

Pupil premium strategy statement (primary)

1. Summary information					
School	Speenhamland School (The Newbury Academy Trust)				
Academic Year	2018/19	Total PP budget	£77,880	Date of most recent PP Review	Spring 2018 (Internal)
Total number of pupils	292	Number of pupils eligible for PP	59	Date for next internal review of this strategy	January (LW)

2. Current attainment								
(September 2018)	Reading		Writing		Maths		Combined	
	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP
Year 6	65%	67%	54%	47%	69%	60%	50%	47%
Year 5	81%	47%	69%	33%	69%	40%	69%	27%
Year 4	81%	70%	69%	30%	81%	60%	65%	30%
Year 3	65%	64%	56%	55%	62%	45%	53%	45%
Year 2	44%	50%	36%	50%	46%	50%	33%	50%
Year 1								

3. Barriers to future attainment (for pupils eligible for PP, including high ability)
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)
Teacher expectation of all pupils, but especially vulnerable groups, where at times there is an acceptance that attainment will be lower due to home background.
Reluctance of teachers to 'tilt the systems' in order to give a 'level playing' field.
Low attainment and poor progress, across all areas, but especially within writing.
Lack of confidence and resilience (particularly within the Year 4 and Year 6 cohorts).
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)
Parent engagement in supporting learners, eg. reading at home and homework
Attendance, including punctuality
Low aspirations of children, and in some cases parents.

4. Desired outcomes	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
PPG attainment in-line with FFT 20 targets	PPG attainment is at least in line with targets as set through FFT 20
Teacher expectation is raised for PPG children, to bring it at least in line with non PPG children	Raised teacher expectation is evident during Learning Walks and monitoring
Barriers are reduced for PPG children	PPG RAPs identify ways in which barriers can be overcome for this group of children. Termly evaluation of the interventions and approaches used, shows that the barriers are being effectively reduced
PPG attendance and punctuality is improved upon	PPG attendance is at least in line with non PPG attendance
PPG children are able to complete their homework	Registers show that targeted children attend Homework Club and as a result their homework is completed. This in turn improves outcomes.
Attendance of parents at workshops and Parents Evenings is equal to that of non PPG children	Registers of attendance show that parents attend, as a means of raising expectation. In addition where they don't attend, additional catch up meetings take place.
Pupil resilience and confidence is raised	Children attending Forest Schools continue to show an increase in resilience and confidence within the classroom, as evidenced through PPM discussions

5. Planned expenditure

Academic year	2018-19
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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?
High Quality Teaching and Learning	To continue to recruit and retain high quality teaching and support staff to ensure that day-day teaching, including marking and feedback, meets the needs of each learner.	This is the core business of the school, and therefore needs to be the priority. We want to offer high quality teaching to all pupils to ensure better attainment. CPD which focuses upon: -teaching pedagogy surrounding the Mastery approach, within Maths -ensuring that spelling and grammar are	Increased proportion of staff achieving good or outstanding lesson observations.	EP/CW	Jan 2018

		taught effectively, so that children can apply their learning in their writing -ensuring that the needs of the more able pupils are met			
Teachers provide timely interventions to prevent gaps in learning	Weekly Intervention time for teachers, through additional teaching time by Sports Coach.	Teachers are the most experienced and best placed to plan interventions that plug gaps in learning.	Through monitoring of attainment and progress data during the Pupil Progress Meetings.	EP	Dec (termly PPMs) £1856
Class teachers are aware of the individuals needs of their PPG pupils, and tailor the teaching and learning accordingly, in order that gaps are reduced.	Use of individual PPG Raising Attainment Plans (RAPs).	In previous years TAs have led on interventions with pupils. However, teachers are best placed to provide this.	Through monitoring of intervention registers and attainment and progress data during the Pupil Progress Meetings.	EP	Dec (termly PPMs)
Teachers identify the barriers to learning for the children in their class and feel more empowered to take action to support the learners to make accelerated progress.	Allocate a pot of money per class which teaching staff can bid for in order to meet the needs of the PPG pupils in their class, this could include extra-curricular opportunities.	Last year the year 5 class teacher identified the need for a selection of books aimed at a group of her reluctant readers. She involved them in selecting the texts and as a result they were more keen to read, this had a direct impact in terms of improving reading scores. In addition a group of PPG boys worked with the DT team at Trinity to 'design and make a toolbox', this resulted in them having improved attendance and being more engaged with in school learning.	Through monitoring of attainment and progress data during the Pupil Progress Meetings.	EP	Dec (termly data collection and PPMs) £2000
Children develop a love of reading for enjoyment and gaps in reading attainment are narrowed.	Use of Accelerated Reader as a tool to increase reading ages and comprehension skills.	As some of the less confident readers gain in confidence with regards their reading, there is a dip in attainment. This coupled with a lack of support in terms of being heard read at home contributes to a gap in reading	EnCo monitoring participation and analysing attainment and progress through the use of the built in STAR Readers assessments and quizzes.	KGD	Termly within the assessment cycle £1000

