



# Pupil Premium Strategy Statement

1. Summary information					
School	Princetown Community Primary School				
Academic Year	2018-19	Total PP budget	£22,440	Date of most recent PP Review	July 2018
Total number of pupils	34	Number of pupils eligible for PP	15	Date for next internal review of this strategy	Oct 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Percentage achieving in reading, writing and maths	KS1 0% (0/1) KS2 20% (1/5)	KS1 0% (0/2) KS2 100% (1/1)
Percentage making progress in reading	KS1 50% (1/2) KS2 60% (3/5)	KS1 0% (0/2) KS2 100% (1/1)
Percentage making progress in writing	KS1 50% (1/2) KS2 20% (1/5)	KS1 0% (0/2) KS2 100% (1/1)
Percentage making progress in maths	KS1 0% (0/2) KS2 20% (1/5)	KS1 0% (0/2) KS2 100% (1/1)

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>		
A.	Percentage of PP pupils attaining ARE in Maths is well below national average in all cohorts.	
B.	Percentage of PP pupils attaining ARE in Writing is well below national average in all cohorts.	
C.	Oral Language skills in Reception are lower for pupils eligible for PP than for other pupils.	
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.	
E.	Attendance for PP pupils is in line with non-PP pupils but this falls below the national average.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raise attainment of PP pupils in Maths.	Percentage of pupils attaining ARE in Maths improves and is in line with

		non PP pupils.
<b>B.</b>	Raise attainment of PP pupils in Writing.	Percentage of pupils attaining ARE in Writing improves and is in line with non PP pupils.
<b>C.</b>	Improve oral language skills for pupils eligible for PP in Reception class.	Percentage of pupils attaining ARE improves and is in line with non PP pupils in Reception class.
<b>D.</b>	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).
<b>E.</b>	Increased attendance rates for PP pupils.	Overall PP attendance to improve to be at least in line with national average.

## 5. 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 Maths.	<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>	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 and delivering Maths Mastery by attending ADMAT and Babcock meetings.</p>	<p>HoS</p> <p>Maths Leader</p>	<b>Jan 2019</b>

B. Improved progress and attainment for PP pupils in Writing.	<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>	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 Writing.	<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>	English Lead	
D. 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>	Behaviour has been a real challenge at PCPS, particularly for PP pupils. PP pupils have low levels of self esteem, confidence and social skills. This has impacted attainment and progress of PP pupils.	<p>Monitoring of behaviour and learning behaviour in lesson observations.</p> <p>Possible opportunities of introducing 'Visible Learning' by attending CPD.</p> <p>HoS has had VL training so will begin introducing it in Buzzards and in assemblies.</p> <p>Use of pupil surveys and video clips to measure impact.</p> <p>Less behaviour incidents recorded.</p>	HoS	
<b>Total budgeted cost</b>					<b>£12,494.40</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>A. Improved progress and attainment for PP pupils in Maths.</p> <p>B. Improved progress and attainment for PP pupils in Writing.</p>	Interventions for Maths and Writing 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 2019
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.	There is a high number of pupils in EYFS/KS1 with speech and language, particularly PP pupils. This impacts their attainment and progress.	Class Teacher to liaise with TA to deliver interventions. Intervention overview and records will reflect this.	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 has been a real challenge at PCPS. It is improving and there are less incidents at lunchtimes since there are activities at lunchtimes for pupils to participate in. It also increases pupils' self esteem and promotes social skills.	Less behaviour incidents recorded at lunchtime.	MTA	Jan 2019

E. Increase attendance rates for PP pupils.	<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>	Although the data shows that the PP pupils' attendance is broadly in line with non PP pupils, attendance is still below the national average.	Improved attendance record on attendance tracking sheet for PP pupils.	HoS and EWO	
<b>Total budgeted cost</b>					<b>£438.90</b>

6. Review of expenditure: N/A (as no PPG provision map implemented in 2017-2018 \*new HoS from Sept 18.