

Pupil premium strategy / self-evaluation 2019/20

1. Summary information					
School	Scotton Lingerfield Primary School				
Academic Year	2019/20	Total PP budget	£27390	Date of most recent PP Review	Jul 19
Total number of pupils	81	Number of pupils eligible for PP	14	Date for next internal review of this strategy	Dec19

2. Current attainment KS2 2018-19		
	<i>Pupils eligible for PP at SLS</i>	<i>Pupils not eligible for PP at SLS (national average)</i>
% achieving expected standard or above in reading, writing & maths	25%	62% (65% National)
% making expected progress in reading (as measured in the school)	50%	77% (71% National)
% making expected progress in writing (as measured in the school)	75%	85% (76% National)
% making expected progress in mathematics (as measured in the school)	25%	62% (75% National)
Current attainment KS1 2018-19		
	<i>Pupils eligible for PP at SLS</i>	<i>Pupils not eligible for PP SLS (national average)</i>
% achieving expected standard or above in reading, writing & maths	0	62% (64% National)
% making expected progress in reading (as measured in the school)	0	62% (75% National)
% making expected progress in writing (as measured in the school)	0	69% (70% National)
% making expected progress in mathematics (as measured in the school)	0	77% (76% National)

1. Barriers to future attainment (for pupils eligible for PP, including high ability)

Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	A high proportion of our children in receipt of Pupil Premium do not read as widely as other children in school and, as a result do not make the same levels of progress that other children make.
B.	A high proportion of pupils in receipt of Pupil Premium are making slower progress and achieving lower attainment in writing.
C.	A high proportion of pupils in receipt of Pupil Premium are making slower progress and achieving lower attainment in maths.
D.	A high proportion of pupils in receipt of Pupil Premium have low self-esteem and emotional resilience

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

E.	Family breakdowns and instability are impacting achievement and attainment. Many of our PP children have low aspirations and expectations.
F.	Parental engagement with the school – including attendance at information/parents' evenings, ensuring attendance is at least good and supporting home learning.
G.	Financial equality for all pupils

2. Intended outcomes *(specific outcomes and how they will be measured)*

Success criteria

A.	<p>Pupils in receipt of Pupil Premium will read widely, be supported to develop reading skills, accessing high quality books in school</p> <p>Measured through higher rates of progress for pupils eligible for Pupil Premium Pupil voice indicates an increased enjoyment in reading.</p>	<p>Pupils heard to read by adult 3x per week Weekly reading comprehensions marked alongside an adult Word Aware programme daily in school to increase vocabulary Termly poetry recital accessed by all PP pupils Monitoring reading records daily to identify gaps Whole school approach to guided reading</p>
B.	<p>Pupils in receipt of Pupil Premium make accelerated progress. They will develop good writing skills and apply them across the curriculum, using a range of writing styles appropriately.</p> <p>Measured through higher rates of progress for pupils eligible for Pupil Premium Pupil voice indicates an increased enjoyment in writing</p>	<p>Whole school daily spellings/phonics Precision teaching 4x per week Reduced range of writing genre to be taught progressively across school Whole school review of writing process Subject leader time to monitor consistency and progression across school</p>
C.	<p>Pupils in receipt of Pupil Premium make accelerated progress. They will develop strong number sense and maths skills which they can effectively apply in problem solving and reasoning activities</p> <p>Measured through higher rates of progress for pupils eligible for Pupil Premium Pupil voice indicates an increased enjoyment in maths</p>	<p>Daily maths skills session across school Precision teaching 4 x weekly Same day catch up in place for Pupil Premium children Staff to engage in CPD Consistency in the use of concrete, pictorial and abstract teaching across school. Bar models to be taught to all children in KS2 Pupils enjoy using technology including Times Table Rockstars to practise and enhance their learning On-going assessment through high quality questioning</p>

<p>D.</p>	<p>Develop emotional resilience and self-esteem. Whole school improvement plan – develop pupils ability to work collaboratively and independently and will understand how to manage their own learning. Support for pupils for time to talk to a designated adult. Measured through higher rates of progress for pupils eligible for PP – gap narrowing by July 2020 Measured through pupil voice indicators Dec 2019 and July 2020.</p>	<p>1 x staff will attend Compass training re: emotional health and disseminate to all staff. Whole school understanding of mental health disorders Whole school approach to prevention/early indicators of mental health issues Whole school approach to promoting good mental health and resilience and self-help strategies Additional provision notes will indicate pupils increased ability to cope and will see pupils receiving PP make accelerated progress so that all PP pupils make at least good progress. Whole school approach to identifying needs and support for pupils</p>
<p>E.</p>	<p>Pupils will be supported through family breakdowns and any instability that follows</p>	<p>1 x staff will attend Compass training re: emotional health and disseminate to all staff. Whole school understanding of mental health disorders Whole school approach to prevention/early indicators of mental health issues Whole school approach to promoting good mental health and resilience and self-help strategies Additional provision notes will indicate pupils increased ability to cope and will see pupils receiving PP make accelerated progress so that all PP pupils make at least good progress. Whole school approach to identifying needs and support for pupils</p>
<p>F.</p>	<p>All parents will attend information/parents' evenings Children will complete homework to reinforce and deepen their learning Attendance for all pupils in receipt of Pupil Premium will be at least good.</p>	<p>Attendance at information/parents meetings will be monitored. HT will contact any parents who do not attend with the aim of inviting parents in. Regular open events will be held to enable parents to develop good links with the school/teacher. Homework journals will be monitored weekly. HT will hold a homework club for those children not completing homework out of school. Attendance will be monitored half termly. HT will maintain close links with families whose attendance is concerning. Celebration assemblies will recognise good levels of attendance with rewards given half termly.</p>
<p>G.</p>	<p>Financial support for residential trips, access to music lessons, clubs and additional experiences to come from Pupil Premium funding to ensure equality for all pupils.</p>	<p>All pupils will have the same opportunities as others All children will be able to attend clubs and take part in music lessons All pupils are exposed to enrichment activities and trips to enhance their learning opportunities and raise their level of enjoyment.</p>

