

## Pupil Premium strategy statement Pensby Primary School 2018/19

1. Summary information					
<b>School</b>	Pensby Primary School				
<b>Academic Year</b>	2018/19	<b>Total LAC and post LAC budget</b>	4 LAC, 1 post LAC + 1 LAC	<b>Date of most recent PP Review</b>	July 2019
		<b>Total PP budget</b>	£45,820		
<b>Total number of pupils</b>	211	<b>Number of pupils eligible for PP</b>	26	<b>Date for next PP Strategy Review</b>	Summer 2020
		<b>Number of LAC and post LAC pupils</b>	5 (+1 Summerterm)		

1. Summary information – PP data 2018/19	
<ul style="list-style-type: none"> <li>Year 1 phonics test – 100% of Disadvantaged pupils achieved the standard. 94% of ‘other’ pupils achieved the standard (1 pupil attends a S&amp;L unit so actual attainment of attending pupils is 97%.</li> <li>Year 2 phonics test – no PP needed to sit this test as all had achieved as year 1 pupils.</li> <li>KS1 assessments – there were 3 disadvantaged pupils in this cohort (1 pupil = 11%). There were no significant differences in the attainment of disadvantaged pupils compared to other pupils. Attainment in KS1 was Expected at RWM combined 66%, Reading 100%, writing 66%, maths 100%</li> <li>KS2 assessments – There were 6 disadvantaged pupils in this cohort (21% of cohort). Attainment of PP pupils at KS2 was; expected at RWM combined 67%, reading 83%, writing 83%, maths 100%.</li> <li>Attainment in Reading, writing and maths for the whole school is at least good and data is included in this embedded document:</li> </ul>	
 <p>PP end of year 2019.JPG</p>	

<b>2. Current attainment whole school and PP</b>				
	<b>Pupils eligible for PP</b>		<b>Pupils not eligible for PP</b>	
	<i>Whole school 26 pupils</i>	<i>year 6 6 pupils</i>	<i>KS 2(national average 64% RWM and 10% exceed)</i>	
<b>% achieving expected or above in reading, writing &amp; maths</b>	<b>80% EXP</b>	<b>67% EXP</b>	<b>68.2% EXP</b>	<b>9.1% GD</b>
<b>% making at least expected level of progress in reading</b>	<b>92% EXP</b>	<b>83% EXP</b>	<b>72.7% EXP</b>	<b>27.3% GD</b>
<b>% making at least expected level of progress in writing</b>	<b>85% EXP</b>	<b>100% EXP</b>	<b>81.8% EXP</b>	<b>18.2% GD</b>
<b>% making at least expected level of progress in maths</b>	<b>88% EXP</b>	<b>83% EXP</b>	<b>86.4% EXP</b>	<b>36.4% GD</b>
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>				
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )				
<b>A.</b>	Maths and reading, particularly boys (Middle PAG) comprehension and language skills show slower progress and this is true amongst pupil premium boys and			
<b>B.</b>	% of PP pupils continue to have self-esteem issues and or mental health and anger issues which slows progress.			
<b>C.</b>	% of PP pupils are also SEN and this slows progress in reading, writing and maths.			
<b>D.</b>	Total staff movement – all new Key stages and classes			
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )				
<b>D.</b>	Mental health of some parents of pupils with PP and the impact on their children.			

4. Outcomes <i>(Desired outcomes and how they will be measured)</i>	Success criteria
<p>RADY project to ensure whole school expectations of PP attainment and progress is in line with all pupils.</p> <p>Comprehension weekly activities taught alongside new vocabulary scheme – Vocabulary Ninja - to improve and language skills and raise attainment on tests</p> <p>Maths practical reasoning and problem solving intervention from training implemented for year 5/6 pupils</p>	<p>Raised and equitable expectations of all pupils. Weekly progress monitored and PP pupils make rapid and sustained progress, reaching the expected level by end of KS – new strategies/schemes being implemented</p>
<p>Continue mental health activities introduced to target PP pupils throughout each of their academic years.</p>	<p>Self-esteem/self-belief increased and progress speeds up as a consequence and an even higher % reach expected levels</p>
<p>Continue with SEN specialist support to work 1-1 3 x weekly with the PP pupils/mainly boys and some consistent 1-1 in exceptional circumstances. Dyslexia and Dyscalculia work.</p>	<p>Rapid progress within the SEN agencies remit</p>

