **PE activities, sporting events, coaching, sports competitions** | Number of pupils attending Breakfast Club is increasing. Attendance of both PP and non-PP pupils is improving gradually due to the various measures employed such as Reward certificates for attendance.  Counselling service is proving to be a success. **Counsellors have been working closely with parents and school to ensure children are given opportunity to express how they feel and be supported.**  **Number of PP children enrolling in After School Clubs is growing. They select a range of clubs and activities.**  **Real P.E. lessons by teachers. PP pupils generally are very enthusiastic about sports and P.E. Level of participation is very high amongst pupils. They have entered a range of competitions including Athletics, football, golf etc.** | Parental involvement – parents coming to Breakfast Club for example as well as attendance at Celebration Assembly.  Encourage more parents to attend.    This service and approach will be maintained. Children have built trust in Counsellors and benefit from the opportunity to confide in them.  Teachers are very aware of particular skills that need to be developed and plan lessons accordingly. |  |