



Pupil Premium Strategy 2019 – 20 - Evaluated

1. Summary of Contextual Information:	
Pupils in school	422
Proportion of disadvantaged pupils	102
Total number of pupils eligible for Pupil Premium for whom funding is received.	100
Pupil premium allocation this academic year	£134,836.00
Academic year or years covered by statement	2019 to 2020
Publish date	September 2019
Review date	July 2020
Statement authorised by	Mr. Haroon Asghar
Pupil premium lead	Ms. Nicola Chippendale
Pupil Premium Link Trustee	Mr. Imran Bhikha

2. Disadvantaged pupil performance overview for last academic year (2019)	
Measure:	Pupil Premium school attainment (%):
Reading: Meeting expected standard or above at KS2	50%
Reading: Achieving high standard at KS2	17%
Writing: Meeting expected standard or above at KS2	80%
Writing: Achieving high standard at KS2	17%
Maths: Meeting expected standard or above at KS2	42%
Maths: Achieving high standard at KS2	13%
RWM Combined: Meeting expected standard at KS2	42%
RWM Combined: Achieving high standard at KS2	4%

3. Priorities for Improvement (related to disadvantaged pupils):	
3A	To improve the progress and attainment of pupils eligible for the Pupil Premium in reading – including more able - by the end of KS2 so that it is at least in line with 2019 National Averages (NA – Progress: 0, Attainment at the Expected Standard 73%, Attainment at the higher standard 27%)
3B	To improve the progress and attainment of pupils eligible for the Pupil Premium in maths – including more able - by the end of KS2 so that it is at least in line with 2019 National Averages (NA – Progress: 0, Attainment at the Expected Standard 79%, Attainment at the higher standard 27%)
3C	To improve the attendance of pupils eligible for the Pupil Premium so that it is in line with or above the school's target of 96%.

4. Barriers to learning (academic):	
4A	On entry to school, pupils display limited vocabulary which makes it more challenging for them to access the curriculum.
4B	Difficulties with inferring meaning from text due to a lack of reading opportunities outside of school.
4C	Social/emotional needs of some pupils in receipt of PP have created barriers which make accessing learning - particularly on a formal basis – difficult across KS1 and 2.

4. Additional barriers to learning (including issues which also require action outside school, such as low attendance rates):	
4D	Low household income limits the life experience / enrichment opportunities for pupils.
4E	The home environment for some pupils eligible for PP funding is not conducive to learning – due to socio-economic factors such as low income and overcrowding (deprivation indicators).
4F	Poor attendance is a factor for some pupils eligible for PP funding.

5. Intended initiatives:		Success criteria:
A	To implement a language-based curriculum with a focus throughout the school on oracy.	Pupils will have increased word level knowledge and will be able to use a range of vocabulary in the correct context. In turn, pupils will be able to access the curriculum.
B	To ensure pupils have the opportunity to read and discuss quality texts on a daily basis in order to develop their love of reading, comprehension and language development.	Pupils eligible for PP funding develop a greater love of reading and the gap between their reading / maths attainment closes.
C	To identify and provide support for the social/emotional needs of pupils eligible for PP funding so that they are able to focus on their learning.	Individual needs of pupils are identified and supported <ul style="list-style-type: none"> ● A named trusted adult is in place to support identified pupils ● Pupils feel more confident and secure in sharing concerns and finding solutions. ● Supported pupils are able to demonstrate the emotional resilience that enables them to adopt a more focused approach to their learning. Consequently, they attain in line with their peers.
D	To ensure pupils eligible for PP funding are able to participate in all trips, events and visits.	Children are able to attend enrichment activities which support their well-being and extend their learning.
E	To support pupils eligible for PP in school through homework clubs (after school) and access to the internet to ensure they are able to access the same learning opportunities as their peers.	Children are able to complete homework and have the same opportunities as their peers in order to



		keep up with their learning.
F	To liaise and support families of pupils with low attendance so that attendance improves.	Attendance of vulnerable pupils improves and the attendance percentage of pupils for whom the school receives Pupil Premium and other groups closes.

6. Planned expenditure:

Improvement priority addressed:	Action to be taken:	Person(s) responsible:	Proposed spend (£s):	How effectiveness will be monitored:
3C	Breakfast Club food supplies - provide pupils from disadvantaged backgrounds with a healthy, welcoming start to the morning.	AM	£1,000	Attendance registers / data
3C	Breakfast Club Resources - To provide pupils from disadvantaged backgrounds with an engaging start to the morning.	AM	£2,000	
3C	Breakfast Club staffing	AM	£3,000	
3B	Purchase / training related to IDL intervention software for English / Maths.	NC	£900	Pupil progress data
3B	Becoming first class at number Training - To provide targeted support for Y1 pupils at the early stages of learning number (maths).	YL	£2,260	Pupil progress data Observations of practice Work scrutiny
3B	First class at number 1 and 2 Training - provide targeted support for Y2 / Y3 pupils in their learning of number (maths).	YL	£3,260	Pupil progress data Observations of practice Work scrutiny
3B	Success at Arithmetic: Number sense/Calculation Training - To provide targeted support for Y4/ Y5 pupils in their learning of arithmetic (maths).	YL	£4,400	Pupil progress data Observations of practice Work scrutiny
3A	Read, Write Inc Training - To provide targeted support for EYFS / KS1 pupils in their learning of phonics and reading inference / comprehension.	SK	£6,000	Pupil progress data Observations of practice Work scrutiny

