

# Pupil premium strategy statement (primary)

| 1. Summary information |                 |                                  |   |                                                |            |
|------------------------|-----------------|----------------------------------|---|------------------------------------------------|------------|
| School                 | Plaxtol Primary |                                  |   |                                                |            |
| Academic Year          | 2019/20         | Total PP budget                  |   | Date of most recent PP Review                  | March 2020 |
| Total number of pupils | 93              | Number of pupils eligible for PP | 5 | Date for next internal review of this strategy | July 2020  |

| Current attainment based on year end data July 2018 |                        |           |                            |         |                                             |                        |                            |
|-----------------------------------------------------|------------------------|-----------|----------------------------|---------|---------------------------------------------|------------------------|----------------------------|
|                                                     | Pupils eligible for PP |           | Pupils not eligible for PP |         |                                             | Pupils eligible for PP | Pupils not eligible for PP |
|                                                     | Sept 19                | July 2020 | Sept 19                    | July 20 | % achieving                                 | Sept 20                | July 20                    |
| % achieving expected in reading, writing and maths  | 60%                    |           | 71%                        |         | greater depth in reading, writing and maths |                        |                            |
| % achieving expected in reading                     | 100%                   |           | 85%                        |         | % achieving greater depth in reading        |                        |                            |
| % achieving in writing                              | 60%                    |           | 85%                        |         | % achieving greater depth in writing        |                        |                            |
| % achieving in maths                                | 100%                   |           | 71%                        |         | % achieving greater depth in maths          |                        |                            |

| 2. Barriers to future attainment (for pupils eligible for PP, including high ability)             |                                                                                                                                                       |
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| In-school barriers (issues to be addressed in school, such as poor oral language skills)          |                                                                                                                                                       |
| A.                                                                                                | Poor attendance                                                                                                                                       |
| B.                                                                                                | Specific learning needs prevent a minority of children from accessing the curriculum at age-related levels.(working memory/ processing/ASD/dyslexia). |
| C.                                                                                                | Changes in home circumstances lead to school specific vulnerable group or children who cannot access enrichment opportunities.                        |
| D.                                                                                                | Movement of pupils from other schools joining in years subsequent to Reception.                                                                       |
| External barriers (issues which also require action outside school, such as low attendance rates) |                                                                                                                                                       |
| E.                                                                                                | Financial constraints                                                                                                                                 |

| 3. Desired outcomes |                                                                                                     |                                                                      |
|---------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
|                     | <i>Desired outcomes and how they will be measured</i>                                               | <i>Success criteria</i>                                              |
| <b>A.</b>           | Improved attendance                                                                                 | Above 85% floor standard.                                            |
| <b>B.</b>           | Low attaining PP children achieving closer to age-related expectations                              | 100% achieving at EXP – in each subject by July 2019                 |
| <b>C.</b>           | Middle attaining PP children making expected progress to continue or exceed age-related achievement | 80% achieving at EXP+ or EXC - in each subject by July 2019          |
| <b>D.</b>           | Children and parents feel safe, supported and able to ask for help.                                 | 100% of pupils sampled engaged and achieving in class (Leuven scale) |

| 4. Planned expenditure                                                                                                                                                                   |                                                                                                                                                                                                          |                                                                                                                      |                                                                                                                                                                                         |               |                                      |
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| Academic year                                                                                                                                                                            | 2019/20                                                                                                                                                                                                  |                                                                                                                      |                                                                                                                                                                                         |               |                                      |
| 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? |
| To ensure all pupils achieve and maintain progress across key stages.                                                                                                                    | Staff to moderate across key stages, analyse and input data.                                                                                                                                             | PP have tendency to progress at a lower rate.                                                                        | PPI, book scrutiny, lesson obs, interventions, regular dialogue with staff and moderation.                                                                                              | HT, AHT, HLTA | Jan 2020/March/July 2020             |
| To ensure PP children meet expected targets at the end of the year.                                                                                                                      | PPI meetings, update provision maps, interventions implemented to ensure targets are met. QFT.                                                                                                           | Ensure 100% of PP targets are met.                                                                                   |                                                                                                                                                                                         |               |                                      |
| To ensure progress in reading and enjoyment in reading .                                                                                                                                 | Dedicated class library time within school library, whole school reading initiative, reading volunteers to promote consistent progression from their reading language starting points, Beanstalk readers | Quality First teaching and focused support within the lesson and during guided reading has a high impact on progress | Beanstalk costs<br><br>Impact overseen by English coordinator. Specialist teacher/SENCO to advice and support TAs.<br><br>Close liaison between KS leads/ teacher/TAs and Class teacher | KH, HT,       | July 2020                            |
| Total budgeted cost                                                                                                                                                                      |                                                                                                                                                                                                          |                                                                                                                      |                                                                                                                                                                                         |               | £                                    |
| ii. Targeted support                                                                                                                                                                     |                                                                                                                                                                                                          |                                                                                                                      |                                                                                                                                                                                         |               |                                      |
| 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? |

