

Pupil premium strategy 2019-20

1. Summary information					
School	Binstead Primary School				
Academic Year	2018/19	Total PP budget		Date of most recent PP Review	July 2019
Total number of pupils	209	Number of pupils eligible for PP		Date for next internal review of this strategy	March 2020

2. Current attainment (July 2019 attainment)				
	<i>Pupils eligible for PP (school)</i>	<i>All Pupils (school)</i>	<i>All pupils Nationally</i>	<i>Greater Depth % (Pupils eligible for PP School)</i>
% achieved ARE in reading, writing and maths at KS2 Year 6	80%	72%	65%	20%
% achieved ARE in reading at KS2 Year 6	80%	82%	73%	20%
% achieved ARE in writing at KS2 Year 6	100%	82%	78%	60%
% achieved ARE in maths at KS2 Year 6	100%	82%	79%	60%
% achieved ARE in Spelling, Punctuation and Grammar at KS2 Year 6	100%	86%	77%	80%
	<i>Pupils eligible for PP (school)</i>	<i>All Pupils (school)</i>	<i>National figure for all pupils</i>	
Progress in reading at KS2 Year 6	-5.7	-3.08		
Progress in writing at KS2 Year 6	+1.87	-0.88		
Progress in maths at KS2 Year 6	-0.24	-1.72		
	<i>Pupils eligible for PP (school)</i>	<i>All Pupils (school)</i>	<i>All pupils Nationally</i>	
% achieved ARE in reading at KS1 Year 2	80%	86%	75%	
% achieved ARE in writing at KS1 Year 2	100%	73%	69%	
% achieved ARE in maths at KS1 Year	80%	73%	75%	
%achieved phonics check in Year 1	50%	83%	81%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
A.	Circumstances at home and at school impact on the pupil's emotional wellbeing.	
B.	Progress in Reading, Writing and Maths Reading – Inference and retrieval Writing - boys writing and enthusiasm for writing Maths – Geometry and fractions, also development of reasoning skills to accelerate progress	
C.	In some cases lack of regular routine, regular reading, spellings and having the correct equipment in school	
D.	Narrower range of learning opportunities outside the classroom.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Provide support for children and families so that parents engage and work in partnership with the school. Pupils express their feelings and emotions through emotional literacy sessions and social skills sessions. Use the new FLO/ELSA to support families and children.	Pupils develop their communication skills so they are able to express when they are feeling anxious or worried. Raised self-esteem, concentration levels are increased and pupils are able to cope with the demands of the curriculum. Positive attitudes to learning ensure progress in line with peers. Families in need of support with access Early Help where appropriate. Family Thrive Sessions will increase communication and engagement between school and home on the wellbeing of children. (Spring 2020)
B.	Progress will improve in line with National in Reading, Writing and Maths Reading – Inference and retrieval Writing - boys writing and enthusiasm for writing Maths – Geometry and fractions, also development of reasoning skills to accelerate progress Ongoing support from Subject Leads and HIAS to support teachers CPD to accelerate progress. Ensure resources are available for teaching - including opportunities for aspirational male writers to speak to and engage the pupils.	Pupil's progress in Reading, Writing and Maths will be in line with National (0). Internal milestone data and teacher's assessment will show gaps closing in specific areas mentioned. Pupil conferencing will be used to identify pupil's individual gaps, and access to TA support will intervene where required to close the gaps. Pre and Post – teaching will enable pupils to make accelerated progress in line with their peers due to targeted work to break down barriers before and after each session.
C.	In some cases lack of regular routine, regular reading, spellings and having the correct equipment in school	FLO and Early Help to support families with guidance and support at home where needed or engaged by the parent. Parent support - open door policy for advice from FLO/ELSA

		Support within school on a timetabled basis with ELSA for support when referred by staff.
D.	Wider Outcomes: To provide a wider range of opportunities for pupils to access learning outside the classroom	All pupils eligible for PP participate in curriculum enrichment opportunities outside the classroom, including the more able disadvantaged pupils participating in enrichment workshops. Pupils will access residential, extra – curricular activities and wider opportunities.