## 5. Planned expenditure

Academic year 2019/20      £45,820

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
RADY project ensuring equal expectations for all pupils (£1500)	Raise expectations throughout the whole school – PP pupils treated equally with high expectations	Evidence from long term RADY projects in Birmingham and Stafford – increase outcomes for Disadvantaged pupils	HT to reset tracking systems from Sept to uplift pupils.	Head	In Pupil Progress meetings half termly
Continue to improve SEND skills and mental health skills for all staff (£1000 approx)	In-depth staff CPD for Specific areas of SEND and mental health	Dyslexia on the increase throughout school and particularly affects the spelling aspect of writing and GaPS	Specific highly effective training researched by SENCo and SLT - and staff trained to deliver	SENco	In Pupil Progress meetings half termly Lesson observations and school monitoring
Continue to improve progress for low attaining pupils and SEN pupils (£9700 approx)	Employment of a specialist TA to deliver in maths and Literacy interventions	Sustained accelerated progress year on year from the programme	SENDco, specialist TA and Parents meet termly to get agreed partnership and to increase involvement. TAs in classroom to support programme and expand it to other pupils in the classroom	SENco	In Pupil Progress meetings half termly Lesson observations and school monitoring In parents meetings

<p>Continue to improve attainment in EYFS – Nursery and Reception (£15,500 approx)</p>	<p>Reduce class size – additional staffing</p>	<p>Target 15 hour pupils (vulnerable group) in Nursery and PP pupils in F2 for specific additional intervention.</p>	<p>Target all learners the same – expectations to be high of all pupils.</p>	<p>EYFS lead</p>	<p>In Pupil Progress meetings half termly</p>
<p>Appropriate support for complex vulnerable pupils (£11,000 approx)</p>	<p>2 pupils in school with complex needs – impact on class/pupils</p>	<p>Pupils will be able to access learning appropriately. Other pupils in classes will able to fully access curriculum as these pupils needs were met. Therefore at least another 9 PP pupils will benefit from the support given to these 2 pupils</p>	<p>Target 2 pupils in year 1 class with complex needs (may be an additional pupil to this)</p>	<p>SENco / class teacher</p>	<p>In Pupil Progress meetings half termly</p>
<p>Intervention for boys maths (middle PA) in year 5 and 6 (£3800 approx) to raise standards</p>	<p>Additional support staff in year 5 and 6 – equivalent of 2 days a week minimum.</p>	<p>Use of additionally trained TA support to assess gaps and implement NWMH3 maths catch up programme.</p>	<p>Ensure a second TA is trained with the year 5 maths teacher (through the trained staff on site). Oversee the delivery of the programme</p>	<p>SENco / class teacher</p>	<p>In Pupil Progress meetings half termly</p>
<p>Targeted phonics interventions in EYFS and KS1 (£1500 approx) to raise standards</p>	<p>To continue with the additional support developed in 18/19, to target PP pupils and accelerate progress</p>	<p>Resources were purchased last year and staff trained.</p>	<p>Ensure staff are deployed to meet PP need</p>	<p>SENco / class teacher</p>	<p>In Pupil Progress meetings half termly</p>
					<p>Lesson observations and school monitoring</p>

<b>ii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Uniform and equipment (approx. £1300) to ensure equality of access for all pupils	Subsidised purchase of uniform and school equipment	PP pupils offered subsidised uniform and equipment to ensure they have same opportunities to present as other pupils	All PP pupils will be attending school in the correct uniform.	Head / Admin Team	Ongoing
Ensure all PP pupils have access to extra-curricular activities and experiences (£2500 approx) of access for all pupils	Maintain valuable extra-curricular experiences for PP Pupils	Educational visits and residential trips tailored to the needs of the pupils	Very positive impact for the pupils – enhancing their life experiences and other skills and helping them to gain confidence and a better self-image.	We will continue with this approach, adding targeted mindfulness sessions	Review when each activity is organised – track access by PP pupils.
<b>Total planned budgeted cost</b>					<b>£47,800</b>

6. Review of expenditure				
Previous Academic Year 2018/19		£55,700		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	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
Improve attainment in EYFS – Nursery and Reception – close the gap between 15 hour and 30 hour pupils	Reduce class size – additional staffing	Target in EYFS F2 for all PP pupils to have exited meeting GLD (72% met all 17 areas – and 72% met GLD in 2019– highest ever outcome. Only 1 disadvantaged pupil in cohort – emerging but made accelerated progress). F1 pupils tracked separately – 15 and 30 hour gap developing. Accelerated progress for 30 hour pupils. Standard at end F1 highest ever for transfer to F2. Move F1 teacher into F2 with the cohort to test the impact of 2+ years with the same cohort.	Target all learners the same – expectations to be high of all pupils. Continue with this approach next year.	Additional staffing for intervention on F1 and F2 =  £14,283
Complex pupils – 1;1 support to enable full staff compliment to focus on PP pupils in main class lessons – equality of opportunity for all pupils	3 pupils in school with complex needs – impact on class/pupils	1x pupil in year 6 for 1 term 1x pupil in year 1 for 2 terms 1 x pupil in Nursery for 3 terms Pupils were able to access learning appropriately. Other pupils in class were able to fully access curriculum as these pupils needs were met. Therefore 11 other PP pupils benefitted from the support given to these pupils	Continue to support the child in year 1 with this level of staffing. Continue with this approach next year.	£11,427 pupils in years 6 and 1  £3200 Nursery pupil

