

1. Summary information

School					
Academic Year	2019/20	Total PP budget	£83 160	Date of most recent PP Review	Sept 18
Total number of pupils	225	Number of pupils eligible for PP	68 PP 5 CLA PP	Date for next internal review of this strategy	Sept 20

2. Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	33%	71%
% making progress in reading	-4.83	0.3
% making progress in writing	-1.87	0.2
% making progress in maths	-3.84	0.3

3. 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*)

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| A. | Poor reading ethos and culture within and beyond the school, with low levels of fluency and comprehension |
| B. | SLCN and oracy weaknesses are a barrier to progress for many children in receipt of PP support |
| C. | Middle ability entry pupils, including those supported by the PP, make less progress and attain lower than all pupils nationally |
| D. | Pupils lack resilience and have under-developed independent learning skills and behaviours for learning |
| E. | High level of in class disruption by a minority of learners negatively impacts on progress for all |

External barriers (*issues which also require action outside school, such as low attendance rates*)

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| F. | Low aspirations and expectations from home impact on outcomes and progress. |
| G. | Variable levels of parental support and engagement reflected in low parental turn out for events, lack of support for home school learning in some of most vulnerable children, levels of unauthorised absence and overall attendance. |

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4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved attainment and accelerated progress of disadvantaged pupils from their starting points evidenced through half termly data drops	PP children attainment and progress is in line with non-PP children nationally and the in-school gap reduces.
B.	Establish a culture of reading and targeted reading recovery programme based on accurate benchmark assessment and reviewed through regular moderation	All children who are 2+ years below their chronological reading age are identified and quickly catch up; all pupils read widely and for pleasure inspired by a rich literacy diet across the curriculum
C.	Improve engagement of families in their child's education not just attendance at events. Develop resilience and confidence in learners. Support families to help their learners through regular family learning workshops and open days.	Evidence of parents engaging in child's learning through completing homework tasks and reading records; increased parental uptake of school offer
D.	Attendance is at or above national average, with low PA / unauthorised absence through work with targeted families supported by AVE team	PP attendance in line with non-pp Reduction in absence inc term time holidays
E.	Culture of 100% achievement embedded in core and wider curriculum; a rich broad curriculum meets the needs of priority groups of learners	Children perform to their potential across a range of areas including extra-curricular; all PP access clubs and trips
F.	Embed Attitude to Learning with a focus on desired learning behaviours	All Pupil Premium children maintain an attitude to learning average of 4 and above.

5. Planned expenditure

Academic year	2019/20
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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.

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>Improved attainment and accelerated progress of disadvantaged pupils from their starting points evidenced through half termly data drops</p>	<p>Additional teaching hours (£3836.32)</p> <p>Revision/General resources (£153.75)</p> <p>After school Tuition (£2352.38)</p> <p>STS subscription (£5811)</p> <p>Ed Pysch subscription (£7780)</p> <p>Rising Stars Test Booklets (£2254.20)</p> <p>SATS Boosters (£8538)</p> <p>Saturday School (£4762.80)</p> <p>Easter School (£1058.40)</p>	<p>Additional teaching hours will enable further targeted support being available for children whose social, emotional and mental needs impact on whole class learning.</p> <p>Purchasing revision guides will ensure that all year 6 children have access to high quality resources to support their learning.</p> <p>After school tuition will provide all pupil premium plus children with individual support to meet targets identified on their personal education plan.</p> <p>STS and Educational Psychologist support will be maintained to enable school to quickly refer children whose progress has slowed.</p> <p>Rising stars test booklets will allow in depth analysis of SATS style questions so that support is provided to children who are not reaching their full potential in test situations.</p> <p>Additional sessions on Saturday and Easter will provide additional targeted support and supported revision time for pupils</p>	<p>Additional teaching hours will provide an increase in targeted via the introduction of Saturday school and holiday school.</p> <p>Investment in texts will ensure that children have greater access to reading resources that are related to learning in class.</p> <p>SATS booster sessions will be offered to children identified with areas for development in specific subjects.</p> <p>EP working with class teacher and learning mentor to secure appropriately tailored support</p> <p>Regular assessment is used as a teaching tool to inform next steps provision</p> <p>Targeted sessions informed by pupil level assessment data addresses learning barriers and gaps</p>	<p>HT</p> <p>Lit Co</p> <p>DHT</p> <p>SENDCo DHT</p> <p>Class teachers</p>	<p>Termly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>At end of each session and post tests</p>
<p>Culture of 100% achievement embedded in core and wider curriculum; a rich broad curriculum meets the needs of priority groups of learners</p>	<p>Y4 Residential Trip (£2500)</p> <p>After School Club providers (£5073.75)</p> <p>Transport to swimming lessons (£492)</p> <p>Annual school trip (£730)</p> <p>Times Tables Rockstars (£1000)</p>	<p>The school provides a wide range of additional opportunities and experiences for all children.</p> <p>This is embedded through both the school Curriculum and the 101 experiences identified for children within our school.</p> <p>This is also expected and promoted through the three pillars of the Griffin Schools Trust – High achievement, wide horizons and proud traditions.</p> <p>Supports maths skills development in engaging way for all</p>	<p>Pupils develop resilience and self esteem captured in a residential visit log;</p> <p>After school clubs address arrange of needs and interests and offer developed by School Council so is relevant to pupils’ needs and interests</p> <p>Times tables rockstars will be purchased in order to improve engagement in maths home learning and further prepare year 4 children for the new national tests. Pupils who lack IT at home have allocated time in school day</p>	<p>Class teachers</p> <p>Learning Mnetor</p> <p>HT Maths Co</p>	<p>Half Termly</p> <p>Ongoing</p> <p>Ongoing</p>

