

Pupil premium strategy / self-evaluation

1. Summary information					
School	Water Primary				
Academic Year	18/19	Total PP budget	£31700	Date of most recent PP Review	Feb 19
Total number of pupils	123	Number of pupils eligible for PP	29	Date for next internal review of this strategy	July 19

2. Current attainment		
17/18	Pupils eligible for PP(6)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing & maths	83%	64%
% achieving expected standard in reading	100%	75%
% achieving expected standard in writing	83%	78%
% achieving expected standard in mathematics	100%	76%
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Welfare and social issues including parental engagement, safeguarding issues or behavioural support required	
B.	Starting points – assessment on entry to EYFS shows many children have poorly developed communication skills, and poor personal, social and emotional development. Reading and writing on entry is substantially below development milestones for the majority of children.	
C.	Attainment of PP Children below non PP children at KS1, In school tracking	
Additional barriers (including issues which also require action outside school, such as low attendance rates)		
D.	Limited life experiences and lack of parental aspiration and support in home learning (Lack of enrichment activities)	

E	Home issues including low attendance/ lates	
F	Mental and social health and well-being needs – a significant number of children and families have challenges with routines, parenting capacity, mental health and managing emotions.	
	57% of our school population resides in Band G With a further 39% in Bands F and E	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	KS2 – Close gap in attainment between pupil premium and non-pupil premium	PP Children make accelerated progress. PP children achieve in line with non-PP
B.	KS1 and EYFS – Attainment of disadvantaged pupils to be in line with or above national	Attainment is in line with or above national at end of EYFS, KS1
C.	% of children passing phonics screening check is at least in line with national expectations and that children are in line with expected standard in reading across school	PP children pass phonics screening check Y2 Children pass recheck Number of children passing phonics screening check in line with National All children have phonics taught daily in EYFS , Yr 1 Training for all staff

D.	Better support – mental health and social and emotional needs of disadvantaged children and their families.	Increased attendance and punctuality Children with mental health, social and emotional issues make good progress.
E.	Increase parental engagement for disadvantaged pupils.	Increased attendance of parents at curriculum events / workshops Evidence of parents engaging more effectively with learning and as a result the targeted pupils make good progress.

5. Planned expenditure

Academic year

2018/19

i. Quality of teaching for all

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To improve attainment in Reading, Writing and Maths.</p> <p>Close gap in attainment between pupil premium and non pupil premium</p> <p>Y5 (40%) disadvantaged children good progress and meet ambitious targets</p>	<p>Provide children with the opportunity to access extended sessions out of normal school hours – breakfast club, lunchtime clubs and after school clubs – TT Rockstars, Grammar Guru</p> <p>Maths Tutoring Action Tutoring Intervention Support Additional Writing Moderation</p> <p>Subject Leaders / SLT released to support teaching and learning</p>	<p>Previous data analysis of interventions. Reported outcomes at the end of each key Stage. The EEF Toolkit has been used to select some interventions such as 1:1 tuition, digital learning and small group tuition.</p> <p>Quality assurance of writing and provision of next steps</p> <p>Address within school variance – consistent implementation – Research shows that school variance can have a negative effect on progress especially for disadvantaged pupils</p>	<p>Pupil Progress meetings Subject Leaders / SLT will track intervention</p> <p>Writing Moderation both internal and external</p> <p>Robust and rigorous Monitoring and Evaluation Schedule.</p>	SLT	<p>Each Term</p> <p>Aut Pupil Progress Setting of Targets for all pupils Review Targets in Spring / Summer</p>

