

Pupil Premium Strategy Statement Academic Year 2019 – 2020 revision 2

1. Summary information					
School	Welbourne Primary school				
Academic Year	2019 - 2020	Total PP budget	113,520.00	Date of most recent PP Review	1-9-19
Total number of pupils	205	Number of pupils eligible for PP	68	Date for next internal review of this strategy	Termly

Data 2018 – 2019								
		National PP	Pupils eligible for PP	National non PP	Pupils not eligible for PP			
Cohort			18 13		13 10			
Year 6	% achieving expected and above in reading		61% (11) (85%) (11)		38% (5) 50% (5)			
	% achieving expected and above in writing		67% (12) (92%) (12)		69%(9) 90% (9)			
	% achieving expected and above in maths		67% (12) (92%) (12)		69% (9) 90% (9)			
Cohort			6		23			
Year 2	% achieving expected and above in reading		83% (5)		78% (18)			
	% achieving expected and above in writing		67% (4)		65% (15)			
	% achieving expected and above in maths		67% (4)		74% (17)			
Cohort			8		21			
Year 1	% passing phonics screening test		38% (3)		81% (17)			
Cohort			5					
EYFS	% achieving GLD		80% (4)		63%			

Figures in blue exclude children that are educated in ERP

2. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

- A.** The rate at which pp children acquire phonic knowledge in Reception and Year 1. This slows reading and writing progress in subsequent years
% of pp children that pass the phonics screening test is below that of non pp children in year 1. Data can be seen above.
- B.** Children’s fluency and accuracy when reading which hinders their completion of reading tasks.
With the exclusion of year 6 and year 2, the number of pp children achieving expected + is lower than those children that are non pp. (See evidence folder for data).
- C.** Pupil’s attitude towards learning, their sense of aspiration and the feelings they have about the broader social context of the school.
Pass assessments demonstrate individual pp pupils that need support in this area. See evidence folder for data.

External barriers *(issues which also require action outside school, such as low attendance rates)*

D. Attendance, especially persistent absence

	Whole school	National	FSM	National FSM	Non FSM	National Non FSM	PPG	National PPG	Non PPG	National Non PPG
Summer 2 2019	10.82	8.7	23.29	19.2	5.06	6.6	15.73	16.5	5.06	5.8

Despite persistent absence being below national for PP children, persistent absence for current FSM children is above national. There is a particular concern with 5 children within the year 3 cohort and 2 children within the same family. Attainment data demonstrates that these children are not making expected progress and are not reaching age related expectations. See evidence folder for data.

Further attendance and attainment data can be found in evidence folder. National figures are taken from 2018 – 2019 and will be replaced with this 2019 - 2020 figures when available

3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>) (see evidence folder for exact children and data analysis)		Success criteria (see evidence folder for exact children and data analysis)
A.	<p>PP children are able to use their phonic knowledge to decode words and read with increased fluency and accuracy. As a result, the number of children achieving expected + in reading will increase and gap to national will be narrowed.</p> <p>4/5 expected + Year 1 80% 4/8 expected + Year 2 50%</p>	<p>Increase in the number of children passing the phonics screening test in year 1. 80% of pp children will pass the phonics screening test.</p>
B.	<p>PP children in Key Stage Two will be able to read with fluency and accuracy. This will lead to improvements when answering comprehension questions. As a result, the number of children achieving expected + in reading will increase and the gap to national will be narrowed.</p> <p>28 out of 41 pp pupils will achieve expected + 68% by the end of the year.</p>	<p>Increase in the fluency and accuracy of which PP children read. % of children reading an age related book band and reading above 90 words per minute in Key Stage One and 110 words per minute in Key Stage 2.</p> <p>Year 1 4/5 – 80% Year 2 6/8 – 75% Year 3 5/6 – 83% Year 4 10/12 – 83% Year 5 7/7 – 100% Year 6 11/16 – 69%</p>
C.	<p>Targeted PP pupils response to PASS assessments demonstrate an improved attitude towards learning, their sense of aspiration and the feelings they have about the broader social context of the school.</p>	<p>Pass assessments demonstrate an improved score for those pupils identified.</p>
D.	<p>Attendance information is regularly analysed to find the key issues effecting the desired target figures and actions are put in place to address needs.</p> <p>Improved attendance rates for pupils eligible for PP and in line with overall targets.</p>	<p>Number of persistent absentees among pp pupils to be reduced to 10 %.</p>

