

# Pupil Premium Strategy Statement 2019-20



## School overview

Pupils in school	381
Proportion of disadvantaged pupils	36%
Pupil premium allocation this academic year	£199,920
Academic year covered by statement	2019-20
Publish date	01 December 2019
Review date	01 July 2020
Statement authorised by	Dom Hughes (Headteacher)

## Disadvantaged pupil progress scores for last academic year (2018-19)

Measure	Score
Reading	+2.7 [av scaled score 103]
Writing	+1.5
Maths	+6.4 [av scaled score 108]

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	67%
Achieving high standard at KS2	10%

## Target outcomes for 2019-20

Aim	Target	Target date
Progress and Attainment in Reading	Maintain above national average progress scores for disadvantaged pupils in KS2 Reading (2.7); Raise average scaled score to 104	Sept 21
Progress in Writing	Maintain above national average progress scores for disadvantaged pupils in KS2 Writing (1.4)	Sept 21
Progress and Attainment in Mathematics	Maintain well above average KS2 Mathematics progress score for disadvantaged pupils (6.4)	Sept 21
Phonics	Maintain above national average expected standard in PSC for disadvantaged pupils (91%)	Sept 21
Other	Improve attendance of disadvantaged pupils to national average (96.1%)	Sept 21

## Tier 1 Strategy: Teacher Professional Development

Measure	Activity
Priority 1	Phonics: ensure all relevant staff (including new staff) in EYFS and KS1 have received paid-for training to deliver RWI phonics scheme effectively

<b>Priority 2</b>	Reading: purchase reading books to better match pupils current phonics knowledge in EYFS/KS1
<b>Priority 3</b>	Curriculum intent: improve teachers' curriculum content knowledge and leadership of all subjects across the curriculum
<b>Priority 4</b>	Curriculum implementation: train all relevant staff in evidence-based strategies that improve children's retention of core curriculum knowledge over time
<b>Priority 5</b>	Introduce more frequent classroom visits with regular coaching discussions to develop all teachers' practice, in particular those in early stages of career
<b>Barriers to learning these priorities address</b>	A more consistent progression in teaching of phonics from Nursery to YR to Y1 and 2; Children's reading books better match their phonics knowledge Staff use evidence-based whole-class teaching strategies to improve learning of all children Improved teaching of foundation subjects
<b>Projected spending</b>	£101,500

### Tier 2 Strategy: Targeted academic support

Measure	Activity
<b>Priority 1</b>	Buy and embed use of Lexia reading software to provide additional support in reading (phonics, phonological awareness, vocabulary, grammar, comprehension) for all children in Year 3
<b>Priority 2</b>	Run small group reading interventions for disadvantaged pupils falling behind age-related expectations (HLTAs)
<b>Priority 3</b>	Additional experienced teaching staff to provide targeted support in reading, writing and maths; including Greater Depth writing.
<b>Priority 4</b>	Run film-making project targeting PP children
<b>Barriers to learning these priorities address</b>	Providing catch-up and further practice in reading an area of weakness; targeted support in writing and maths; cultural enrichment
<b>Projected spending</b>	£29,500

### Tier 3: Wider strategies

Measure	Activity
<b>Priority 1</b>	Expand school counselling service to support more children experiencing social and emotional difficulties
<b>Priority 2</b>	Provide a school-run breakfast club and affordable after-school clubs; apply for Magic Breakfast support
<b>Priority 3</b>	Work closely with local authority attendance officer to support families with attendance problems
<b>Priority 4</b>	Introduce weekly 'Superhero' attendance rewards to raise profile of and improve attendance
<b>Priority 5</b>	All pupils to experience two school trips a term with some cost subsidies for pupil premium children
<b>Barriers to learning these priorities address</b>	Improving attendance and readiness to learn for the most disadvantaged pupils; enriching disadvantaged children's cultural experiences and opportunities to develop interests and hobbies
<b>Projected spending</b>	£69,920

## Monitoring and Implementation

Area	Challenge	Mitigating action
<b>Teaching</b>	Finding and affording extra time for staff professional development	Use of INSET days and weekly staff training; additional cover provided by senior leaders; changes to timetable to allow more joint planning; adjust phase reviews to focus more on teacher collaboration
<b>Targeted support</b>	Ensuring enough staff capacity to run small group support; technical know how to set up Lexia	Continually review and adjust support staff timetabling to enable flexible support according to need; increase use of technology to provide additional practice (eg Lexia during guided reading)
<b>Wider strategies</b>	Engaging most vulnerable groups – improving persistent attendance problems	Work closely with the LA on in-school engagement programme together with firm policy on persistent absenteeism

## Review: last year's aims and outcomes

Aim	Outcome
<b>Progress and Attainment in Reading and Writing</b>	<p>KS2 Reading: Attainment 10% higher at EXS than national for PP children at 72%. Higher scores fell below national to 14%. SS of 102.7 lower than previous year. Progress improved to +2.6.</p> <p>KS2 Writing: 4% higher at EXS than national for PP children at 72%. Greater Depth in line with national at 10%. Slight increase in progress to +1.5.</p> <p>KS1 Reading: Attainment at EXS rose to 65%, just above national. Higher standard increased to 20%, 6pp above national</p> <p>KS1 Writing: Attainment at EXS fell 2pp to 55% but well above pre-2018 levels; higher standard rose 11pp to 15%, double national figure.</p>
<b>Progress in Mathematics</b>	Excellent progress and attainment in maths +6.5 – significantly above national average for non-disadvantaged
<b>Phonics</b>	Exceeded national average for non-disadvantaged following staff training. Challenge not to maintain 90%+ attainment
<b>Improved outcomes for PP children in Reception</b>	Attainment for PP in Communication & Language above non-PP; Literacy in line; maths below
<b>Improved oral language skills</b>	Attainment for PP in Communication & Language above non-PP
<b>Improved KS1 outcomes in RWM</b>	% of Y2 chn at expected standard end of KS1 increased 6pp to 62%
<b>Improve PP attendance</b>	Not achieved – attendance worsened from 94.2% to 93.1% (Ealing figures Jan to May 2018/2019). Very high persistent absence. Focus in 2019-20 on reducing PA rates and targeting PP attendance
<b>Provide enriching cultural experiences for PP children</b>	Y6 and Y4 Heyday Film project; half termly trips across year groups with PP subsidies; WE citizenship project for PP chn in Y5;