<p>Increase percentage of children passing phonics screening check.</p>	<p>Phonics Training Daily Phonics</p> <p>Parent Forums for all parents</p> <p>Phonics will be addressed in pupil progress meetings</p> <p>Fast Track Phonics for children in Years 2 and 3</p> <p>Daily Readers and support for those children who do not read at home or are vulnerable to failing screening check.</p> <p>Reading scheme to match letters and sounds / phases</p> <p>Talk Boost</p> <p>Reading support 1:1</p>	<p>Previous analysis of data</p> <p>Quality of teaching feedback</p> <p>Staff voice / parent voice</p>	<p>Staff Training</p> <p>Pronunciation and articulation of phonemes to be regularly monitored.</p> <p>New staff given support</p> <p>Robust and rigorous Monitoring and Evaluation Schedule.</p> <p>Accurate assessment / systems to collect data</p>	<p>English Lead / phonics Lead SLT</p>	<p>Phonics reviewed termly by English Lead</p> <p>Pupil Progress meetings.</p>
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<p>EYFS – GLD to be in line with National with particular focus on early communication, reading and PSHE skills</p>	<p>Develop improved transition systems for Nursery to Reception. This will include Home Visits, Nursery visits and increase the number of induction days.</p> <p>Set up morning or afternoon communication or early reading sessions for children whose families have indicated Water as their choice of Primary school</p> <p>Early intervention for those identified through transition or baseline for having low developmental milestones. Use of Speech and Language specialist, SALT programmes including – Chatta Talk Boost</p>	<p>Baseline data historically shows that children have low starting points when arriving in Reception skills. Assessment shows that many children have poorly developed communication skills, little or no English and poor personal, social and emotional development milestones.</p>	<p>Impact analysis and data by Pupil Premium Lead and EYFS Lead. Reported to EYFS governor and Pupil Premium Governor.</p> <p>Parent voice – Transition</p> <p>Set targets for all children following baseline assessment.</p>	<p>EYFS Teacher PP Lead EYFS Gov PP Gov</p>	<p>June 18 – New pupils audit analysis of needs following transition.</p> <p>September 18 – Baseline analysis</p> <p>Regular pupil progress meetings</p>
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Total budgeted cost					£12,000
ii. Targeted support					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
EYFS – Identify and support vulnerable children – Links with Nursery	Develop language skills and support transition of new starters, especially in development of early language and building friendships	In school tracking. High percentage of inward mobility. EEF toolkit identifies 1:1, small group support and oral language interventions as having a positive impact	Robust and rigorous Monitoring and Evaluation Schedule. Accurate assessment / systems to collect data Robust Induction Process delivered and implemented by EYFS Lead	SLT	Each Term Aut Pupil Progress Setting of Targets for all pupils Review Targets in Spring / Summer

<p>Increase Attendance and punctuality of targeted children Reduce the number of persistent absentees amongst pupils eligible for PP.</p> <p>Emotional well-being for affected PP children improves.</p> <p>Parents feel supported by school. Raise aspirations of targeted children – Enrichment opportunities and have the uniform and equipment necessary for full school involvement</p>	<p>HT / Attendance Lead will monitor attendance weekly. Weekly attendance report</p> <p>Track and monitor attendance through SIMS PAST Involved Welfare and social needs are met through additional adults in school (Nurture TA) Develop parental engagement, support and partnership work to remove barriers to learning Targeted extended school places</p> <p>Nurturing activities such as Fishing and other aspirational trips and visits</p> <p>Forest School for all children</p> <p>Equipment and uniform for all PP pupils</p>	<p>Attendance analysis Information from PAST</p> <p>Information from other agencies – social services, Attendance team</p> <p>Previous analysis of attendance data.</p> <p>Past experience has shown us that through providing targeted places before and after school, children’s attendance and attitudes to learning improve.</p>	<p>Attendance Officer to monitor and evaluate all systems</p> <p>Monitor attendance at after school clubs/ breakfast clubs</p> <p>Monitor progress and attainment of PP children</p>	<p>SLT</p>	
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Total budgeted cost £8,000

Additional Targeted support					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase in HT time to improve school priorities, organisation and wider school	PPA Cover	Teacher Cover – Plan lessons and improve subject leader role HT no longer required to cover PPA			Each Term Aut Pupil Progress Setting of Targets for all pupils Review Targets in Spring / Summer
Provide children with awe and wonder and improvement in engagement with school, teaching and learning	Mini Bus – Take children on inspirational and aspirational Visits	Aspirational Visits	Routine / Timetable of events	Class Teacher	

Total budgeted cost	£14,000
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