|                                                                                                                                                                     |                                                                                                                                                                                                                    |                                                                                                                                                |                                                                                                                                |           |                 |
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| Professional support with wellbeing as well as interventions and classroom practice promote articulating feelings, understanding them and seeking support as needed | Growth Mindset/Attachment training/playground pals/Buddies/PSHE Assemblies/Mental health awareness/ SALUS support for years 3,4,5/Volunteer readers. Specialist teacher – Rosy Mortlock to work with key children. | Significant number of children demonstrating well-being needs who have responded well in the past supports the continuation of this provision. | Growth Mindset Day, introduction of MINERVA, Leuven Scale Pupil questionnaires, Pupil Conferencing, support from professionals | HT/AHT/KO | 3X a year PPI's |
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|                            |  |  |  |  |   |
|----------------------------|--|--|--|--|---|
| <b>Total budgeted cost</b> |  |  |  |  | £ |
|----------------------------|--|--|--|--|---|

### iii. Other approaches

| 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? |
|--------------------------------------------------------------------------------------------------------------|-------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------|------------|--------------------------------------|
| Children and parents feel safe, supported and able to ask for help and feel that they are being listened to. | School Trips/ Enrichment activities | Children show increase in well-being through being part of the school community. | Pupil/parent questionnaires<br>Behaviour policy | HT         | Termly                               |
|                                                                                                              | School Uniform                      | Enrichment extends learning beyond the classroom.                                |                                                 |            |                                      |
|                                                                                                              | BSC – wrap around care              |                                                                                  |                                                 |            |                                      |

|                            |  |  |  |  |      |
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| <b>Total budgeted cost</b> |  |  |  |  | £500 |
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## 5. Review of expenditure

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| <b>Previous Academic Year</b> | <b>2018/19</b> |
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### 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  |
|-----------------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-------|
| To ensure all pupils achieve and maintain progress across key stages. | Staff to moderate across key stages, analyse and input data. | PP have tendency to progress at a lower rate.<br><br><b>Not fully met in all areas as desired.</b>                 | All staff are fully aware of PP children, they are highlighted and discussed in PPI meetings. | £2750 |

| To ensure PP children meet expected targets at the end of the year.                                          | PPI meetings, update provision maps, interventions implemented to ensure targets are met. QFT. | Ensure 100% of PP targets are met.<br><br><b>Not fully</b>                                                                                                                                                                                                                                                              | Due to attendance figures children did not fully meet targets in areas predicted based on previous results.<br>We will continue to ensure and support children to meet their targets.                                                                                                                    |             |
|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <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><br>(and whether you will continue with this approach)                                                                                                                                                                                                                             | <b>Cost</b> |
| For all pupils to feel confident and supported in their learning.<br><br>Specific well-being needs.          | Volunteer readers/Draw for talk/PHSE assembly/                                                 | Monitoring through PPI's has indicated some pupils are not fully supported in learning at school and at home therefore extra support needed.<br><br>Significant number of children demonstrating well-being needs who have responded well in the past supports the continuation of this provision.                      | We will continue with playground pals and buddy systems and ensure children are supported with their emotional needs as well as academic.<br><br>Beanstalk reader supported 3 key children – reading has improved for all including chn now being able to join age related peers in group reading tasks. |             |
|                                                                                                              | Attachment training/playground pals/Buddies/Mental health awareness                            | <b>Support is fluid, chn are able to access support when needed.</b><br><b>Specialist teacher provision for Sept 2019 for targeting chn to be costed and paid for with PP money.</b><br><b>All attended attachment training and LL booked for Mental Health First Aid for Spring term.</b>                              | We require specialist teacher support for key PP chn to support access to curriculum and support learning needs.                                                                                                                                                                                         |             |
|                                                                                                              |                                                                                                |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                          | £2000       |
| <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><br>(and whether you will continue with this approach)                                                                                                                                                                                                                             | <b>Cost</b> |
| Children and parents feel safe, supported and able to ask for help and feel that they are being listened to. | School Trips/ Enrichment activities<br>School Uniform<br>BSC – wrap around care                | Children show increase in well-being through being part of the school community.<br><br>Enrichment extends learning beyond the classroom<br><br><b>Children have been supported in their access to wider curriculum.</b><br><br><b>Wrap around care was offered to all families, but not taken advantage of by all.</b> | We will continue to offer support for children to access support in the wider curriculum.<br><br>End of year school journey will be offered to 1xchild<br>We will ensure parents are aware of support offered to them at key points of the year.                                                         | £500        |