

Pupil Premium Strategy Plan for Pattishall C E Primary

SUMMARY INFORMATION

Pupil Premium Strategy Plan

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Introduced in April 2011, the pupil premium is allocated to children who are looked after by the local authority, those who have been eligible for FSM at any point in the last six years (also known as Ever 6 FSM) and for children whose parents are currently serving in the armed forces. From April 2014 children who are looked after attract a higher rate of funding than children from low-income families - the 'Pupil Premium Plus'. This is to reflect the unique challenges they face at school where they often struggle to keep up with their peers at both primary and secondary level. Schools are free to spend the Pupil Premium as they see fit. However, they will be held accountable for how they have used the additional funding to support pupils from low-income families. The main purpose of the grant is to diminish the difference between Pupil Premium pupils and Non-Pupil Premium pupils.

Principles

- We aim to ensure that teaching and learning opportunities meet the individualised needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

CURRENT PUPIL INFORMATION 2019/20

Total number of pupils:

155

Total pupil premium budget:

13415

SUMMARY INFORMATION

Number of pupils eligible for pupil premium:	9	Amount of pupil premium received per child:	1345/2345/310
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COHORT INFORMATION

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	4	44%
Girls	5	56%
SEN support	3	33%
EHC plan	0	0
EAL	0	0

Assessment data

EYFS 2019			
	Pupils eligible for PP	All pupils	National average
Good level of development (GLD)	None		

Reading	None		
Writing	None		
Number	None		
Shape	None		

YEAR 1 PHONICS SCREENING CHECK 2019		
All pupils	Pupils eligible for PP	National average
88%	None	82%

END OF KS1 2019		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard or above in reading, writing and maths	100	63%

% making expected progress in reading	100	79%
% making expected progress in writing	100	94%
% making expected progress in maths	100	79%

END OF KS2 2019		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard or above in reading, writing and maths	0%	65%
% making expected progress in reading	0%	50%
% making expected progress in writing	100%	95%
% making expected progress in maths	100%	80%

Annual Priorities:

- 1) PUPIL PREMIUM CHILDREN TO MAKE AT LEAST EXPECTED PROGRESS IN MATHS FROM SEPTEMBER 2020 BASELINE
- 2) PROVIDE MORE DETAILED FEEDBACK TO CHILDREN
- 3) IMPROVE ACCESS TO CULTURAL AND OTHER ENRICHMENT ACTIVITIES.
- 4) TO SUPPORT THE MENTAL HEALTH AND WELLBEING OF PUPILS IN ORDER TO REMOVE ANY BARRIERS TO LEARNING
- 5) TO ENABLE PUPILS TO BE ACTIVE PARTICIPANTS IN THEIR LEARNING BY PROMOTING METACOGNITION

PRIORITY 1

Member of staff responsible: SB/SM

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria	Cost
1. To improve the quality of teaching in maths.	Take part in Year 2 of Enigma Maths Hub Teacher Research Mastery Group	SB and SM	July 2021	Cover for attendance of TRG and school visits.	Improvement in teaching for mastery from baseline self-assessment.	All staff using a mastery approach to teaching maths. Trend in end of year results/progress continuing to be positive.	£2635

2. To plug and fill gaps in learning for individual children.	A baseline assessment to analyse any gaps in learning followed by small group or individual sessions to plug any gaps.	SM	Termly review	SM for 1 afternoon per week and cover for Year 5 class.	Revisit assessment termly	Children to make improved progress in end of year assessment.	£3000
3. To correct any misconceptions in maths.	Daily sessions where classteacher works with any children who need extra reinforcement of that day's work.	classteachers	Termly review	Classteachers/LSA's during first 15 minutes after lunch.	Children feeling more confident about maths.	Children to make at least expected progress from one assessment point to the next.	£2600

PRIORITY 2

Member of staff responsible: SB in liaison with classteachers

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria	Cost
1. Children to have regular opportunities for 1:1 feedback on their progress in writing.	Classteachers to set targets for children. Children to have regular review/coaching meetings looking at progress.	SB/ Class teachers	Monthly meetings. SB to review termly	SB to cover classteachers	Termly review to assess progress in writing books.	Children to make improved progress in end of year assessment.	£900
2. Children to have regular opportunities for feedback on their progress in reading comprehension.	Classteachers to give children regular feedback during RWI and Booktalk sessions.	Class Teachers and RWI group teachers.	Daily sessions	Book Talk materials and group readers.	Termly review of progress on OTrack.	Children to make at least expected progress in reading	£900

PRIORITY 3

Member of staff responsible: SB

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria	Cost
1. Children to have opportunities to engage with extra-curricular enrichment activities.	Children to receive extra financial support for clubs, music tuition and other extra-curricular enrichment activities. SB to discuss with parents.	SB	CS to monitor when and how much money is spent for each child	Individual funding for each child.	CS to keep track of uptake and liaise with parents.	All children to use funding to access enrichment activities.	£900

PRIORITY 4

Member of staff responsible: HJB, HB

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria	Cost
1. Children to build emotional resilience and develop a positive attitude towards school and work.	Children to be supported by taking part in Nurture Groups or Rainbow Club.	HJB, SB	HJB to monitor	ELSA support materials and resources.	HJB/HB to work with children referred by classteachers and liaise with parents.	Pre and post Stirling Wellbeing scale assessments.	£2390

PRIORITY 5

Member of staff responsible:

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria	Cost
1.Children to engage actively in their learning understanding which strategies help them to learn effectively	Children to learn about metacognition through Metacognition Masters and work towards achieving certificates for each attribute. Staff to visit schools that are demonstrating good practice teaching metacognition.	EM, SB	On-going throughout the year (see School Development Plan)	Class Dojo, use of whole class teaching sessions and collective worship sessions.	Children to be awarded Dojo points for demonstrating learning behaviours. SB to monitor PP children on Class Dojo.	Class Dojo to show impact of metacognition teaching and possible focus for future work on individual children.	£90