**Pupil premium strategy statement (primary)**

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| 1. **Summary information**
 |
| **School** Ashwater |  |
| **Academic** Year 2019 - 20 |  | **Total PP budget** | £5,280 based on 4 pupils Jan 2019 |  |
| **Total number of pupils** | 25 | **Number of pupils eligible for PP** | 5 (increase due to pandemic) |

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| 1. **Current attainment**
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|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)*  |
| **% achieving in reading, writing and maths ( expected)** | 40% | 52% |
| **% making progress in reading**  | 80% | 89% |
| **% making progress in writing**  | 60% | 82% |
| **% making progress in maths**  | 80% | 80% |

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| 1. **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)* |
|  | Self-esteem and self-belief can have a negative impact on progress. |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **B.**  | Social and emotional issues can impact on progress |
| 1. **Desired outcomes**
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|  | *Desired outcomes and how they will be measured* | *Success criteria*  |
|  | Pupil premium pupils make good or better progress across the year and over time as evidenced by formative and summative testing termly and work sampling  | All Pupil Premium pupils make at least expected progress this year, and at least expected progress since joining the school. |
| **A1** | Improve Pupil Premium pupils’ ability to have a growth mind-set and work independently. Children embrace the school motto (Aim High; Be Resilient; Take Care of Each Other’ and Carey Qualities. This will be evidenced by classroom observations of attitude and  | All Pupil Premium pupils understand their own individual learning targets and are able to talk about their own individual progress. Work scrutiny shows that Pupil Premium pupils act on feedback given and are willing to correct their own mistakes.  |
|  | Pupils are able to participate fully in school activities which enhance the school curriculum including after school clubs and trips. | Pupil’s access to learning beyond the classroom has a positive impact on their achievement and well -being. The percentage of disadvantaged pupils attending after school clubs is at least equal to non – disadvantaged peers. |
|  | Provide support for families including workshops. | Families engage with school and support children in their learning. |