Total budgeted cost					£46342.60
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?
Establish a culture of reading and targeted reading recovery programme based on accurate benchmark assessment and reviewed through regular moderation	Lexplore software (£1795)	Reading analysis suggests that poor fluency and speed impacted negatively on attainment and progress of pupil premium children. Diagnostic analysis informs targeted programme of reading recovery intervention / access arrangements in KS2 tests. Teaching of reading is explicit and incremental, a previously identified weaknesses in classroom practice	School will invest in Lexplore software to enable robust and accurate assessment of reading to inform targeted support.	DHT	Half Termly
	Power of reading (£1600)		Power of reading will be embedded into literacy lessons and supported through CPD and ongoing evaluation	Lit Co	Ongoing
Attendance is at or above national average, with low PA / unauthorised absence through work with targeted families supported by ACE team	Attendance Improvement service (£772)	All staff members are fully aware of the link between attendance and achievement, therefore attendance levels for all pupils are monitored frequently. Professional targeted support is offered to families where poor attendance and punctuality are barriers to learning. Free access to Breakfast Club is available to all, with pupil premium children prioritised.	Weekly pastoral year group meetings will focus on attendance concerns in classes.	HT DHT	Weekly
	Breakfast Club (£6426.75) PP school attendance needs budget (£1263.77)		Families will be able to apply for specific funding that would assist them in improving attendance and punctuality for their children.	LM	Ongoing
Total budgeted cost					£11857.52
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>Improve engagement of families in their child's education not just attendance at events. Develop resilience and confidence in learners. Support families to help their learners through regular family learning workshops and open days.</p>	<p>Learning mentor social, emotional and mental health support available for all PP children (£5568.80)</p> <p>Counselling (£6150)</p> <p>Nurture support (£2050)</p> <p>Release time for Designated teacher to attend training for PP+ children and cover (£5456.08)</p>	<p>Access to learning mentor will reduce the impact that children with social, emotional and mental difficulties have on the learning of others.</p>	<p>Formal and informal drop ins with the learning mentor available for pupil premium families.</p> <p>Time will be allocated for the learning mentor and designated teacher to disseminate strategies from training to whole staff.</p>	<p>LM</p> <p>DHT</p>	<p>Half Termly</p> <p>Ongoing</p>
<p>Embed Attitude to Learning with a focus on desired learning behaviours</p>	<p>Relax Kids Intervention (£3338)</p> <p>Year 6 residential (£2400)</p>	<p>A new year 6 residential will be launched to increase motivation and attitude to learning during lessons.</p>	<p>Year 6 residential will incentivise attitude to learning through identified discounts and privileges for children meeting certain criteria.</p>	<p>DHT</p>	
Total budgeted cost					£24959.88