**Pupil premium strategy / self-evaluation**

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| 1. **Summary information**
 |
| **School** | Flowery Field |
| **Academic Year** | 2020/21 | **Total PP budget** | £297 918 | **Date of most recent PP Review** | Sept 20 |
| **Total number of pupils** | 667 | **Number of pupils eligible for PP** | 194 | **Date for next internal review of this strategy** | Jan 21 |

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| 1. **Current attainment**
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|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)*  |
| **% achieving expected standard or above in reading, writing & maths** | **76%** | 76% |
| **Progress measure reading**  |  |  |
| **Progress measure writing** |  |  |
| **Progress measure maths** |  |  |
| 1. **Barriers to future attainment (for pupils eligible for PP)**
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| **Academic barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | **Low attainment on entry to school and readiness to learn**• Speech and Language difficulties• Learning dispositions and low aspirations• Low attainment on entry to school• Under developed cultural literacy• Parental support including learning resources• Low adult education including a proportion of adults with literacy/numeracy difficulties. |
|  | **Speech and Language difficulties** |
| **C.** | **Under developed cultural literacy** |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* |
| **D.**  | **Parental support including supporting SEMH needs** |
| 1. **Intended outcomes** *(specific outcomes and how they will be measured)*
 | **Success criteria**  |
|  | **Barriers to learning removed, asdditional intervention to support as required** | **Improved outcomes and progress datadatadata** |
|  | **Pupils with poor communication skills on entry to school are targeted for intervention** | **Improved outcomes** |
|  | **All pupils equipped with transferable learning skills to raise aspirations** | **Improved engagement** |
|  | **Parents to be fully supported to meet their children’s needs.** | **Support to be put into place** |

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| 1. **Review of expenditure**
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| **Previous Academic Year** | **2019/20** |
| 1. **Quality of teaching for all**
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| **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** |
| **Discrete arithmetic teaching****Focused input on task design bridging the gap between fluency and deeper reasoning tasks** | **To redress the balance between fluency, problem solving and deeper reasoning tasks** | **Evidence of improvement in the teaching of Maths. Evidence of fluency, problem solving and deeper reasoning tasks within all year groups.**  | **Current practice needs to remain in place.** **We are aware of emerging gaps from Covid closures, this will be addressed through detailed closing the gap planning and targeted interventions.** | £3000 |
| **Forest School Sessions for all pupils****Dance curriculum R-Y6****Before and after school clubs** | **Disadvantaged pupils to have the opportunity to participate in a range of cultural opportunities to develop transferable learning skills** | **All children have accessed at least half term Forest School Provision, we have seen an improvement in children’s learning behaviours as a result, as documented in individual case studies.****All children have accessed weekly dance lessons to complement their creative arts curriculum** | **All children will continue to access Forest school Provision. Progression of skills document to be introduced to ensure progress is evident between and across phases.****Dance provision to continue, maximising links with other curriculum subjects.** | **£3000** |
| 1. **Targeted support**