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| 1. **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.  |
| 1. **Quality of teaching for all**
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| **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?** |
| Quality first teaching is reflective and responsive to the needs of pupils across the school.  | Mentoring support. (within and beyond school) Monitoring, support by Senior Leaders Monitoring and evaluation by senior leaders and governorsCurriculum is broad and develops cultural capital, thereby engaging children in learning. | Experienced staff can support colleagues, disseminate information and guidance gained through middle leader roles and CPD. Areas for development can be quickly identified and support and challenge put in place. Regular evaluations of teaching and the curriculum to ensure pupils continue to make good progress and develop cultural capital Outcomes from visits/support (visit notes) | Monitoring activities : Lesson observations Work book monitoringData analysisPupil progress meetings/ supportGovernor visits and Teaching and Learning Committee reports and discussion.Monitoring of Interventions, MyPlans, Outlines of support monitoring | EHT | Termly |
| All Pupil Premium pupils make at least expected progress. | Teaching Assistants to release class teachers, to work with identified individuals and groups. Teaching Assistants to deliver intervention programmes/ professional recommendations, to identified pupilProfessional advice/services sought (e.g. Ed Phsyc) where needed. TA’s deployed on a 1:1 basis for target children | Class Timetables. Class Intervention notebooks. Intervention files – evaluations on impact of interventions. Class timetables, incident forms. See reportsSee MyPlans/timetables | Reviews of the impact of intervention Work is held at least half termly, however evaluation and adjustments are frequently made more often in response to assessment and professional dialogue between Senco, Class teachers and TAs | EHT/Senco | Termly |
| Pupils are able to access the age appropriate curriculum. | Staff training  | Pupils working below the expected level receive sufficient targeted support within lessons to progress well. Year groups with pupil(including Pupil Premium) who are well below expected levels or making insufficient progress are organised so that they can receive regular targeted support to access the appropriate curriculum within lessons, as part of ‘quality first teaching’Staff meeting notes | Monitoring activities : Lesson observations Work book monitoringData analysisPupil progress meetings/ supportGovernor visits and Teaching and Learning CommitteeInterventions, MyPlans, Outlines of support monitoring |  |  |
| Improve Pupil premium pupils’ ability to have a growth mind-set and embrace school motto and Carey Qualities. | Embed school motto and Carey Qualities with staff and children.Assemblies, Class work, displays. | Built into curriculum. | Through conversations with children and observations.  | EHT | On-going |
| **Total budgeted cost** | **£2000**£ |
| 1. **Targeted support**
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| **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?** |
| All non-SEN pupils to make expected or exceed ARE in Reading, Writing and Maths. Pupils not working within ARE are expected to make good progress. | Class teachers regularly work with identified individuals and groups. Support staff deployed to deliver intervention programmes, including referrals to outside agencies if required. E.g. Educational Psychologist. Support staff deployed on a 1:1 basis for target pupils. | Skilled and experienced teachers provide targeted support to meet need. Some pupils require a series of intervention activities best delivered by trained support staff. When intervention and support is not having sufficient impact, professional advice is sought from external agencies. Due to the removal of Element 3 funding, some children require additional 1:1 support within the classroom in order to access learning. | Reviews of impact of intervention work is held termly, however regular evaluation and adjustments are frequently made in a response to assessment and professional dialogue between Senco, Class teachers and Teaching Assistants.  | EHT/Senco | Termly |
| SEN Pupil Premium pupils are able to access the age appropriate curriculum. | TA allocationClass 1 (EYFS) discrete cohort. Staff training  | Pupils working below the expected level receive sufficient targeted support within lessons to progress well. Year groups with pupil(including Pupil Premium) who are well below expected levels or making insufficient progress are organised so that they can receive regular targeted support to access the appropriate curriculum within lessons, as part of ‘quality first teaching’Staff meeting notes | Monitoring activities : Lesson observations Work book monitoringData analysisPupil progress meetings/ supportGovernor visits and Teaching and Learning CommitteeInterventions, MyPlans, Outlines of support monitoring | EHT | Termly |
| **Total budgeted cost** | **£2,000** |
| 1. **Other approaches**
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| **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?** |
| No child misses out on any opportunity due to lack of funds | Ensure that financial support is available where needed. | All Pupil Premium pupils have the opportunity to attend the same trips, morning club, afterschool clubs and one set of uniform, per year as their peers.  | The offer of financial support is made, in confidence, to relevant families. For identified children subsidy is offered where the child might not take part if it weren’t. Close monitoring will ensure that: No Pupil Premium child is excluded from activities on the basis of funds. Numbers of Pupil Premium pupils take part in activities matches their peersDialogue between staff.  | EHT/Admin | Annually |
| External barriers to learning are minimised  | Workshops for parents and Homework support provided for home learning activities where neededEarly help signpostedFamilies of LAC supported by LAC co-ordinator | Engage parents and provide opportunities to support with home learning.External barriers to learning can be minimised by providing advice and support to careers/parents. 2 PP currently receiving parent support advisor.Implementation of regular family/child support. Signposting to suitable help and support.PSA  | TA and Teacher to monitor homework and support pupils necessaryReviewed by SencoReviewed by Senco | EHTSencoSenco | Termly |
| **Total budgeted cost** | **£1280** |
| 1. **Review of expenditure**
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| **Previous Academic Year** |  |
| 1. **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** |
| All Pupil Premium pupils make at least expected progress. | Mentoring support. (within and beyond school)  | All PP children made at least expected progress and some made better than expected. | Ambitious expectations of teachers and pupils have had a positive impact. | £2000 |
| 1. **Targeted support**
 |
| **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**£2000 |
| All non-SEN pupils to make expected or exceed ARE in Reading, Writing and Maths. Pupils not working within ARE are expected to make good progress. | Class teachers regularly work with identified individuals and groups. Support staff deployed to deliver intervention programmes, including referrals to outside agencies if required. E.g. Educational Psychologist. Support staff deployed on a 1:1 basis for target pupils. | All non-SEN pupils to make expected or exceed ARE in Reading, Writing and Maths. Pupils not working within ARE are making progress. | TA and teacher interventions are powerful in moving children forward when carefully planned to need. |  |
| 1. **Other approaches**
 |
| **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** |
| External barriers to learning are minimised. | Workshops for parents and Homework support provided for home learning activities where neededEarly help signposted | Workshops well attended but some PP parents are still hard to reach. | Offer workshops in a variety of different ways to engage. | £1280 |