

Pupil premium strategy 2019-2020

1. Summary information					
School	Whaplode Church of England Primary School				
Academic Year	2019-2020	Total PP budget	£72,529	Date of most recent PP Review	July 2019
Total number of pupils	191	Number of pupils eligible for PP	55	Date for next internal review of this strategy	Dec 19

2. Current attainment (End of phase results from 2018-19)

	End of KS2						End of KS1						End of FS						
	All school ()		PP ()		National Non-PP		All school ()		PP ()		National Non-PP		All school ()		PP ()		National Non-PP		
	EXS	GD	EXS	GD	EXS	GD	EXS	GD	EXS	GD	EXS	GD	EXS	GD	EXS	GD	EXS	GD	
% achieving RWM	70%	11%	77.8%	11.1%	71%	13%	73%	10%	77.8%	0%	69%	13%							
% achieving Reading	81%	26%	75%	22%	78%	31%	77%	30%	77.8%	33%	78%	28%	% achieving GLD	79.2%	n/a	100%	n/a	74%	n/a
% achieving Writing	89%	22%	100%	11.1%	83%	24%	77%	23%	89%	22.2%	73%	17%	% achieving Reading	82.6%	30.4%	100%	25%	79%	20%
% achieving Maths	85%	19%	75%	11.1%	84%	31%	83%	30%	88.9%	22.2%	79%	24%	% achieving Writing	78.3%	17.4%	100%	0%	76%	12%
% achieving GPS	74%	30%	77.8%	11.1%	83%	41%							% achieving N/SSM	N:87% SSM: 91%	N:30% SSM:26%	100%	50%	81%	15%

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers (*issues to be addressed in school, such as poor oral language skills*)

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| A. | Attainment and progress in reading and writing: linked to lack of parental support with home reading, vocabulary development and spoken language. |
| B. | Attainment and progress in mathematics due to pupils' difficulty with reasoning and transferring skills, including reading, to solving problems. |
| C. | Attendance, including persistent absence of eligible pupils |

Additional barriers (*including issues which also require action outside school, such as low attendance rates*)

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| D. | Limited life experiences/ enrichment activities which then impacts on vocabulary development and real- life experiences to link learning to. |
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4. Intended outcomes (specific outcomes and how they will be measured) Success criteria

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| A. | Progress and attainment in reading, writing, GPS, phonics screen (incl Y2 conversion) and maths for eligible pupils, to be in line with, or better than, that of non- eligible pupils. | See end of year target setting document |
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B.	Improved focus of intervention strategies employed across the school shows that eligible pupils make progress which is in line with, or better than, non-eligible pupils.	PPMs shows that eligible pupils receiving intervention are making progress which is in line with, or better than that of non-eligible pupils. See target setting document
C.	To reduce absence figure for eligible pupils so that it is in line with, or better than, non-eligible pupils within the school and nationally.	Target to take PP absence to <4.0% (National all pupils absence rate) by end of 2019/20 academic year. To reduce number of PP pupils deemed persistently absent by end of 2019/20

5. Review of expenditure

Previous Academic Year

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
Participation in LEAP project		See PP target review document for comparison of eligible vs non-eligible.	LEAP project ended but training resources and practices will continue.	
CPD via coaching programme		See PP target review document.	Impact brought about improved teaching and learning across school.	

ii. 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
Interventions		See PP target review document of eligible pupils progress to end of year targets.	To continue this approach.	
LAAT subject leader training		See PP target review document.	Participation in subject leader training events to continue.	

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
Absence/ PA data for PP eligible		Data shows target not met.	Still to be a focus. Make better use of EWO. Improve tracking systems	

6. Planned expenditure

Academic year	Small group tuition by qualified teachers / teaching assistants/learning Support HLTA pupils in small groups £62, 392 Resources (including school uniform support, including educational visits £400, forest school) £10,200
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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	Staff lead	When will you review implementation?
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Intended Outcome A & B

<p>CPD for teachers and teaching supports with a focus on developing greater depth, as part of whole school coaching programme.</p> <p>Maths and English subject leaders to participate in LAAT development projects.</p> <p>Curriculum review and ongoing CPD to support the development of a broad and rich curriculum to enhance social mobility.</p> <p>Personalised appraisal targets linked to cohort and individual teaching standards as informed by coaching programme.</p>	<p>A & B</p>	<p>Sutton Trust impact of teachers has the most significant impact on raising standards.</p> <p>Sutton Trust research findings for QFT.</p> <p>Sutton Trust Teaching and Learning Toolkit identifies an effective approach to developing skills and fluency of these is likely to involve a mix of whole class teaching, small group and interventions.</p>	<p>External/ internal CPD</p> <p>Participation in LAAT maths and English subject leader projects.</p> <p>Development of QA process with SEA LAAT.</p> <p>Monitoring of teaching and learning via coaching programme including drop ins, lesson obs, book scrutinies.</p> <p>Monitoring of intervention groups and their outcomes via PPMs.</p>	<p>Exec Head and Head of School</p> <p>English/ Maths SL</p> <p>CLT</p> <p>EHT/ HoS</p>	<p>Ongoing via lesson observations, work scrutiny, PPMs and appraisal reviews.</p> <p>Supported by AQA testing, data analysis using OTrack tracking systems.</p> <p>Cross curricular planning reviews (See monitoring timetable)</p> <p>Intervention monitoring with a specific focus on vulnerable groups via PPMs x 6 per year. Appraisal reviews in Feb 2020</p>
Total budgeted cost					£62,392
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?
Intended Outcome B					