3A	Read, Write Inc Resources and books - To provide reading books for EYFS / KS1 pupils to support their learning of phonics and reading inference / comprehension.	SK	£10,000	Pupil progress data Observations of practice Work scrutiny
3A	KS2 Reading scheme - To provide a range of reading books for EYFS / KS1 pupils to support their learning of reading inference / comprehension.	SK	£12,000	Pupil progress data Observations of practice Work scrutiny Monitoring of home reading records
3A - C	Learning Mentor - To provide pastoral support to promote positive learning behaviours amongst children displaying emotional / behavioural difficulties.	NC	£18,000	Behavioural records
3A	Employment of language assistants to support the language development of pupils in EYFS / KS1 through the pre-teaching of vocabulary.	MP	£40,076	Pupil progress data Observations of practice Work scrutiny
3C	Employment of Home-School Liaison Officer to support improvements in attendance.	AM	£18,000	Attendance data
3A - B	Subsidised trips and visits for pupils from low-income families.	AM	£6,000	Pupil conferencing
3A - C	Employment of Pupil Premium champion to act as an advocate for pupils eligible for Pupil Premium.	AM	£8,000	Pupil progress data Termly reporting
Total Spend:			£134,836	

Evaluation of aims and outcomes (2019-20)

2. Disadvantaged pupil performance teacher assessment data* (attainment) against national data:		
(*Internal teacher assessment data used in the absence of published data because of the cancellation of statutory tests due to COVID-19.)		
Measure:	Pupil Premium school attainment (%):	National Average for ALL pupils (2019):
Reading: Meeting expected standard or above at KS2	56%	73%
Reading: Achieving high standard at KS2	28%	27%
Writing: Meeting expected standard or above at KS2	72%	78%
Writing: Achieving high standard at KS2	4%	20%
Maths: Meeting expected standard or above at KS2	60%	79%
Maths: Achieving high standard at KS2	24%	27%
RWM Combined: Meeting expected standard or above at KS2	64%	65%
RWM Combined: Achieving high standard at KS2	4%	11%

Improvement Priority:	Outcome:
<p style="text-align: center;">3A:</p> <p>To improve the progress and attainment of pupils eligible for the Pupil Premium in reading – including more able - by the end of KS2 so that it is at least in line with 2019 National Averages (NA – Progress: 0, Attainment at the Expected Standard 73%, Attainment at the higher standard 27%)</p>	<p>Although the prevalence of COVID-19 resulted in the statutory assessments for all year groups being cancelled, internal teacher assessments showed an improvement against 2019 outcomes with 56% of KS2 pupils eligible for Pupil Premium achieving the Expected Standard and 28% achieving the Higher Standards in reading at the end of the year. This is an excellent achievement considering the socio-economic circumstances of these pupils and the fact that COVID-19 presented considerable disruption to children's learning during the summer term 2020.</p>
<p style="text-align: center;">3B:</p> <p>To improve the progress and attainment of pupils eligible for the Pupil Premium in maths – including more able - by the end of KS2 so that it is at least in line with 2019 National Averages (NA – Progress: 0, Attainment at the Expected Standard 79%, Attainment at the higher standard 27%)</p>	<p>As with reading, although the prevalence of COVID-19 resulted in the statutory assessments for all year groups being cancelled, internal teacher assessments showed a considerable improvement against 2019 outcomes with 60% of KS2 pupils eligible for Pupil Premium achieving the Expected Standard and 24% achieving the Higher Standards in maths at the end of the year. This is a fantastic achievement considering the socio-economic circumstances of these pupils and the fact that COVID-19</p>



	presented considerable disruption to children's learning during the summer term 2020.
<p>3C: To improve the attendance of pupils eligible for the Pupil Premium so that it is in line with or above the school's target of 96%.</p>	<p>COVID-19 resulted in major disruption to children's attendance in the summer of 2020 and despite wider reopening, very few parents agreed to send their children back to school, resulting in the majority of pupils continuing to learn remotely. Due to this, it is not possible to make a direct comparison about pupils attendance during COVID-19 to their usual attendance under normal circumstances. That said, the analysis of pupil engagement data for remote learning showed a minimum engagement % of 85-90%. Moving forwards, our digital platform is being updated to allow for video conferencing - which means we can also offer simultaneous learning to all pupils. Consequently, our processes for remote learning will also be updated with the expectation that children will be online at set times, with the younger years (EYFS / Year 1) utilising a blended learning approach and years 2 to 6 mainly utilising simultaneous learning. In doing so, we believe this will increase engagement even further - towards 100%.</p>