3.		4. Planned expenditure			
Academic Year		2019-20			
i.		ii. Quality of teaching for all			
Intended outcome	Chosen action/approach	What is the evidence/rational for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Accelerate the progress of pupils by and making a more constructive link between performance and context. Children in receipt of PP funding will make accelerated progress and begin to close the gap	Release staff for in depth team provision planning meetings to identify academic barriers to learning as well as contextual. This will lead to timetabled interventions led by qualified TAs and HT Precision teaching 4x weekly	Taking a team approach to provision planning for individuals will ensure a shared understanding of needs, agreed approach to dealing with external barriers and precision teaching to address academic needs. A meta analysis of studies into precision teaching found "All of the studies identified that Precision Teaching had a positive effect" (Murton 2018) http://www.ucl.ac.uk/educational-psychology/resources/CS1Murton15-18.pdf	The impact on the PP children will be tracked on a termly basis through rigorous tracking and analysis. Organise TA timetable to allow staff sufficient time to prepare and deliver provision	Debbie Calvert	Dec 2019
Raise self-confidence and increase participation/motivation for targeted pupils Disadvantaged pupils achieve at greater depth across subjects in line with peers	Support in class for all year groups from trained Teaching Assistants, developing reading, writing and maths interventions.	Evidence on the use of budgets for teaching assistants is mixed. However, there is increasingly strong evidence that when TAs are used effectively they can boost learning by as much as 5 months. Deployment will be guided by the findings of the EEF report: https://v1.educationendowmentfoundation.org.uk/uploads/pdf/TA_Guidance_Report_Interactive.pdf Additional evidence can be found here: http://fdslive.oup.com/www.oup.com/oxed/primary/literacy/osi_teaching_assistants_report_web.pdf?region=uk	SLT will monitor closely in addition to close tracking of data.	Debbie Calvert	Dec 2019
Teach pupils explicit strategies on how manage their learning. Give them opportunities to use these independently.	Increased focus on meta-cognition and self-regulation building on the growth mindsets work in school. There will be a particular focus on multiple drafting for excellence. 1x staff to attend Compass training Develop a whole school approach to understanding	A high proportion of children in our school demonstrate a lack of resilience and self-help strategies. The Education Endowment Foundation research toolkit indicates that this approach has high impact – an 8 months additional boost in progress. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation/	The impact on the PP children will be tracked on a termly basis through rigorous tracking and analysis.	Debbie Calvert	Dec 2019

	and promoting good mental health.				
Increase opportunities for parents to engage in school activities	Introduce open afternoons to allow parents to access the children's learning and develop good relationships with staff.	Evidence on effective strategies that schools can use to engage parents in their children's learning is mixed. However there is evidence to suggest that joint working between home and school leads to better outcomes for pupils, in particular those with SEND, low attendance or vulnerable in other ways. https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/ https://www.gov.uk/government/publications/schools-and-parents-developing-partnerships	SLT will monitor closely in addition to close tracking of data.	Debbie Calvert	Dec 2019

Total budgeted cost £12700

ii. Targeted support

Intended outcome	Chosen action/approach	What is the evidence/rational for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase pupils' number sense and maths skills	Introduction of daily maths skills sessions including the use of Times Table Rockstars.	Maths is a whole school priority. A high proportion of pupils lack number sense. Times table Rockstars has been used in some classes and the impact has been evident in raised attainment and enjoyment of pupils.	The impact on the PP children will be tracked on a termly basis through rigorous tracking and analysis.	Debbie Calvert	Dec 2019
Increase children's vocabulary to develop understanding across the curriculum	Introduction of discreet vocabulary teaching across the curriculum. A focus on specific vocabulary related to content being taught.	Overall studies of oral language interventions show positive impact on learning https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/	The impact on the PP children will be tracked on a termly basis through rigorous tracking and analysis.	Debbie Calvert	Dec 2019

Total budgeted cost = £2000

iii. Other support

Intended outcome	Chosen action/approach	What is the evidence/rational for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the fitness and physical wellbeing of children within	Develop the 1k a day to increase activity levels and fitness of all children.	Public Health England: Link between pupil health and well being and attainment.(Nov 2014) states 'A positive association exists between academic	The baseline fitness levels of children will be assessed. This will be reassessed 12 months	Debbie Calvert	Dec 2019

school		attainment and physical activity levels of pupils.’ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf	later and a correlation analysis will take place between increases in fitness levels and academic progress data.		
To improve the participation of PP children in extra-curricular activities	Subsidise school trips, such as the residential trips, day visits, as well as out of school care, to enhance the curriculum and quality of care for pupils.	Public Health England: Link between pupil health and wellbeing and attainment. (Nov 2014). “Pupils who reported they enjoyed school at age 11 had better attainment at key stage 3, especially for maths”	The progress and attainment of pupil premium children will be closely monitored though rigorous analysis of termly tracking. The pupil premium children will also be questioned on their enjoyment of school and what particular parts they enjoy.	Debbie Calvert	Dec 2019

Total budgeted cost = £1500

Additional detail

Figure for 2019/20 includes an additional £8950 from Kirklees Authority, all to be spent on 1:1 support