

Arnside National Primary School Pupil Premium Strategy Statement 2019 - 2020

1. Summary information					
School	Arnside National Primary School				
Academic Year	2018/19	Total PP budget	£23,380	Date of most recent PP Review	Sept 2019
Total number of pupils	141	Number of pupils eligible for PP	14	Date for next internal review of this strategy	July 2019

2. Attainment for Year 6 Leavers 2018/19		
	<i>Pupils eligible for PP (3/28)</i>	<i>Pupils not eligible for PP (national average)</i>
% of pupils achieving the expected standard in reading, writing and maths	0%	63%
% making at least expected progress in reading (or equivalent)	33%	83%
% making at least expected progress in writing (or equivalent)	33%	96%
% making at least expected progress in maths (or equivalent)	0%	71%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Self- esteem and confidence issues for children who receive PP funding which effects learning in subsequent years and detrimental effect on academic progress
B.	Speech difficulties and listening skills for pupils eligible for PP funding
C.	Greater depth maths for children eligible for PP funding (high attaining children eligible for PPG)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve self esteem and confidence for target children who receive the PPG	Improve target children's scores on 'Strengths and difficulties' questionnaire
B.	Improve speech, communication and listening skills for pupils who receive PPG	Evidence in PP profiles linked to targets for each particular child.
C.	To improve greater depth in maths for target children involving mastery work	Improved maths scores

5. Planned expenditure

Academic year

2019/20

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?
Improve self esteem and confidence for target children who receive the PPG	<p>Use positive reinforcement for children who receive PPG to build confidence.</p> <p>Provide access to small group tuition when required.</p>	<p><u>Individualised Instruction</u> Ensure that target children are clear about learning tasks and confident to begin independently. It involves different tasks for each learner and support at an individual level.</p> <p><u>Small group tuition</u> If target children are feeling less confident then access to small group tuition with either the teacher or teaching assist during whole class work is available to support and nurture children.</p>	TA to keep portfolio of work for children who receive PPG. Collect examples of support work/booster activities/differentiated support.	KM	July '20
Improve speech, communication and listening skills for pupils who receive PPG	<p>Ask target children a question during each lesson to encourage communication.</p> <p>Ensure children who are eligible for PPG have all equipment they need</p>	<p><u>Oral Language Interventions</u> Emphasise the importance of spoken language and verbal interactions in the class. Target children for reading aloud and discussing literature, explicitly extend children's spoken vocabulary, use structured questioning to develop reading comprehension and use purposeful, curriculum focused, dialogue and interaction.</p> <p><u>Feedback</u> Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome.</p>	TA to keep portfolio of work for children who receive PPG. Collect examples of support work/booster activities/differentiated support.	KM	July '20

To improve greater depth in maths for target children involving mastery work	To always provide children eligible for PPG an extension or access to mastery work in their target area.	<p><u>Mastery Learning</u> Traditional teaching keeps time spent on a topic constant and allows pupils' 'mastery' of curriculum content to vary. Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved.</p> <p>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.</p>	TA to keep portfolio of work for children who receive PPG. Collect examples of support work/booster activities/differentiated support.	KM	
Total budgeted cost					£5500
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?
Improve self esteem and confidence for target children who receive the PPG	<p>PE Intervention Group</p> <p>Access to support from school counsellor.</p> <p>Yoga – Access to weekly yoga session to relive anxieties</p> <p>1 child chosen to work with Mr Hoare as 'Coach' to help support younger children but in turn increase their self esteem</p>	<p><u>Sports Participation</u>. Small group of targeted children to take part in a 20 minute PE Intervention which aims to enhance children's self-esteem, confidence and physical well-being.</p> <p>Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment. This might be through organised after school activities or a programme organised by a local sporting club or association. Sometimes sporting activity is used as a means to encourage young people to engage in additional learning activities, such as football training at a local football club combined with study skills, ICT, literacy, or mathematics lessons.</p>	<p>Target PE Assessment grid linked to gathering scores from strengths and difficulties questionnaire.</p> <p>To keep portfolio of work detailing attainment prior to intervention and then afterwards allowing us to determine the impact of intervention.</p>	KM	July '20

Improve speech, communication and listening skills for pupils who receive PPG	<p><u>Lego Therapy</u> – Intervention for target children needing social support</p> <p><u>Phonics group intervention</u> Phonics group 1 x weekly for target children</p> <p>Speech and Language Intervention Small group of target children to take part in weekly intervention.</p>	<p><u>Small Group Tuition</u> Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills..</p>	Improved academic scores in ELG and scholarpack scoring system for KS1 and 2. TA to keep portfolio of work detailing attainment prior to intervention and then afterwards allowing us to determine the impact of intervention.	KM	July 20
To improve greater depth in maths for target children involving mastery work	Mastery Maths Intervention – target children to receive 1:1 maths mastery session in which higher level mathematical and investigation work is explored.	<p><u>Mastery Learning</u> Traditional teaching keeps time spent on a topic constant and allows pupils' 'mastery' of curriculum content to vary. Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an</p>	Improved higher level maths scores of disadvantaged pupils at KS2. TA to keep portfolio of work detailing attainment prior to intervention and then afterwards allowing us to determine the impact of intervention.	KM	July '20
Total budgeted cost					£17,880
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?
Total budgeted cost					

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail

Pupil premium checklist to ensure focus on pupils eligible for PPG.

Pupil premium pupils to receive a PP plan which identifies their specific area of need.

SENCo regularly reviews PP progress and impact of interventions.

Evidence for Pupil Premium files collected by Teaching Assistants.