

Pupil premium strategy / self-evaluation

1. Summary information					
School	Palmers Cross Primary School				
Academic Year	2019-20	Total PP budget	£108,700	Date of most recent PP Review	n/a
Total number of pupils	235	Number of pupils eligible for PP	36%	Date for next internal review of this strategy	July 2020

2. Current attainment				
	KS1 Pupils eligible for PP (school)	KS1 Pupils not eligible for PP (school)	KS2 Pupils eligible for PP (school)	KS2 Pupils not eligible for PP (school)
% achieving expected standard or above in reading, writing & maths	67%	68%	73%	71%
% making expected progress in reading (as measured in the school)	80%	81%	87%	83%
% making expected progress in writing (as measured in the school)	67%	70%	73%	79%
% making expected progress in mathematics (as measured in the school)	73%	74%	73%	83%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Oral and language skills in Nursery/Reception and Key stage 1, which impacts on reading progress in subsequent years
B.	High ability pupils who are eligible for PP are making less progress than other high ability pupils in all areas of the curriculum
C.	PP across the school have lower attainment than that of their peers and they need intervention to make rapid and sustained rates of progress
External barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rate for PP is 94.29% which is below other pupils (96.36%) and below national (96%) which impacts on their rates of progress

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)	Success criteria

A.	Improved language skills across EYFS and key Stage 1 for PP	Proportions of pupils achieving CLL at the end of EYFS will be increased from starting points (Baseline). Proportions of PP pupils passing Yr 1 phonics will increase.
B.	Higher rates of progress across KS2 for higher attaining PP pupils	Data analysis in Dec, April and July will indicate the accelerated progress made by HA PP pupils Moderation across the Trust will ensure accurate teacher assessments and % of GDS achieved by the end of KS2 will have increased
C.	Increased rates of progress for PP children whose attainment is below that of their peers nationally	Proportions of pupils achieving age related expectations will increase so by the end of KS2 PP pupils achieve at least the expected level in R, W and M
D.	Increased attendance rates for pupils eligible for PP	Overall PP attendance improves from 94.29% to 96% so in line with all pupils nationally.

5. Review of expenditure

Previous Academic Year

2018-19

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
Employment of an additional teaching assistant to provide extra support for target pupils within Early Years	Increased rates of progress for identified pupils in EYFS	At least 60% of PP pupils made accelerated progress in R, W and M	Additional, focused strategies required to ensure further progress in all areas. Early reading remains a focus with increased progress from starting points needed in order to ensure Phonics screening results improve in yr1	£7810

<p>Employment of two teaching assistants in order to provide additional support for targeted pupils within classes.</p> <p>Additional learning resources for pupils to enhance learning environment and gross motor skills</p>	<p>Increased rates of progress for identified pupils in all classes</p>	<p>Gaps across the school between PP and other pupils diminished in a majority of year groups.</p> <p>Targeted pupils made the expected progress and achieved their personal end of year targets.</p>	<p>RAP groups require a review to ensure correct pupils are being targeted in all areas of learning. Interventions such as cool kids had positive impacts on learning and whole pupil development.</p> <p>Cool kids to continue with additional support staff to be trained in order to impact further, identified pupils.</p> <p>Strategies to continue next year.</p>	<p>£31605</p>
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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
<p>Creating non-contact time for senior leaders/ teachers using 2 x unqualified teachers to cover lessons to ensure the most disadvantaged pupils receive the best teaching through RAP groups.</p> <p>Improving the quality of PE provision and provide additional time for staff to carry out RAP groups</p>	<p>Proportions of PP pupils achieving the expected standard will increase</p>	<p>Termly progress meetings demonstrated that RAP groups were accelerating the progress of PP pupils.</p> <p>Key Stage 1: attainment of disadvantaged pupils at Palmers Cross was in line with the attainment of All pupils at Palmers Cross: Reading – 80% compared to 81%, writing – 67% compared to 70%, maths – 73% compared to 74%.</p> <p>Key Stage 2: disadvantaged pupils at Palmers Cross outperformed other pupils in Reading - 87% compared to 83%, and were working slightly below in writing – 73% compared to 79%, and maths – 73% compared to 83%.</p>	<p>Impact of RAP groups was higher due to the fact that they were delivered by teachers. Further flexibility is needed with RAP groups to ensure intervention is targeted precisely and takes place when appropriate. Impact of Intervention was greatest when pupils were taught 1:1 or in small groups.</p> <p>Strategy to continue next year.</p>	<p>£54685</p>
<p>Contribution towards a Trust Educational Welfare Officer in order to intervene and improve the attendance of targeted pupils through Early Help Plans</p> <p>Provision for before and after school club to ensure attendance of identified pupils improves and therefore progress improves</p>	<p>Attendance of pupils to increase and be above NA</p>	<p>% of persistent absence pupils is below NA. (PC - 2.7%, NA – 8.7%)</p> <p>40% of PP pupils whose attendance was below 90% achieved the expected standard across the school. 100% of PP pupils with low attendance at KS1 achieved the expected standard.</p>	<p>Data indicates that PP pupils with low attendance achieved the expected progress at the end of Key stage 2 showing that early identification and the strategies introduced by the school had a positive impact. The employment of a Trust EWO allows flexibility and attendance issues can be dealt with more rapidly on a day to day basis</p> <p>Strategy to continue identifying pupils/families for intervention ensuring the expected progress for all pupils including PP pupils.</p>	<p>£3720</p> <p>£900</p>