4. Planned expenditure

Academic year

2019 – 2020

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 ?
<p>A PP children are able to use their phonic knowledge to decode words and read with increased fluency and accuracy.</p>	<p>Attendance at Aiming Higher course ran by the LA (initial date October 3rd):</p> <p>The aims of the course are:</p> <ul style="list-style-type: none"> *To share good and outstanding practice linked to phonics *To support further development of teaching, learning and assessment in phonics and its application to reading *To support leaders in raising attainment and in closing the gap to National Average in phonics by the end of Y1. *To increase the proportion of schools achieving above 80% 	<p>EEF: Phonics Approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4 – 7 year olds) as they begin to read.</p> <p>3 out of 8 pp children passed the phonics screening test last year. (38%)</p>	<p>Discussion with SLT</p> <p>Identify areas that need developing in accordance with information gathered from course.</p> <p>Actions agreed and prepared for.</p> <p>Review implementation.</p> <p>Monitor progress using phonics gap finder.</p>	<p>LM DS</p>	<p>Half Termly</p>

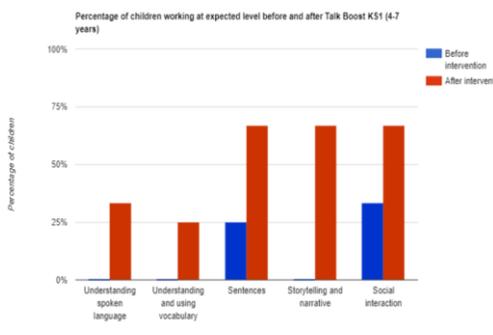
	This section will be updated to reflect information gathered from attendance at course.				
<p>A PP children are able to use their phonic knowledge to decode words and read with increased fluency and accuracy.</p> <p>B - PP children can read with fluency and accuracy which in turn enables them to answer an increasing number of reading comprehension questions.</p>	<p>Adaptation of the Mckie Mastery approach in reading across the school.</p> <p>All staff to have a clear understanding of the quantity of text that should be read during paired reading to challenge and improve stamina.</p> <p>Whole school approach to independence day to ensure that children develop the technique of reading and answering questions independently.</p> <p>All children to take reading records to power literacy lessons to ensure that every child is listened to read every day in KS1 and vulnerable children are listened to everyday in KS2.</p> <p>Teachers to target PP pupils during paired reading to improve accuracy and stamina.</p>	<p>Matt Bromley educational journalist: Most children are experienced speakers of the language when they begin school but reading the language requires more complex, abstract vocabulary than that used in everyday conversation.</p> <p>Young people who develop reading skills early in their lives by reading frequently add to their vocabularies exponentially over time (David, 2010).</p> <p>EEF: Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes.</p> <p>As a result of in school data: Expected + in Reading Year 1 – 28.57% (2 out of 8) Year 2 – 83% (5 out of 6) Year 3 – 54% (7 out of 13) Year 4 – 33% (4 out of 12) Year 5 – 56% (9 out of 18) Year 6 - 61% (11/18) (85%) (11/13)</p>	<p>On-going staff CPD</p> <p>Learning walks and Lesson Observations</p> <p>Leadership Monitoring</p> <p>Impact Data</p>	LM, TL	On completion of PTL cycle every 8 weeks

<p>C - Targeted PP pupils response to PASS assessments demonstrate an improved attitude towards school.</p>	<p>Teachers to utilise all 5 learning behaviours within PTL.</p> <p>All children will have the opportunity to become 'mini teachers' more often.</p> <p>Class teachers to use double bubble to encourage desired behaviours.</p> <p>Team sheets to be analysed by PTL monitoring group to identify areas that need to be focused upon more frequently.</p>	<p>The need to recognise, celebrate and reward good learning behaviour.</p> <p>The 5 learning behaviours enable the children to manage and improve their own behaviour.</p> <p>Children have responded well the learning behaviours that been implemented since adopting POTL.</p>	<p>Learning Walks</p> <p>Analysis of team sheets.</p>	<p>PTL monitoring group.</p>	<p>Half Termly.</p>
<p>D – To raise PP attendance figures and decrease persistent absence figures.</p>	<p>Class Teachers to instigate initial concerns over attendance and ensure that detailed notes are recorded on scholarpack.</p> <p>Class teachers to develop a reward scheme that rewards and incentivises children to attend school everyday. These will be implemented in September.</p> <p>Attendance figures will be made known to the children so that they are aware of any action that needs to be taken.</p>	<p>DFE: Central to raising standards in education and ensuring all pupils fulfil their potential is an assumption that pupils need to attend school regularly. Children with poor attendance tend to achieve less well in both primary and secondary.</p> <p>By the time the child, flags up as below 90% children have already missed a considerable amount of their education. This will ensure that non-attendance is tackled in a timely manner.</p>	<p>Class teachers to monitor individual attendance weekly.</p> <p>Attendance lead to monitor attendance weekly, discuss success and further actions that need to be taken.</p>	<p>CT</p>	<p>Weekly</p> <p>Half termly</p>