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| **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** |
| **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.** | **To ensure that Pupil Premium reach their expected milestones and the gap is narrowed** | **Increase in attainment and progress within all year groups****End of Key Stage data continues to demonstrate that we are closing the gap with previous years.** | **Consider how we can support children attaining GDS** | **£145 030** |
| **Observations carried out in EYFS****Targeted pupils received 1-1/small group support****Staff trained to deliver SALT effectively** **Additional TA support for targeted pupils****Appropriate resources to support SALT and deliver effective teaching.** | **To ensure that pupils with poor communication skills on entry to school are targeted for intervention** | **Observations carried out in EYFS enabling early identification/****All targeted pupils received 1-1/small group support****Staff trained to deliver SALT effectively Appropriate resources in place to support SALT and deliver effective teaching.****Listening and Attention 75% (79%)****Understanding 71% (76%)****Speaking 79% (80%)** | **Consider use of WELCOMM resource to support identification of need and target support accordingly.**  | **£10712.20** |
| 1. **Other approaches**
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| **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** |
| **Follow up attendance immediately once registers have been completed****Target families of pupils who are persistently late/Attendance below 92%****Action plans in place for pupils with attendance below 90%****Expansion of attendance and safeguarding team to address greater level of need** | **To ensure pupil premium pupils attend punctually and regularly to ensure they are able to participate in learning** | **Attendance 95% for PP children****Reduction from 28 pupils to 14 pupils.**  | **Continued use of robust systems to monitor and support attendance and punctuality.** | **£22895** |
| **Identification of pupils who will benefit from individualised counselling support.****Delivery of social group interventions throughout all Key Stages****Delivery of daily sessions promoting transferable learning skills alongside positive behaviour management.****Alternative lunchtime provision** | **To ensure that Pupil Premium are equipped with transferable learning skills to raise aspirations** | **7 PP children have accessed support from the school counsellor – all pupils have demonstrated improvement in their SEMH needs and are accessing school****Reduction in number of children removed from classroom and playground** | **Audit of lunchtime provision to ensure it continues to address emerging needs.****Expansion of pastoral team required due to the level of rising need.** **Increase capacity of school counsellor to ensure children receive timely support.**  | **£65627** |
| 1. **Planned expenditure**
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| **A Academic year** | **2020/21** |
| 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 |
| 1. **Quality of teaching for all**
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| **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?** |
| **Focused input on AFL strategies as part of our work on signature pedagogy.****Lesson Study in place focusing on AFL strategies.**  | **To enable all children to be successful, independent and reflective learners.**  | **Links with our AIP for 2020-21 and our Ofsted priorities.**<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/> | **Focus of AIP half termly review by SLT****Lesson Walkthrough/Pupil Voice and Book scrutiny.****Pupil Progress Meetings** | **CS/KP/PG/****PS** | **Half Termly (In House)****Termly via AIC** |
| **Forest School Sessions for all pupils****Dance curriculum R-Y6****Before and after school clubs** | **Disadvantaged pupils to have the opportunity to participate in a range of cultural opportunities to develop transferable learning skills** | <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/><https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/> | **PG to oversee outdoor learning opportunities and complete termly monitoring cycle****KH to oversee dance and extra-curricular provision** | PGKH | **Termly impact report****Termly impact report** |
| **Total budgeted cost** |  |
| 1. **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?** |
| **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.** | **To ensure that Pupil Premium reach their expected milestones and the gap is narrowed** | **Links to our 20/21 AIP.****Although children perform in line nationally by the end of KS2 we continue to address the within school gap****We are concerned about the impact of Covid School Closures and have proven evidence of the impact of this catch up provision.** | **Pupil Premium reviews form part of Pupil Progress Meetings****4 Weekly progress reviews to ensure the support is timely and has the maximum impact.****Needs to be reviewed regularly to address the changing priorities within school.** | **CS/KP/PG/****PS** | **4 Weekly** |
| **Observations carried out in EYFS****Targeted pupils received 1-1/small group support****Staff trained to deliver SALT effectively** **Additional TA support for targeted pupils****Appropriate resources to support SALT and deliver effective teaching.** | **To ensure that pupils with poor communication skills on entry to school are targeted for intervention** | <https://www.savethechildren.org.uk/content/dam/gb/reports/policy/early-language-development-and-childrens-primary-school-attainment.pdf> | **Pupil Premium reviews form part of Pupil Progress** **Termly SALT reports****Meetings/SEND reviews** | **CS** | **Termly** |
| **Total budgeted cost** |  |
| 1. **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?** |
| **Follow up attendance immediately once registers have been completed****Target families of pupils who are persistently late/Attendance below 92%****Action plans in place for pupils with attendance below 90%****Expansion of attendance and safeguarding team to address greater level of need** | **To ensure pupil premium pupils attend punctually and regularly to ensure they are able to participate in learning** | **Improving attendance over the last 2 years has led to an improvement in pupil outcomes.** **Individual case studies have highlighted that attendance concerns are often masking other problems which timely support can address** | **Weekly attendance meeting with pastoral and safeguarding team.** **Weekly supervision meetings with safeguarding lead and behaviour and safeguarding team.** | **CS** | **Termly impact report to AIC** |
| **Expansion of pastoral team to address parental need** **Identification of pupils who will benefit from individualised counselling support.** | **Parents to be fully supported to meet their children’s needs.** | **Significant increase in the number of children on CP and CIN plans****Increase in number of children becoming LA****Increase in domestic incidents**  | **Weekly supervision meetings with safeguarding lead and behaviour and safeguarding team.** |  |  |
| **Total budgeted cost** | **£297,918** |