

Pupil premium strategy / self-evaluation

1. Summary information					
School	Flowery Field				
Academic Year	2019/20	Total PP budget	£299640	Date of most recent PP Review	Sept 19
Total number of pupils	682	Number of pupils eligible for PP	227	Date for next internal review of this strategy	Jan 20

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	63%	
Progress measure reading	3.01	
Progress measure writing	1.95	
Progress measure maths	4.09	

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low attainment on entry to school and readiness to learn
B.	Speech and Language difficulties
C.	Under developed cultural literacy
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Parental support including supporting SEMH needs

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Barriers to learning removed, additional intervention to support as required	Improved outcomes and progress
B.	Pupils with poor communication skills on entry to school are targeted for intervention	Improved outcomes
C.	All pupils equipped with transferable learning skills to raise aspirations	Improved engagement
D.	Parents to be fully supported to meet their children's needs.	Support in place

5. Review of expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching for all				
Action	Intended outcome	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
P/VP team to lead on improving language alongside English and Maths teams	To develop Talk for Learning strategies that enable children to explain their thinking,	<p>Monitoring records indicate improvement in children's vocabulary.</p> <p>Improvement in outcomes and progress measures within all Key Stages.</p> <p>Disadvantaged progress across KS2 significantly above.</p>	<p>PoR texts need to be linked closer to curriculum to enable the children to be fully immersed in the topic.</p> <p>AFL and AAL strategies to be further developed to support teaching of English and Maths,</p> <p>New TLR posts to support work in this area</p>	£3000

<p>Maths team to lead on raising standards in maths through the mastery approach.</p> <p>Training/Lesson Study to facilitate collaborative CPD with a focus on developing the language of reasoning further.</p>	<p>Whole school Maths programme to be fully implemented</p>	<p>Increase in children achieving ARE in all year groups</p> <p>76% PP achieved EXS at KS2 - increase of 20% on 2018</p>	<p>Continued focus on the teaching of maths to improve teaching of arithmetic and develop the link between fluency, problem solving and deeper reasoning tasks.</p>	<p>£3000</p>
<p>ii. Targeted support</p>				
<p>Action</p>	<p>Intended outcome</p>	<p>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>Additional support for disadvantaged pupils in KS1 and 2</p>	<p>To ensure that Pupil Premium reach their expected milestones and the gap is narrowed.</p>	<p>Increase in attainment and progress within all year groups</p> <p>End of Key Stage data demonstrates that we are closing the gap with previous years particularly in reading and maths.</p>	<p>68% of PP children achieved phonic screening. Increase in 5%. Morning provision to address this in EYFS, Y1 and Y2.</p> <p>Consider how we can support children attaining GDS</p>	<p>£145 030</p>

<p>FFT Reading</p> <p>Additional TA intervention in KS1 (0.6)</p> <p>Additional Phonics SS to focus on EYFS entry</p> <p>SAS to lead on raising standards</p> <p>SAS to coach teachers in the delivery of phonics</p>	<p>To support early reading behaviours and phonics within KS1</p>	<p>65% of PP children achieved expected in reading at end of Y1. Increase of 13%</p> <p>68% of PP children achieved phonic screening. Increase in 5%.</p>	<p>Morning provision to address the gap in PP and other children in phonics. Sept 19</p>	<p>£40676</p>
<p>Additional morning tuition</p>	<p>Y6 disadvantaged pupils to be targeted for Maths/Reading support to ensure they are test ready</p>	<p>Because of the targeted intervention in reading, disadvantaged pupils' progress (3.01) is significantly above.</p> <p>Disadvantaged progress in maths is also significantly above (4.09) as a result of the focused support in this area.</p> <p>72% attained EXS @KS2 reading (18% increase on Y5)</p> <p>76% attained EXS @ KS2 in Maths (28% increase on Y5)</p>	<p>Alternative provision needs to be put into place for those who are unable to access morning provision due to external factors.</p>	<p>£4000</p>

<p>SALT screening</p> <p>Targeted SALT support group and individual</p> <p>Training for staff</p>	<p>To ensure that pupils with poor communication skills on entry to school are targeted for intervention</p>	<p>Observations carried out in EYFS</p> <p>Targeted pupils received 1-1/small group support</p> <p>Staff trained to deliver SALT effectively</p> <p>Additional TA support for targeted pupils</p> <p>Appropriate resources to support SALT and deliver effective teaching.</p>	<p>All PP children assessed in EYFS 2. 18 children accessed group provision with 6 accessing individualised provision.</p> <p>All TAs now trained in delivering SALT intervention</p> <p>81% of PP children achieved the ELG for listening and attention</p> <p>70% understanding and 73% speaking</p>	<p>£10712.20</p>
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iii. Other approaches

Action	Intended outcome	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
<p>Follow up attendance immediately once registers have been completed</p> <p>Target families of pupils who are persistently late/Attendance below 92%</p> <p>Action plans in place for pupils with attendance below 90%</p>	<p>To ensure pupil premium pupils attend punctually and regularly to ensure they are able to participate in learning</p>	<p>Attendance 95% for PP children</p> <p>Reduction from 15.35% (31 pupils) to 12.39% (28 pupils)</p>	<p>Continued use of robust systems to monitor and support attendance and punctuality</p>	<p>£22895</p>