Phonics course Release time for staff to attend. Rewards for attendance Pass assessments Emotional Literacy Assessments	£150 £1600 £500 £660.00 £193.00
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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 ?
A - PP children are able to use their phonic knowledge to decode words and read with increased fluency and accuracy.	Phonics Interventions for identified individuals. KS1 – currently 5 children Overlearning of current sounds being taught using differing contexts. Implementation of ideas gained from attending Aiming Higher Phonics Course – further information to be added.	Successful interventions for targeted children last year. Clearer focus needed upon pupil premium children this year as only 3 out of 8 pp children passed the phonics screening test last year (38%).	Literacy Lead to observe intervention sessions. Literacy Lead to analyse phonic gap checker to identify progress and individuals that need intervention. Literacy lead to monitor progress.	LM	Half termly

<p>A - PP children are able to use their phonic knowledge to decode words and read with increased fluency and accuracy.</p>	<p>Talk Boost Talk Boost is a targeted intervention that narrows the gap between 4-7 year olds with language delay and their peers. It is a 10-week programme delivered by trained teaching assistants that can boost a child's communication by up to 18 months. This has been shown to have an impact on progress in reading. Talk Boost helps children with delayed language development who would not usually qualify for specialist help, but are not thriving at school because of a speech and language need.</p>	<p>Successful implementation last year.</p>  <table border="1" data-bbox="851 510 1344 766"> <thead> <tr> <th>Category</th> <th>Before intervention</th> <th>After intervention</th> </tr> </thead> <tbody> <tr> <td>Understanding spoken language</td> <td>0%</td> <td>33%</td> </tr> <tr> <td>Understanding and using vocabulary</td> <td>0%</td> <td>25%</td> </tr> <tr> <td>Sentences</td> <td>25%</td> <td>67%</td> </tr> <tr> <td>Storytelling and narrative</td> <td>0%</td> <td>67%</td> </tr> <tr> <td>Social interaction</td> <td>33%</td> <td>67%</td> </tr> </tbody> </table>	Category	Before intervention	After intervention	Understanding spoken language	0%	33%	Understanding and using vocabulary	0%	25%	Sentences	25%	67%	Storytelling and narrative	0%	67%	Social interaction	33%	67%	<p>RS to deliver programme and monitor progress.</p> <p>RS to discuss progress with KR</p> <p>KR to monitor implementation, gather data and identify individuals suitable for the programme.</p>	<p>RS KR</p>	<p>10 weeks</p>
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<p>B - PP children can read with fluency and accuracy which in turn enables them to answer an increasing number of reading comprehension questions.</p>	<p>PP pupils that are not reading an age related book band or reading an adequate number of words will read to an adult every day.</p> <p>There will be a clear focus upon the children increasing their fluency and accuracy.</p> <p>CT's establish a clear baseline of the children's fluency and accuracy. Book bands will be allocated using this information.</p>	<p>Matt Bromley educational journalist: Most children are experienced speakers of the language when they begin school but reading the language requires more complex, abstract vocabulary than that used in everyday conversation.</p> <p>Young people who develop reading skills early in their lives by reading frequently add to their vocabularies exponentially over time (David, 2010).</p> <p>As a result of in school data: Expected + in Reading Year 1 – 28.57% (2 out of 8)</p>	<p>Literacy Lead to monitor reading folders.</p> <p>Literacy Lead to gather assessment information in regards to fluency and accuracy assessments.</p> <p>Literacy lead to monitor progress.</p>	<p>LM</p>	<p>Half termly</p>																		

	Staff are able to measure progress by carrying out regular fluency and accuracy assessments.	Year 2 – 83% (5 out of 6) Year 3 – 54% (7 out of 13) Year 4 – 33% (4 out of 12) Year 5 – 56% (9 out of 18) Year 6 - 61% (11/18) (85%) (11/13)			
C - To improve the emotional wellbeing of identified PP children.	Emotional wellbeing intervention. Individuals to be chosen using baseline assessment information from PASS assessments. Identified children will take part in intervention that links to the factor that they feel least confident within (Factors 1 – 9) Mentoring for identified PP children. Currently 30 out of 41 pp children.	Pass assessments can be used to identify potential, or actual, risks of disengagement in children. Interventions can then be put in place to improve pupils attitudes towards learning.	TL to complete initial assessments and identify individuals. TL to deliver interventions. TL to gather information that demonstrates progress.	TL	Half Termly
D – To improve attendance figures for PP children	PP pupils attendance monitored weekly. AO1 letters sent to parents if attendance begins to decline. If attendance figures do not improve. Parents will be asked to meet with attendance lead. Actions identified that will bring about improvement to attendance.	DFE: Central to raising standards in education and ensuring all pupils fulfil their potential is an assumption that pupils need to attend school regularly. Children with poor attendance tend to achieve less well in both primary and secondary. Holding meetings with parents in previous years has reduced persistent absence. Attendance letters/meetings were held with the parents of 8 pp children. As a	Weekly review meetings with attendance lead and office staff.	CT TL JG	Weekly Half termly.