5. Planned expenditure				
Academic year	2019-2020			
How will Pupil Premium be spent in 2019/20?				
Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Evaluation/Review

<u>i. Quality First Teaching for all</u>				
High quality inclusive teaching for all pupil groups ensuring attainment and progress in line with peers.	Teaching Assistants in all English and Maths lessons to improve on disadvantaged attainment in Reading, Writing and Maths 2017 outcomes. Staff training.	Assessment data – milestone points. Learning walks focussing on the targeted support. Work scrutiny and moderation	HT English/Maths/Curriculum Lead	

	Targeted groups of pupils will make progress in line with their peers		Senco Class Teachers TAs	
Cost	Deputy Head time/HLTA/cover for Coaching/training for staff.			
To close identified gaps in learning for groups of pupils	Appropriate layers of challenge for pupils. 1:1 and group teaching to include pre and post teaching of areas identified through ongoing formative assessment. Data, observations and book scrutiny identified consistency required in effectiveness DHT/HLTA to cover teachers where required for pupil conferencing opportunities	Monitoring of Teaching and Learning Staff training and support	HT Class Teachers TAs Senco	
Cost	Senco Time/cover Cost of TA support in the afternoons to support pre/post teaching		Senco Class Teachers TAs	
<u>ii. Targeted support</u>				
Identification of needs and barriers to learning for Pupil Premium pupils.	Referrals to external agencies for targeted support and guidance where needed.	Monitoring by SENCo. Planned support programme in place as a result of assessment and consultation.	Senco	

	<p>Pupils Premium pupils with additional needs or SEND assessed in order to provide appropriate support and provision to accelerate progress.</p> <p>Opportunities for pupil conferencing to identify gaps and plan interventions to support closing the gaps.</p>			
Cost	<p>SENCo Time/ cover</p> <p>Teacher cover time for Pupil Conferencing</p>		<p>Teachers</p> <p>TAs</p> <p>HT</p> <p>Senco/DHT</p>	
Identification of needs and barriers to learning by emotional challenges or family need for support	FLO/ELSA to support pupils and families who need emotional support over and above that of other pupils.	<p>Monitoring by SENCo and HT.</p> <p>Governor for Safeguarding.</p>	<p>SLT</p> <p>SENCo</p>	
Cost	FLO/ELSA salary			
To diminish the difference between PP pupils and their peers in RWM	Small group teaching using additional TAs and 1 additional TA between Year 5 & 6 to run same – day interventions and pre/post teaching work.	<p>Monitoring by SLT</p> <p>Identification of needs by Senco and through Pupil Progress meetings</p>	<p>SLT</p> <p>SENCO</p> <p>Class Teachers</p>	
Cost	Additional TA 5 x afternoons per week			
<u>iii. Other Approaches</u>				
Support for families and pupils who are vulnerable or anxious – emotional wellbeing	Social skills/communication sessions either 1:1 or groups 1:1 time with the family through emotional behaviour consultant. CPD Training for staff (ELSA Role)	<p>Feedback from Consultant Feedback from class teachers and SENCo in relation to attainment, wellbeing, motivation.</p> <p>Parental feedback through emotional checklists</p>	<p>HT/Senco/</p> <p>FLO/ELSA</p>	.

	<p>Family Thrive Course with Penny Crossley (The Crossley Company) and ELSA/FLO</p> <p>A number of PP children have anxieties which are a barrier to learning. Increased communication and emotional literacy sessions is proven to help with anxiety and development of social skills. Pupils with emotional and social needs will benefit from a better response and attitude towards their learning. Evidence that supported families benefit children in their well-being</p>	As above	As above	
Cost	FLO/ELSA salary			
All pupils have access to a wide range of extracurricular activities.	<p>Participation in extracurricular activities - school trips which include residential and after school clubs (subsidised for PP pupils). Arts Award and Challenge Programme. Extended school activities raise both attendance levels and self-esteem for pupils engaging them in their learning. Provide enhanced opportunities for social experiences. Feedback from pupils will consistently highlight the engagement, enjoyment and learning these occasions provide.</p>	<p>Admin staff will be aware of PP children and ensure costs are applied appropriately for clubs and trips. Admin staff alerted to financial difficulties in families. All requests for funding viewed on a case by case basis. Pupil Feedback</p>	<p>HT</p> <p>SBM</p>	
Cost	Dependent on pupils and need.			