<p>Interventions run by key teachers to raise standards for all vulnerable groups of pupils.</p> <p>Additional intervention programmes set up throughout the school to accelerate progress for eligible pupils in order to meet attainment and progress targets.</p> <p>Participation with LAAT Maths/ English projects Externally provided CPD with a focus on developing greater depth in reading, writing and mathematics in order to improve intervention strategies.</p> <p>Interventions led by HLTAs/ Teachers or TAs: plan interventions together and then review at end of intervention period.</p>	<p>A & B</p>	<p>Sutton Trust teachers have the most impact in raising standards Research – small group tuition. A qualified teacher is more likely to achieve greater progress and raise attainment.</p> <p>Intensive tuition in small groups is highly effective. Pupils are grouped according to current levels of attainment or specific needs</p> <p>Research- small group tuition</p> <p>Programmes with greater structure, a strong link to the curriculum, well qualified and well trained staff are more clearly related to academic benefits</p> <p>Booster groups to support revision are likely to improve results.</p> <p>Research Meta cognition and self- regulation strategies (learn to learn)</p> <p>Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential.</p> <p>Research – Teaching Assistants.</p> <p>Teaching Assistants are most effective when leading specific intervention program or when they work closely with the class teacher.</p> <p>Schools should think carefully about the training and deployment of TA's. Research – 1-1 tuition</p> <p>1-1 tuition in intensive small groups is very effective in helping learners to catch up- Allows effective feedback.</p> <p>Short periods of intensive sessions tend to have the most impact.</p>	<p>Monitoring of interventions, pupil progress meetings, review data for all groups of pupils, lesson observations, planning and book reviews.</p> <p>Development of QA process with SEA LAAT.</p> <p>Monitoring of interventions, pupil progress meetings, review data for all groups of pupils, lesson observations, planning and book reviews.</p>	<p>Exec Head and PPF governor</p> <p>Exec Head and PPF governor</p>	<p>Ongoing via lesson observations, work scrutiny, PPMs and appraisal reviews during the year.</p> <p>Supported by AQA testing, data analysis using O Track tracking systems. Reviewed at PPM meetings during the year.</p> <p>Review of subject leader action plans in July 2020</p> <p>Intervention monitoring with a specific focus on vulnerable groups.</p>
Total budgeted cost					£62,392
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?

Intended Outcome C

<p>HoS to monitor absence and lateness, and to work with outside agencies to provide early help. Develop a tracking system which closely monitors absence of eligible pupils.</p> <p>Maintain rewards to promote good attendance.</p> <p>Attendance to be priority with 219-2020 SDP and attendance governor to be appointed.</p>	C	<p>Department for Education report in March 2016 linked good levels of attendance with improved attainment at end of KS2 at both the expected and higher standards.</p>	<p>Absence will be monitored regularly and reported to governors via the HT report.</p> <p>Attendance data to show improvements in line with identified success criteria.</p>	EA and monitored by attendance governor	Ongoing review of absence/persistent absence data throughout the year.
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Other approaches

<p>To provide eligible pupils with a wide range of enrichment experiences including educational visits and trips by partly subsidising the cost of some trips or enrichment experiences.</p>		<p>Subsidising educational visits for PP pupils to participate- Research.</p>	<p>Pupil progress meetings will indicate that eligible pupils are making progress in line with their expected development.</p>	Exec Head/SBM and PPF governor	Review self esteem pupil voice and questionnaires monitored by July 2020.
<p>HLTA to lead forest school provision for all learners, with particular focus on supporting eligible pupils.</p>		<p>Research – Outdoor adventure learning. Participation can stop feelings of isolation and help to develop more positive opinions and attitudes towards school</p>	<p>Pupil voice to provide feedback on all aspects.</p>	HLTA- SR	GB to monitor attainment and progress of eligible pupils during PPMs throughout the year.

To ensure that eligible EYFS pupils within the school are supported on entry with the provision of a school uniform allowance.	Financial support to raise self esteem and self worth	Approaches to learning can have impact on confidence and relationships in school.	Monitoring of pupil questionnaires to indicate view of school life.	EA	July 2020
Classroom resources as identified by class teachers to support eligible pupils. Financial support to resource intervention and strategy material and supplies	The main effects are increased self-confidence, self-efficiency and motivation.	Approaches to learning can have impact on confidence and relationships in school.	Pupil progress meetings will indicate that eligible pupils are making progress in line with their expected development.	EA	July 2020
Total budgeted cost					£10,200
7. Additional detail					