

Pupil Premium Strategy Statement 2019-2020

Outcomes for 2018-2019

100 out of 416 pupils (24%) were eligible for the pupil premium. The school received £167,640.

Progress and attainment for the disadvantaged by the time they leave school in Year 6 has been significantly above average national for over 3 consecutive years in reading with performance in the top 10% of schools. In Writing it has been in the top 20% for 3 consecutive years, with a slight dip in 2019. Maths is in the top 10% of schools in 2019 (which is significantly above national) after the 3 previous years of being in the top 20%.

Phonic results show consistency over the last 3-years with PP children who passed attaining at 1% higher than the national average. The gap with those who don't receive the pupil premium has narrowed substantially over 3 years.

Family Support & Attendance Officers

One of the barriers to achievement in 2019 was a high number of persistent absentees. £14,210 was invested in an Attendance Officer and Family Support Worker. The former worked with 15 out of the 17 key families of PP children, helping to reduce the number of persistent absentees. Attendance overall for those who received the pupil premium was 94.4% (national in 2018 was 92.4%). 13% were persistent absentees compared to 17.2% nationally in 2018. The Family Support Worker spent 2 days a week helping support 14 families over the academic year with common parenting issues. There was an increase this year with attendance at TAF meetings run by the school with PP parents with our Family Support Worker present.

Educational Psychologist Services

The school paid £6,000 for additional educational psychology services for KS1 pupils with high needs. Children were assessed and detailed reports produced to support teachers in meeting their needs. This assessment is essential if it is necessary to apply for statutory assessment.

Professional Development Impact

Investment in professional development in vocabulary and reading comprehension strategies saw standards stay roughly in line in KS1 for PP children. Reading continued to be significantly above national by the end of KS2 with the gap closed completely. In reading SATs, pupils in KS2 performed significantly above national averages in vocabulary related questions. Speech and language difficulties were identified as barrier to some children. A specialist TA costing £16,000 delivered staff training and 1:1 interventions which contributed to improved attainment and progress.

KINDNESS

RESPECT

RESPONSIBILITY

ASPIRATION

Social, Emotional and Mental Health Impact

Pupils' social, emotional and mental health was a significant barrier to some children's success. In total, £137,335 was spent on whole school attachment training, staffing for the new Nurture Unit, specialist speech and language support for FS and KS1 and support for pupils in KS1 with high emotional and behavioural needs in terms of additional teaching assistants and lunchtime provision. Therapeutic Play Therapy took place with the Deputy Head for 3 PP children. An additional £4,406 provided Thrive for 17 PP children, the CPOMs recording system and TESS Safeguarding Hub services. There was a marked decrease in exclusions this year due to the combination of attachment training, our Nurture/pastoral provision and staff having a greater understanding of complex behaviour. The school has low exclusion data, low incidences of serious behaviour incidents and parental questionnaires stated that children are happy and feel safe at school.

Nurture Unit

Attendance has improved for a persistent absentee. All parents have reported a positive change in their child's behaviour at home. Progress has been made in each child's Boxall profile scores alongside improvement in all THRIVE scores. Relationships with parents have improved and communication is good. The children's learning journals are an excellent record of progress. Improved engagement for all children is seen in attendance and exclusion data.

KS2 Slow Movers Impact

Additional tuition for Y6 in maths and reading at £2,525 culminated in KS2 reading (88%/89%) and maths (91%/92%) results with no gap between Pupil Premium and Non-Pupil Premium, with maths significantly above national average and reading continuing to be above national average.

Enrichment Funding

Extra-curricular activities (residential and activities week for Y6) £2,908 and partly-funded music lessons (£256), contributed to an enriched curriculum for Pupil Premium children.

KINDNESS

RESPECT

RESPONSIBILITY

ASPIRATION

End KS2 Outcomes for 2018-2019			
25 pupils / 60	PP in School	PP National	PP Gap
Age-related M,R,W	64%	51%	+13%
Depth M,R,W	8%	5%	+3%
Reading attainment	88%	73% National all	+15% PP & all
Reading depth	40%	27% National all	+13% PP & all
Writing attainment	64%	78% National all	-14% PP & all
Writing depth	8%	20% National all	-12% PP & all
Maths attainment	92%	79% National all	+13% PP & all
Maths depth	52%	27% National all	+25% PP & all

The pupil premium allocation for 2019-2020 is £170,000. There are 414 pupils on role and 115 children eligible for Pupil Premium (28%).

