

Pupil Premium Strategy Statement (ADMAT)



1. Summary information					
School	Princetown Community Primary School				
Academic Year	2019-20	Total PP budget	£28,000	Date of most recent PP Review	October 2019
Total number of pupils	36	Number of pupils eligible for PP	16	Date for next internal review of this strategy	February 2019

	<i>Pupils eligible for PP (your school)</i>
Percentage achieving in reading, writing and maths	KS1 40% KS2 0%
Percentage making progress in reading	KS1 80% KS2 0%
Percentage making progress in writing	KS1 40% KS2 0%
Percentage making progress in maths	KS1 60% KS2 0%

2. 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>		
A.	Percentage of PP pupils attaining ARE in Reading is well below national average in all cohorts.	
B.	Percentage of PP pupils attaining ARE in Maths is well below national average in all cohorts.	
C.	PP pupils find it difficult to work together, build resilience and struggle when faced with a challenge which hinders their progress in all subjects.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	High percentage of PP pupils require social and emotional support which has an effect on their learning behaviours which is impacting their attainment and progress in all subjects.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raise attainment of PP pupils in Reading.	Percentage of pupils attaining ARE in Reading improves and is in line with non PP pupils.

B.	Raise attainment of PP pupils in Maths.	Percentage of pupils attaining ARE in Maths improves and is in line with national.
C.	Children are able to work well in class and resilience to tasks is improved.	Percentage of pupils attaining ARE improves and is in line with non PP pupils in Reception class.
D.	Improve the social and emotional state of pupils in order to improve learning behaviours.	Fewer behaviour incidents recorded for these pupils on the school system. Pupils being able to discuss and demonstrate learning behaviours (use of surveys/video clips etc).

4. Planned expenditure

Academic year **£22,808**

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?
A. Improved progress and attainment for PP pupils in Reading.	<p>Daily phonics sessions</p> <p>Consistent use of accelerated reader</p> <p>Ensure the Babcock reading schemes are followed.</p> <p>High expectations of all pupils.</p> <p>Opportunities for cross-curricular reading.</p> <p>Focus teaching on comprehension .</p> <p>Targeted deployment of TAs directed by Class Teacher.</p>	Although the data shows that the PP pupils are working broadly in line with non PP pupils in school, and, in some cases, are working above PP pupils, PP pupils are working below the national ARE in Reading.	<p>Monitoring of teaching, planning and books.</p> <p>Assessments used to inform teacher assessment in order to track attainment and progress.</p> <p>Moderation of assessment by attending ADMAT monitoring.</p> <p>Opportunities for CPD in relation to subject leadership by attending ADMAT and Babcock meetings.</p>	<p>HoS</p> <p>Literacy Leader</p>	Jan 2020

B. Improved progress and attainment for PP pupils in Maths.	<p>Daily fluency based on basic number work, with a particular focus on multiplication facts.</p> <p>High expectations of all pupils.</p> <p>Daily fluency based on basic number work, with a particular focus on multiplication facts.</p> <p>Ensure the maths mastery approach is implemented.</p> <p>High expectations of all pupils.</p> <p>Focus teaching on PP pupils through questioning and feedback.</p>	Although the data shows that the PP pupils are working broadly in line with non PP pupils, and, in some cases, are working above PP pupils, PP pupils are working below the ARE in Maths.	<p>Monitoring of teaching, planning and books.</p> <p>Assessments used to inform teacher assessment in order to track attainment and progress.</p> <p>Moderation of assessment by attending ADMAT monitoring.</p> <p>Opportunities for CPD in relation to subject leadership by attending ADMAT and Babcock meetings.</p>	Maths Lead	
Total budgeted cost					£12,494.40
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?
<p>A. Improved progress and attainment for PP pupils in Reading.</p> <p>B. Improved progress and attainment for PP pupils in Maths.</p>	Interventions for Maths and Reading for PP pupils.	Providing daily interventions will enable the teaching assistant to work closely with PP pupils in order to address gaps in learning but also move their learning on to ARE.	Class Teacher to liaise with TA to deliver interventions. Intervention overview and records will reflect this.	Class teachers	Jan 2020