		attainment. Accelerated Reader has been used within the NAT with positive results.			
Total budgeted cost					£63,720
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?
PPG pupils have opportunities to access additional enrichment activities, both within and outside the school day.	Continue to offer a wide range of clubs, including lower impact. In addition actively seek opportunities for more inclusive competitions.	Last year when we engaged children in the more inclusive competitions and events, eg. Orienteering and Multi Skills, the children were more engaged and enthusiastic within school.	On-going attendance monitoring.	KO	Termly through the Pastoral Report £1620
Increase punctuality and attendance of PPG children, through more focused monitoring.	More focused use of attendance monitoring for PPG, and appropriate action taken where necessary, eg. invitation to Breakfast Club, appointments with EWO.	If pupils are late to school or not in school at all, then they miss valuable learning time. The provision of a Breakfast Club ensures that pupils are on site for the start of the school day.	Daily tracking is already in place and action is taken where necessary. EWO to establish user defined groups, which will allow for weekly tracking of trends.	EWO and EP	Termly during EWO review meeting £200
PPG children complete Homework in line with non PPG pupils, and therefore access Golden Time clubs.	Provision of Homework Club for targeted children	During the Summer Term Homework analysis showed that 75% of children at the non-completion session was PPG. As a result these children miss out on Golden Time. The provision of Homework Club will enable a proactive approach for the children.	Monitor the attendance of pupils and support given whilst at the club to ensure that homework is completed and supports learning.	EP	On-going subject monitoring by EnCo and MaCo. £3,990.20
Close the gaps of PPG children and therefore accelerate progress.	1:1 tutoring in Maths and English	No one approach works for a group of individuals and therefore the best way to reduce the gap ifs for individuals to be targeted. In order for this to be most	On-going monitoring of quality of 1:1 tutoring, including data through to PPM.	EP	Dec (termly PPMs) £1750

		effective, qualified teacher rather than TAs will be utilised.			
Accelerated progress in core Literacy skills, with a particular focus upon reading and spelling.	Funding for LAL Placements	There are some SEND pupils for who need additional specialise teaching. The LAL provides this, although there is a cost to the school. 2 of the pupils who have been successful in securing a place are eligible for PPG.	SENDCo monitoring of interventions, including LAL.	KGS	SEND Learning Walk (Autumn Term) £2600
Total budgeted cost					£10,160
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?
Increased resilience, self-esteem and confidence resulting in accelerated progress in class.	Forest Schools	This ran as a pilot last academic year, and as a result there was an improvement in attendance, with 50% of the PPG participants having improved at the end of the project. In addition resilience, attitude and progress of the girls that participated.	Continue to employ high quality and trained staff to lead the project.	AP	July 2019 £3000
Raised aspirations for targeted PPG participants, as well as a stringer desire to come to school.	'Reach Out' Project through the Corn Exchange targeted at UJ who are reluctant learners.	Some of our learners, particularly those in the Upper Juniors are not engaged and as a result do not achieve their potential. This project is aimed at engaging this group of pupils and helping them to see a purpose in coming to school.	Pupil interviews before and after project, as well as on-going monitoring of quality of workshops, and impact through data and PPM meetings.	DB	July 2019 £1000
Total budgeted cost					£4000

6. Review of expenditure								
Attainment								
	Reading		Writing		Maths		Combined	
Year 6 (2018)	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP
	75%	50%	82%	25%	79%	25%	71%	25%
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	
High Quality Teaching and Learning	To continue to recruit and retain high quality teaching and support staff to ensure that day-day teaching, including marking and feedback, meets the needs of each learner.	<p>Ongoing monitoring and evaluation show that the quality of teaching and learning in lessons has increased from 60% to 72% being judged as at least good, and similarly there has been an increase in the percentage of lessons judged as outstanding; from 9% to 18%.</p> <p>Ongoing CPD, with a focus on Mastery in Maths as well as the approaches to teaching and learning within English has increased the quality of teaching and learning specifically within these areas, as shown in the increase in standards this year.</p>		The focus upon improving the pedagogy behind the teaching and learning approaches that the teachers are using has made a difference, and is one which we will continue to focus upon next year.			??	
Strengthen the teaching and learning experiences of pupils within the Infants.	Staff movement between teams, to allow for direct coaching and collaborative working practices	Whilst this initially made a difference in respect of the provision of quality first teaching within the Infants, and in fact in 66% of infant classes there was further sustained improvement, there is still scope for even more improvements.		A further teacher will be moved into the infant team to allow for additional good practice to be shared and developed further.			n/a	
SENCo provides support for teachers and children with SEND to allow them to make accelerated progress, relative to	SENCo (new in post from Sept '17) undertakes the face to face days, completes the assignments and	Strategies and approaches were improved upon throughout the year, and as a result the children that are now on the SEND register are those with a SEND, rather than those with gaps in learning. Data analysis shows that for some children there has been		The SENCo has completed the majority of the course and is on track to receive the accreditation. To enhance this area further with individuals with dual vulnerabilities will be targeted, and recorded by means of the PPG RAPs.			£2676	