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
Contribution towards a Behaviour support leader who works across the Trust to support the emotional and social learning of PP pupils.	Improved emotional, behaviour and social skills of pupils will impact on attainment and progress	No exclusions for 2018/19 Proportions of pupils making the expected standard increased and in some year groups, the attainment of PP was higher than that of non PP. % of PP pupils who were working with LT and made EXP?	Intervention to continue to ensure pupils/families are identified early and intervention was put in place. Pupils with emotional needs were supported effectively in order for them to access the year 2/year 6 SATS tests Strategy to continue next year.	£8200

6. Planned expenditure

Academic year

2019-20

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

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?
Proportions of PP pupils achieving year 1 phonic test will increase	CPD for staff on phonic delivery from nursery to Yr 2	Previous observations indicate that the effectiveness of phonic teaching varies dependent on member of staff (movement of staff and new staff to school)	SLT to carryout observations to ensure effective delivery of phonic sessions	JD (Assistant Head and Leader of English)	Termly during progress meetings.
Proportions of pp pupils achieving CL by the end of EYFS will increase	Focus on creating a language rich environment Early identification of reluctant communicators Curriculum focus on early language skills	Increase in proportions of pupils starting from low levels in CL (baseline) Lack of early language skills to be addressed through the curriculum and environment provided	Termly progress meetings will provide analysis of the progress the children are making in this key area	SH (Assistant Head for EYFS and nursery leader) EB (Reception teacher)	

Proportions of high attaining PP pupils will achieve GDS by the end of KS2	In school moderators to support planning of effective lessons CPD delivered to all staff on recognising GDS writing CPD provided on planning a unit building on skills progressively and identifying greater depth skills.	2018-19 data showed proportions of pupils achieving GDS in writing at KS2 was below pupils nationally. Using the expertise of in-school/Trust moderators to support CPD and planning ensuring key skills are taught across school building on HA pupils ability to achieve GDS	Cross Trust moderation, will ensure accurate levelling Termly progress meetings allow leaders to challenge progress and identify key individuals.	GM/EF (LA moderators) SH/JD (Assistant Headteachers with phase responsibility) JD (Leader of English)	Moderation activities to be carried out termly across the Trust and half termly within year groups Termly during progress meetings
Increased progress for PP pupils working below the expected ARE	Early identification of pupils not working at the expected level through data analysis Focused/differentiated questioning within class targeted to pupils needing to make accelerated progress Gaps in learning identified and misconceptions re-taught	Termly assessment identifies pupils needing to make accelerated progress, this is reviewed regularly to ensure impact Targeting pupils through questioning ensures learners are not passive and staff can quickly assess understanding. This can then be reflected in planning. Re-teaching and pre-teaching identified skills improves confidence of pupils and enables them to tackle new learning.			Termly during progress meetings Weekly PPA sessions staff review and discuss progress of pupils