<p>Identification of pupils who will benefit from individualised counselling support.</p> <p>Delivery of social group interventions throughout all Key Stages</p> <p>Delivery of daily sessions promoting transferable learning skills alongside positive behaviour management.</p> <p>Alternative lunchtime provision</p>	<p>To ensure that Pupil Premium are equipped with transferable learning skills to raise aspirations</p>	<p>9 PP children have accessed support from the school counsellor - all pupils have demonstrated improvement in their SEMH needs and are accessing school</p> <p>Reduction in number of children removed from classroom and playground</p>	<p>Audit of lunchtime provision to ensure it continues to address emerging needs</p>	<p>£65627</p>
<p>Weekly dance classes</p> <p>Before and after school provision</p> <p>Weekly Forest School</p>	<p>Disadvantaged pupils to have the opportunity to participate in a range of cultural opportunities to develop transferable learning skills</p>	<p>All pupils have benefited from weekly dance lessons, culminating in an end of year show</p> <p>Before school and after school dance provision in place</p> <p>All children have accessed a term of Forest School.</p>	<p>Strategies have been found to be extremely successful in improving engagement and developing children's learning behaviours.</p> <p>This provision to be moved to in house providers to reduce costings.</p>	<p>£70293</p>

<p>Courses to be set up across the year to support families in areas of need.</p> <p>Structures and routines/Healthy Eating/Handling money/Literacy/Num eracy</p>	<p>Improved parental engagement</p>	<p>Increase in parents attending communication events. 6 families attended healthy eating workshop</p> <p>8 families benefited from Ready Steady Go provision</p>	<p>Need to increase uptake - expand morning and after school provision to include more parents.</p>	<p>£2550</p>
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6. Planned expenditure

Academic year 2019/20

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	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>Discrete arithmetic teaching</p> <p>Focused input on task design bridging the gap between fluency and deeper reasoning taks</p>	<p>To redress the balance between fluency, problem solving and deeper reasoning tasks</p>	<p>Links with our AIP for 2019-20 and our Ofsted priorities (May 2019)</p>	<p>Focus of AIP half termly review</p> <p>Pupil Progress Meetings</p>	<p>AB/SA/KE</p>	<p>Half Termly (In House) Termly via AIC</p>

<p>Forest School Sessions for all pupils Dance curriculum R-Y6 Before and after school clubs</p>	<p>Disadvantaged pupils to have the opportunity to participate in a range of cultural opportunities to develop transferable learning skills</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</p>	<p>PG to oversee outdoor learning opportunities and complete termly monitoring cycle KH to oversee dance and extra-curricular provision</p>	<p>PG KH</p>	<p>Termly impact report Termly impact report</p>
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ii. Targeted support

Action	Intended outcome	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>Morning provision focusing on school readiness (smile club), Reading and Maths TA support targeted to areas of greatest need dependent upon analysis of data FFT support to address early reading behaviours.</p>	<p>To ensure that Pupil Premium reach their expected milestones and the gap is narrowed</p>	<p>Although children perform in line nationally by the end of KS2 we continue to address the within school gap Improved outcomes last academic year as a result of the targeted support</p>	<p>Pupil Premium reviews form part of Pupil Progress Meetings</p>	<p>CS</p>	<p>Termly</p>

<p>Observations carried out in EYFS</p> <p>Targeted pupils received 1-1/small group support</p> <p>Staff trained to deliver SALT effectively</p> <p>Additional TA support for targeted pupils</p>	<p>To ensure that pupils with poor communication skills on entry to school are targeted for intervention</p>	<p>https://www.savethechildren.org.uk/content/dam/gb/reports/policy/early-language-development-and-childrens-primary-school-attainment.pdf</p>	<p>Pupil Premium reviews form part of Pupil Progress Meetings/SEND reviews</p>	<p>CS</p>	<p>Termly</p>
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iii. Other approaches

Action	Intended outcome	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>Follow up attendance immediately once registers have been completed</p> <p>Target families of pupils who are persistently late/Attendance below 92%</p> <p>Action plans in place for pupils with attendance below 90%</p> <p>Expansion of attendance and safeguarding team to address greater level of need</p>	<p>To ensure pupil premium pupils attend punctually and regularly to ensure they are able to participate in learning</p>	<p>Improving attendance over the last 2 years has led to an improvement in pupil outcomes.</p> <p>Individual case studies have highlighted that attendance concerns are often masking other problems which timely support can address</p>	<p>Weekly attendance meeting with pastoral and safeguarding team.</p> <p>Weekly supervision meetings with safeguarding lead and behaviour and safeguarding team.</p>	<p>CS</p>	<p>Termly impact report to AIC</p>
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<p>Expansion of pastoral team to address parental need</p> <p>Identification of pupils who will benefit from individualised counselling support.</p>	<p>Parents to be fully supported to meet their children's needs.</p>	<p>Significant increase in the number of children on CP and CIN plans</p> <p>Increase in number of children becoming LA</p> <p>Increase in domestic incidents</p>			
Total budgeted cost					63640
7. Additional detail					