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Intervention for maths and writing in year 5 and 6 raise attainment in maths (middle boys PAG) and GD	Additional support staff in year 5 and 6 – equivalent of 2 days a week minimum.	All SEN& PP making rapid progress – at the end of KS2 2019 all PP pupils made better than expected progress or expected progress in maths and writing and 50% made better than expected progress in reading, whilst 50% were below expected progress (see school priority boys reading in SIP/SEF). At the end of KS1 2017 67% made expected progress in writing and maths and 100% in reading, showing that early intervention strategies are having impact.	Quality training from NWMH3 had impact – continue to roll this training out throughout KS2. Ensure class teachers and TAs teams attend training. Continue with this approach and improve/roll out next year.	HLTA 1 day week equiv years 5 and 6 – £5113.60  Year 5 TA NWMH3 maths interventions 1 day week £3506.40
Targeted phonics support in year 1 to maintain outstanding standards	Additional staffing for F2, y1 and y2	Additional training for key support staff in EYFS and KS1 to deliver phonics. Purchase of resources to support this. Outcome was 94% achieved the standard in year 1 phonics test and 100% achieved in year 2.	Maintain this approach – old year 1 teacher to train up new year 1 teacher. Continue with this approach next year.	Purchase of resources & additional staff hours  £3500
Lunchtime support Trained staff employed to ensure mental health of key pupils is addressed	1 member of staff 5 days a week	Member of staff completed mental health training. Links in with SENCo and class teachers to target vulnerable pupils. Activities at lunchtime designed to meet needs of pupils	Pupils are more settled and ready to learn for afternoon session. Ned for whole team approach within MDA team – expand this and develop more training. Continue with this approach and improve next year.	£2512
1:1 support for social and emotional interventions to ensure mental well being of PP	Vulnerable pupils identified for support – prog designed to meet needs	TA trained in delivering specific programmes for vulnerable pupils	Pupils given support rapidly to meet needs. Continue with this approach next year.	£1,400

1:1 intervention for SEND/Dyscalculia to ensure good progress continues for SEND pupils	Employment of specialist TA for 15 hours per week	Identified pupils include PP and SEND. Specific programmes of work liked to home boost sessions given to pupils.	Pupils can make accelerated progress academically – approx. 18 months in a 1 year period. Continue with this approach next year.	£9,419
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
ensure valuable extra-curricular experiences for PP Pupils is accessible	Educational visits and residential trips tailored to the needs of the pupils	Very positive impact for the pupils – enhancing their life experiences and other skills and helping them to gain confidence and a better self-image.	We will continue with this approach approach next year.	Support for trips/ visits general £1,320 Support for residential visits £750 After school enrichment £450 Travel £350
To enhance sports skills and increase confidence in PP Pupils	Additional Commando Joe sessions for groups of vulnerable pupils	Very positive impact and an increase in skills and confidence with all pupils. PP targeted with extra sessions to ensure they have the cultural coverage of all aspects of this curriculum area.	We will continue with this approach.	£2500
Uniform and equipment is accessible for all PP pupils	Subsidised purchase of uniform and school equipment	PP pupils offered subsidised uniform and equipment to ensure they have same opportunities to present as other pupils	Continue with this approach next year.	£1,320
				<b>Total spend £56,051</b>

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

The progress of all our children, including our PP children is monitored regularly by the Headteacher, subject leads, SENCo and class teachers. Formal monitoring happens weekly for subjects and a 'deep dive' is undertaken in each class for english, maths, science and foundation subjects. This is carried out on a rota basis so each class can expect a thorough monitoring session for one subject strand at least fortnightly. Monitoring over the years has shown a significant impact on PP progress throughout the school. As a school we work towards closing the gaps between our PP pupils and our no PP pupils. This is why we are undertaking the RADY project and raising our expectations and accountability to the highest possible level. Our actions are not taken lightly, but are formulated from many meetings, discussions, analysis of data and on-going teacher day-to-day feedback. The progress of all pupils is reported to governor termly and we have a team of monitoring governors who ask to see this data more regularly and make it their mission to triangulate evidence to moderate our findings.