Total budgeted cost £9590

ii. Targeted support

Intended outcome	Action	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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Improved outcomes for PP who are reluctant communicators	<p>Early identification of PP pupils who are reluctant communicators to have in-school speech and language support, weekly</p> <p>Additional S+L group work for PP pupils delivered by SALT team</p> <p>Provide additional speaking and listening opportunities for PP pupils through the curriculum</p>	<p>School identifying pupils individual needs and providing the expertise to ensure impact</p> <p>A thematic approach to the curriculum will enable increased opportunities for speaking and listening through all subjects allowing pupils to communicate through fun and interesting topics</p>	<p>Discussions between SALT team, Schools S+L TA and SENCO to establish impact of group sessions</p> <p>Observations of pupils participation in class/group discussions</p> <p>Monitoring of phonic groups and progress</p>	<p>SH (assistant deadteacher/leader of EYFS) AWL (SENCo)</p>	<p>Weekly discussions</p> <p>Termly observations</p>
Increase the proportions of HA PP pupils working at GDS in R, W, M	<p>Pupils identified for additional intervention delivered by teachers to bridge 'gaps' in learning</p>	<p>Focused intervention for HA pupils will ensure accelerated progress diminishing the gap between PP and ALL pupils.</p>	<p>Monitoring of planning/books to ensure high level skills are being taught and built upon progressively.</p> <p>Termly moderation, alongside LA moderators from within school and the Trust</p>	<p>SH/JD (assistant headteachers)</p> <p>Head of School to monitor and challenge impact</p>	<p>Termly moderation</p> <p>Termly progress meetings</p> <p>Regular book and planning trawls</p> <p>Yearly observations</p>
Proportions of PP pupils working at the expected ARE	<p>In reading, lowest attaining 20% of pupils to be identified and targeted with daily intervention</p> <p>Pupils identified for additional intervention delivered by teachers to bridge 'gaps' in learning</p>	<p>Targeting lower attaining pupils on a daily basis will ensure skills are revisited daily and will improve the fluency and confidence of pupils, allowing them to apply skills in other areas of learning.</p>	<p>Monitoring of planning/books to ensure skills are being taught and built upon progressively.</p> <p>Termly progress meetings will challenge impact of interventions</p>	<p>SH/JD (assistant headteachers)</p> <p>SR (Head of School) to monitor and challenge impact</p>	<p>Termly moderation</p> <p>Termly progress meetings</p> <p>Regular book and planning trawls</p>

Total budgeted cost **£86,290**

iii. Other approaches

Intended outcome	Action	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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<p>Increased attendance rates for pupils identified as PP</p>	<p>Office staff to track PP daily and carryout first day response.</p> <p>Additional EWO time to track PP pupils weekly, offering rapid intervention if required</p>	<p>Rapid response and intervention with families will have a positive impact on attendance</p>	<p>HofS to monitor attendance alongside EWO weekly</p> <p>Attendance figures analysed weekly</p> <p>Progress and attainment of pupils with low attendance analysed termly</p>	<p>SR (Head of School)</p>	<p>Weekly meetings</p> <p>Termly standards meeting</p>
<p>Emotional, Social and behaviour learning and well-being of PP pupils is supported</p>	<p>Teachers identify pupils who would benefit from intervention</p> <p>Behaviour and Emotional Learning leader to carry out 1:1 and group intervention intervention</p>	<p>Supporting the well-being of both pupils and families will have a positive impact on attainment and progress of PP pupils.</p>	<p>Monitor impact through fortnightly vulnerable pupil meetings</p> <p>Progress and attainment of pupils receiving support to be analysed in progress meetings</p>	<p>LT (Behaviour and emotional learning leader)</p> <p>SH/JD (Assistant headteachers)</p> <p>SR (Head of School) to challenge impact</p>	<p>Vulnerable meetings</p> <p>Termly standards meetings</p>
<p>Total budgeted cost</p>					<p>£12,820</p>