	<p>PP pupils that are persistent absentees to meet weekly with attendance lead.</p> <p>Monitor implementation and impact.</p> <p>Currently 5 children will meet with attendance lead as a continuation of last years monitoring.</p>	<p>result, attendance improved in 7 out of 8 cases. For four of these children, attendance improved so that they were not 'persistent absentees'.</p> <p>This work will continue as the new academic year begins and should have a bigger impact as procedures and staffing is already in place.</p>			
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Total budgeted cost to cover:

2 x TA release time to provide phonics interventions.
 Release of DHT (four afternoons) to provide mentoring, attendance meetings and pass interventions
 Release of office staff to monitor attendance
 Talk Boost

£23,200.00
 £54,000.00
 £400.00
 £1200.00

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 ?
<p>B - PP children can read with fluency and accuracy which in turn enables them to answer an increasing number of reading comprehension questions.</p>	<p>Utilise the library system more effectively to promote children reading for pleasure. Speak to Trust lead Sarah Masters. Within Autumn term A, develop systems to identify specific children that are attending the library and the selection of books they are choosing. Chn to be</p>	<p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment.</p>	<p>Use library system to gather information.</p> <p>Comparison of start and end point questionnaire.</p>	<p>TL to work alongside SM.</p>	<p>Half Termly.</p>

	<p>given the opportunity to attend the library during school hours. PP children monitored and invited to discuss the books that they have read with the librarian. During Autumn Term A, devise questionnaire to establish children attitudes towards reading so that base line can be established.</p> <p>Develop opportunities for adults to model reading they enjoy during assembly times.</p>				
<p>B - PP children can read with fluency and accuracy which in turn enables them to answer an increasing number of reading comprehension questions.</p>	<p>Motivating and incentivising children and families to commit to the Everybody Every Night home reading ethos through the use of pupil rewards.</p> <p>Children are encouraged to read every night and will be rewarded after 25 nights.</p> <p>Headteacher to hold surprise reading week. This will be announced in assembly and any child that has read for 5 nights in that week will receive a reward.</p>		<p>CT's to monitor and record the children that are reading every night.</p> <p>Children will be rewarded for reading 25 nights, 50 nights etc.</p> <p>Data to be collected by literacy lead.</p>	LM	Weekly

<p>C - To improve the emotional wellbeing of identified PP children.</p>	<p>Target individuals to attend breakfast and after school clubs to ensure that children have a positive start and end to school day. Individual invitations to be sent to increase number of pp children attending. (See appendix for figures and individuals).</p>	<p>EEF: Evaluation shows that running a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils.</p>	<p>RS to monitor children that attend breakfast and after school clubs.</p> <p>TL to link attendance with data re attainment.</p> <p>Impact identified.</p>	<p>TL</p>	<p>Half Termly</p>
<p>C - To improve the emotional wellbeing of identified PP children.</p>	<p>Each unit of work that the children take part in will include a school trip (x3) a year.</p> <p>Subsidise school trips in order to develop improved cultural capital and therefore vocabulary.</p>	<p>Outdoor Learning</p> <p>EEF: Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p> <p>Matt Bromley: Schools need to ensure that disadvantaged pupils have equal access to a knowledge rich diet and provide cultural experiences in addition to, not in place of, the school curriculum.</p>	<p>CT's to establish appropriate class trips to support learning.</p> <p>Impact upon vocabulary monitored by CT during topic work.</p>	<p>CT</p>	<p>Half termly</p>

<p>D – To improve attendance figures for PP children</p>	<p>Attendance monitored weekly by Attendance Lead and Office Staff. Policy followed and low attendance responded to in a timely manner.</p> <p>All parents receive a copy of attendance policy.</p> <p>Regular attendance updates are sent via school newsletter. Whole school rewards are in place. These are on w weekly, termly and yearly basis.</p>	<p>DFE: Central to raising standards in education and ensuring all pupils fulfil their potential is an assumption that pupils need to attend school regularly. Children with poor attendance tend to achieve less well in both primary and secondary.</p>	<p>Weekly attendance monitoring to ensure that attendance rates are rising.</p>	<p>TL</p>	<p>Weekly</p>
<p>Total budgeted cost to cover:</p> <p>Subsidising school trips</p> <p>Afterschool and Breakfast Club</p> <p>Librarian</p>				<p>£1000.00</p> <p>£2800.00</p> <p>£2500</p>	