C. Children are able to work well in class and resilience to tasks is improved.	Targeted intervention for PP pupils with low self esteem and resilience in class. Interventions to include working to improve our school.	There is a high number of pupils in our school who find it difficult to work with others and when faced with a challenge their self esteem can hinder their progress.	Class Teacher to liaise with TA to deliver interventions. Intervention overview and records will reflect this. Draw in expertise from external sources	Class teachers	
Total budgeted cost					£9,875.25
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?
D. Improve the social and emotional state of pupils in order to improve learning behaviours.	Additional TA at lunchtimes to organise activities to minimise incidents and increase pupils' self esteem and promote social skills.	Behaviour at lunch improved last year as a result of this intervention. It also increases pupils' self esteem and promotes social skills.	Less behaviour incidents recorded at lunchtime.	MTA	Jan 2019
Total budgeted cost					£438.90
5. Review of expenditure					
Previous Academic Year		2018-19			
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

<p>A. Improved progress and attainment for PP pupils in Maths.</p>	<p>Daily fluency based on basic number work, with a particular focus on multiplication facts.</p> <p>Ensure the maths mastery approach is implemented.</p> <p>High expectations of all pupils.</p> <p>Standardisation of planning and books included LI/SC.</p> <p>Focus teaching on PP pupils through questioning and feedback.</p> <p>Targeted deployment of TAs directed by Class Teacher.</p>	<p>Pupils books showed good progress.</p> <p>OFSTED 2019</p> <p><i>'Since the previous inspection, pupils' achievement has significantly improved. In particular, current pupils, including the disadvantaged, are making strong progress in reading and mathematics from their starting points'</i></p> <p><i>Mathematics teaching is highly effective and develops pupils' arithmetic skills and reasoning abilities. Teachers typically make effective use of well-researched resources.</i></p> <p>30% of pp pupils were working at the expected standard at the end of the academic year. This is higher than non pp in the school.</p>		
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<p>B. Improved progress and attainment for PP pupils in Writing.</p>	<p>Daily handwriting and phonics/spelling sessions</p> <p>Ensure the Babcock writing schemes are followed.</p> <p>High expectations of all pupils.</p> <p>Opportunities for cross-curricular writing.</p> <p>Standardisation of planning and books included LI/SC.</p> <p>Focus teaching on PP pupils through questioning and feedback.</p> <p>Targeted deployment of TAs directed by Class Teacher.</p>	<p>28% are working at ARE, in line with non pp in school and 47% made expected progress with 6% making very good progress.</p> <p>OFSTED 2019</p> <p><i>Children get a good start to their education in the Reception Year. Effective teaching means that children, including the most disadvantaged, make strong progress from their starting points</i></p> <p><i>The teaching of phonics is good. Pupils are confident to use and apply their knowledge when reading and writing unknown words</i></p>	<ul style="list-style-type: none"> • 	
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C. Improve the social and emotional state of pupils in order to improve learning behaviours.	<p>Continue to promote high expectations regarding behaviour.</p> <p>Re-introduce and promote learning behaviours through the use of 'Learning Heroes' in class and through assemblies.</p>	<p>OFSTED 2019 Leaders .. <i>have overseen rapid improvements in behaviour across the school.</i></p> <p><i>There are good systems to support pupils who find managing their own behaviour difficult. Consequently, there are no recorded exclusions for very poor behaviour. There are very few incidents of poor behaviour because of the successful action taken by the school to encourage pupils to be responsible for their conduct</i></p>	<ul style="list-style-type: none"> 	
ii. 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