their starting points.	receives qualification	a marked improvement in the diagnostic test scores.		
Class Teachers are aware of the needs of the vulnerable learners (including PPG) in their class, and are able to state how they are meeting these in order to diminish the attainment and progress gap.	CT to complete the Inclusion Map termly, to show the barriers for individual pupils. PPMs include discussions of PPG to Non-PPG attainment gap	The PPG RAPs provided teachers with the necessary history to show the interventions that have been tried in the past as well as supporting the identification of the barriers to further progress.	Class Inclusion Maps are no longer in use, as they proved too generic. The key documents are now in place, however at this point in time they have resulted in a limited impact, especially with the younger children. In order for these to really make a difference they need to become living documents that teachers take ownership of. For this to happen we need to tilt the in school systems even further, eg. by specifically focusing upon attendance and PPG and attainment of PPG individuals within PPMs.	n/a
Class Teachers have a planned and targeted approach that enables PPG pupils who do not have SEND to make accelerated progress.	Introduce an Individual Raising Attainment Plan for PPG children who do not have SEND. Share with parents	Whilst there was a positive progress score for Reading, Writing and Maths across the KS2 cohort, this was as a result of the increase in pupils who reached Greater Depth. The RAP documents did support the tracking of interventions across the year, as well as support with identifying barriers, especially in regards to attendance.	Continue with the RAPs, as this has raised awareness across the staff. Increase expectation of completion through staff meetings initially and include within the PPM discussions. The impact will be greater with the introduction of teacher time for interventions.	n/a
Children are able to recall number facts and are confident in their maths skills as shown by the application across a range of contexts	Whole school approaches to allow regular practice, including: -subscription to 'Mathletics' for Homework -times tables practice on timetables	Mathletics made a difference to some children with regards the fluency of recall in Maths. This is was most effective in the juniors and where there was parental support at home.	Continue with Mathletics but use paper based homework in the Infants. Amend the system used for testing tables within school, and include smaller steps to ensure pupils are given more opportunity to succeed.	£395
Attendance of PPG children is in line with non PPG counterparts	Whole school monitoring, including intervention by class teacher	Monitoring of attendance across the school showed that there was little difference between the attendance of PPG children (end of year 95.82%). In addition the percentage was 0.4% up on the previous	The introduction of highlighting on the daily attendance report flags PPG instantly, and allows for quicker identification. The use of user defined groups and Attendance Reviews through the EWO with further increase the impact of this.	n/a

	encouraging children to attend school regularly Trust EWO to support PA pupils	year.		
i. 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
Specialist Teacher (CH)	Small group precision teaching of reading skills.	2 of the 3 pupils using this strategy were successful in being accepted into LAL next year. Ongoing assessments showed accelerated progress within spelling scores and reading ages compared with chronological age.	This strategy will be used next year, with a TA to provide additional follow up support.	£2000
Revision of Year 5 learning, and avoiding the learning dip as children move to Year 6.	Summer Holiday tasks: Reading Comprehension/ Spelling Practice and Maths Revision	The end of KS2 results for the PPG children was still too low, against both FFT targets and also national figures. Whilst the use of the summer learning did make a difference to some pupils this was too little too late for some.	This approach is being tailored to include a parent's meeting by means of getting parents on board at the start of Year 6. There will be 'mop up' for any parents that are unable to attend. There will be Maths packs sent home, but these will be tailored to meet the needs of the pupils as indicated by the Optional Year 5 SATs.	£500
All pupils are able to participate in out of school visits regardless of background.	Support for extra-curricular activities, including day visits.	The financial support that was provided for trips meant that all PPG pupils went on visits, including the residential alongside their peers.	Whilst this is still an expense for the school, the visits are central to our curriculum and provide a level playing field for the PPG children who do not have access to such activities outside of school, therefore we will continue to provide this funding support.	£2000
Increased resilience, self-esteem and confidence resulting in accelerated progress in class.	Adventure Dolphin/Forest Schools programme	The impact of this initiative was an increase in attendance for 50% of the group. In addition there were 'softer' improvements with regards individuals in terms of their resilience and work ethic (see individual case study).	Whilst this was slow to show impact, there has been considerable impact with the girls that attended this scheme. Therefore it will continue in Year 4, and be extended to Year 6 next year.	£4000
Parents have additional strategies	Parenting support, through FSSW	There are a number of PPG families who have accessed the FFSW during the year,	This will continue next year.	£2000

to support their children, both with regards learning and also academically		both in terms of formal support eg. completion of CAMHs paperwork and also more informal means via the coffee morning drop ins. Parent Feedback showed that these were valuable.		
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ii. 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
Improvements in writing attainment and attendance	Corn Exchange Drama/Literacy Project	Due to staff changeover this project had less impact this year compared with last year. There were fewer children in the group this year with attendance concerns. However there were a number of PPG children who did perform on the stage at the Corn Exchange, and as a result demonstrated an increase in confidence.	This approach will continue, however there will be a more explicit link with writing in the classroom, in order to maximise on the impact.	£2000
Parents of more vulnerable PPG children are aware of the targets that the children have and are able to support them.	SLT and class teacher Parent's Meetings	Whilst several of these meetings did take place, they had little impact.	This is still a valuable tool, as even if there is only an improvement for a couple of children it is still an improvement.	n/a

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.