Targeted Strategy for 2019-2020					
	Barriers	Actions & Costs	Progress Evaluation December 2018	Progress Evaluation April 2019	Impact / Outcomes / Evidence
Foundation Stage	Communication and language	Speech and Language specialist TA (£16,000) T&L focus on literacy Parent workshops			
KS1	Slow progress of some learners	Read, Write, Ink scheme bought to target KS1 writing and staff trained (£1000)			
KS2	High emotional and behavioural needs of some key children	Alternative provision (included in whole school funding)			

KINDNESS

RESPECT

RESPONSIBILITY

ASPIRATION

	Slow progress of some learners	provision) Small group interventions before and after school in maths, reading and writing (£4000)			
Whole School	Children's emotional well-being and mental health Lack of attendance and persistent absence for some pupil premium children	Provision of Lunchtime Club, Nurture Unit, Thrive and Play Therapy Release time for various staff, Lunch Club staffing, Thrive staffing, 0.5 Nurture Teacher, 0.5 Nurture Teaching Assistant (£140,000) Attendance Officer and Family Support Worker (increased to 0.5) £17,000			

KINDNESS

RESPECT

RESPONSIBILITY

ASPIRATION

Common Strategy for 2019-2020

- Assistant Headteacher and Y6 teacher, Catherine Wooldridge, is the school champion for pupil premium children and families
 - Torbay Primary Partnership project between Head Teachers to develop best practice
 - High quality first teaching and a continuing school approach to improving teaching and learning for all children through a continuing programme of training and professional development
 - Maintaining a high focus on literacy development, especially reading, in recognition of Hart and Risley's 1995 study into the number of words used in different families by the age of 4
 - During monitoring of teaching and learning, this group of pupils always have a focus
 - We take every opportunity to engage parents in their child's learning
 - **Ensure an ethos of aspiration and high expectations for all pupils**
 - **Ensure quality first teaching for all children**
1. Continuous professional development for all staff to include metacognition, quality feedback and reading comprehension intervention in addition to writing CPD
 2. Provision of training for TAs to effectively support PP children
- **Improve Pupil Premium attainment and progress across the school**
1. Complete professional research into strategies to support PP children and raise standards
 2. Deliver CPD to impact positively on pupil progress
 3. Teachers to identify barriers to progress of the PP children in their class
 4. All staff to be on board with the importance of closing the gap for disadvantaged pupils
 5. Teachers and TAs must know the PP in their class – books to be indicated with a yellow sticker
 6. Teachers agree to mark/conference with PP children first
 7. Staff to consider the seating arrangements of PP children in the class
 8. Reading interventions to be given priority for PP children. Additional teacher directed programmes are to be used promptly and as necessary. These interventions are evaluated termly to ensure they are effective
 9. Monitoring of PP children and pupil conferencing to identify further developmental needs
 10. Analysis of PP data to address next steps

KINDNESS

RESPECT

RESPONSIBILITY

ASPIRATION

11. Accelerated whirlpooling approach used to target a PP child in each subject per term starting with the individual closest to age related attainment
12. Find ways to deploy the best staff to support disadvantaged pupils
13. Improve attendance to reduce the impact of persistent absence in particular on writing progress and attainment
14. Address the slow progress (KS1 to KS2) of Year 6 pupils through additional funded intervention after school in maths, reading and writing. Address the slow progress of pupils from FS to KS1 through a whole phase approach using the newly purchased Read, Write, Ink scheme to address writing progress and attainment.
15. Develop the language, vocabulary and communication skills of pupils, particularly in FS through use of a speech and language specialist TA. Ensure a whole school focus on vocabulary.
 - **Engage PP parents with home learning opportunities – create a working party to support engagement**
 - **Create case studies to exemplify the success of the strategy across the school**
 - **Support children's emotional well-being and mental health through Nurture, Thrive and Play Therapy**
 - **Implement a bespoke behaviour strategy for vulnerable pupils to help ensure all pupils are able to fully engage with learning**
 - **Improve attendance and well-being of PP children through half termly monitoring**
 - **Introduce the Magic Breakfast opportunity where all pupils are provided with a bagel on the school gates**

KINDNESS

RESPECT

RESPONSIBILITY

ASPIRATION