<p>A. Improved progress and attainment for PP pupils in Maths.</p> <p>B. Improved progress and attainment for PP pupils in Writing.</p>	<p>Interventions for Maths and Writing for PP pupils.</p>	<p>Pupils books showed good progress.</p> <p>OFSTED 2019</p> <p><i>'Since the previous inspection, pupils' achievement has significantly improved. In particular, current pupils, including the disadvantaged, are making strong progress in reading and mathematics from their starting points'</i></p> <p><i>Mathematics teaching is highly effective and develops pupils' arithmetic skills and reasoning abilities. Teachers typically make effective use of well-researched resources.</i></p> <p>30% of pp pupils were working at the expected standard at the end of the academic year. This is higher than non pp in the school. 28% are working at ARE, in line with non pp in school and 47% made expected progress with 6% making very good progress.</p> <p>OFSTED 2019</p> <p><i>Children get a good start to their education in the Reception Year. Effective teaching means that children, including the most disadvantaged, make strong progress from their starting points</i></p> <p><i>The teaching of phonics is good. Pupils are confident to use and apply their knowledge when reading and writing unknown words</i></p>	<ul style="list-style-type: none"> • Subject Leaders to model quality first teaching and feedback strategies for greater impact. • Subject Leaders to analyse data and identify key priorities to become part of the AIP and their action plans. • Continue to use staff meetings and INSET days to deliver training and embed consistency and expectations. • Support staff to have regular meetings with the focus on English, Maths, SEND, etc. • Continue Pupil Progress meetings to identify barriers and next steps half-termly. • Ongoing support from our SENCO as some pupils are PPG but also SEND. • Leaders will support with targeted groups next year linked to AIP priorities. • Capabilities curriculum being introduced in 2019/20 with a focus on the wider curriculum to ignite curiosity and develop capabilities in areas where there are currently barriers. 	
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C. Improve oral language skills for pupils eligible for PP in EYFS/KS1.	Targeted intervention for PP pupils with speech and language needs. Work on targets identified by SaLT.	<p>To staff members successfully completed the DELP training. This led to interventions taking place.</p> <p>The impact of this was that a number of children made good progress with their speech and language targets and were able to come off of the SEN register.</p> <p>Pupils in EYFS met the early learning goal for speaking and listening.</p>	<ul style="list-style-type: none"> • KS1/EYFS: Keep up Phonics and Speech and Language must continue to enable good progress in writing –set GLD foundations. <p>Continue to follow DELP training</p>	
iii. 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
D. Improve the social and emotional state of pupils in order to improve learning behaviours.	Additional TA at lunchtimes to organise activities to minimise incidents and increase pupils' self esteem and promote social skills.	<p>OFSTED 2019 Leaders .. <i>have overseen rapid improvements in behaviour across the school.</i></p> <p><i>There are good systems to support pupils who find managing their own behaviour difficult. Consequently, there are no recorded exclusions for very poor behaviour. There are very few incidents of poor behaviour because of the successful action taken by the school to encourage pupils to be responsible for their conduct</i></p>	<ul style="list-style-type: none"> • Continue with Visible Learning training • Continue to embed the new learning behaviours • Lunchtime TA to be trained in Visible learning 	

<p>E. Increase attendance rates for PP pupils.</p>	<p>HoS to continue to complete attendance tracking sheet to identify PP pupils with low/persistence absence.</p> <p>HoS to liaise with EWO half-termly.</p> <p>High attendance is celebrated weekly in assembly and on the newsletter.</p> <p>Pupils are rewarded on a termly basis for 100% attendance.</p> <p>KS (administrator) to follow up reasons for being absent on first day of absence.</p>	<p><i>Leaders know their school well and have high expectations and ambitions for pupils. They have brought about improvements to attendance and have overseen rapid improvements in behaviour across the school.</i></p> <p><i>Where attendance overall, and for certain groups of pupils, has been lower than average, leaders have been successful in their efforts to improve this by working more closely with parents and the education welfare officer. Consequently, attendance is improving and is broadly in line with the national average</i></p>	<p>Continue to ensure a rigorous, pro-active approach with regular EWO support.</p> <p>Continue parental engagement strategies including longer parent consultations.</p> <p>Systems to be embedded to track the individual pupils with persistent absence and also attendance of all groups including pp pupils.</p> <p>Ensure all pp pupils are encouraged to join extra-curricular clubs.</p>	
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