**Pupil premium strategy / self-evaluation**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Current attainment** | | | | | |
|  | | | *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)** | | | | | |
| **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** | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Review of expenditure** | | | | | | | | | |
| **Previous Academic Year** | | | **2019/20** | | | | | | |
| 1. **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** |
| **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** | | | | | | | | | |
| **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** | | | | | | | | | |
| **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** | | | | | | | | | |
| **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** | | | | | | | | | |
| **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** | | PG  KH | **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** | |