

Pupil Premium Strategy Review (Internal) – January 2020

Number of pupils eligible: 77 (+19)	Percentage: 25.2% (+1.9%)	Budget: £81,840
PP Governor: Martin Officer	PP review: 05/12/19 (AG)	Number PP on SG: 14 (18%)
PP strategy meeting: 17/10/19 (MO)	Date of next review: 17/03/20 (AG)	Number PP with SEND: 19 (25%)

Strategy outcomes	Actions/Impact	RAG
Improve the quality of the spoken dialogue in classrooms.	<p>Communication & language action plan developed by English lead (EL) and Vice Principal (VP)</p> <p>Adoption of spoken curriculum framework</p> <p>CPD for all staff to improve the quality of talk for writing and the teaching of vocabulary</p> <p>Implementation of taught vocabulary within writing cycle and across the curriculum</p> <p>Development of communication friendly classrooms</p> <p>Oracy lead attending CPD to improve the quality of oracy across the school</p> <p>Delivery of Welcomm and ELKAN in EYFS</p> <p>See EY attainment below</p>	
Improve writing skills of PP children to accelerate the progress and reduce attainment gap between PP and non-PP children in writing.	<p>English action plan developed by EL</p> <p>EL and VP continue to work with SLE to deliver the English action plan</p> <p>Embedding of writing cycle and implementation of vocabulary lesson</p> <p>VP meetings with class teachers to discuss progress of PP children</p> <p>See attainment below</p>	
Further improve quality of phonics teaching to increase % of PP children passing phonics check in line with national average	<p>Additional CPD for TAs to improve the quality of phonics teaching</p> <p>EL release to monitor and support improvements</p> <p>AfL and accurate planning through P/EL phonics screening/letters and sounds assessments</p> <p>See attainment below</p>	
Improve reading comprehension skills through access to high quality texts and book talk to narrow attainment gap between PP and non-PP children	<p>English action plan developed by EL</p> <p>Embedding of whole class reading approach across the school with CPD where necessary.</p> <p>See attainment below</p>	
Reduce attainment gap between PP and non-PP children in maths through the improvement of basic skills and reasoning.	<p>Maths action plan developed by maths lead (ML)</p> <p>Adoption of mastery approach to maths – raised expectations</p> <p>ML & VP work with SLE to improve the quality of maths teaching</p> <p>Implementation of guided reasoning across the school</p> <p>Daily maths skills lessons</p> <p>See attainment below</p>	
Improve social and learning behaviours through the provision of an appropriate, tailored, enriching and engaging curriculum.	<p>Monthly safeguarding meetings to discuss case load and ensure children who require emotional support.</p> <p>Nurture provision re-organised to include KS2 pupils who still require nurture with academic element to support the completion of homework eg projects and reading</p> <p>LL to attend metacognition & self-regulation CPD and share with staff</p> <p>Educational reading encouraged through PDMs</p> <p>Autumn term 1 red cards: 64 red cards (14 pupils)</p> <p>Autumn term 2 red cards: 35 (12 pupils)</p> <p>Pupil books and pupil voice shows that children are positive about their learning</p>	

Improve attendance figures for children eligible for pupil premium.	17/01/2020 Attendance officer invited parents of poor attenders to a meeting via letter Overall attendance: 94.6% Persistent absence: 18.2% Give parents who have not arranged a meeting with AO a meeting date EWO commissioned	
All PP pupils supported to engage in a wide range of enrichment opportunities through financial support and resources to access these.	Funding from PP used to decrease cost of trip Y1/2 Chasewater residential: 17% PP attendance Y5/6 Museum of Cannock Chase: EY & KS1 Chester Zoo: 85% PP attendance Whole school Theatre: 72% attendance Consider only reduction of cost for PP children to increase their participation Increase funding for enrichment in next PP strategy/budget	

Attainment

EYFS - 6 pupils, 2 SEND, 2G/4B

Communication & Language			Literacy		Maths		On track GLD
Listening & Attention	Understanding	Speaking	Reading	Writing	Number	Shape, Space & Measure	
16.7% (-3.3%)	33.3% (+13.3%)	33.3% (+13.3%)	33.3% (+33.3%)	33.3% (+33.3%)	66.7% (+46.7%)	16.7% (+16.7%)	34.6% (+17.7%)

Phonics

Year	Average score (A1)	% pass	Average score (A2)	% pass
1 (5 pupils)	11	0	28	0
2 (3 pupils)	24	0	26	0

Year	Reading		Writing		Maths		Combined	
	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
1 7 pupils (16.7%) 1 SEND 3 G/4 B	42.9%	51.4%	42.9%	45.7%	42.9%	54.3%	42.9%	42.9%
2 8 pupils (19%) 4 G/4 B	62.5%	58.8%	62.5%	61.8%	62.5%	67.6%	62.5%	55.9%
3 10 pupils (23.8%) 1 SEND 3 G/6 B	70%	75%	60%	75%	80%	78.1%	60%	71.9%
4 18 pupils (36.7%) 2 SEND 12 G/6 B	66.7%	67.7%	44.4%	58.1%	55.6%	71%	44.4%	51.6%
5 10 pupils (31.3%) 5 SEND 5 G/5 B	40%	72.7%	30%	63.6%	40%	63.6%	30%	59.1%
6 18 pupils (37.5%) 8 SEND 9 G/9 B	31.6%	56.7%	36.8%	50%	26.3%	43.3%	15.8%	40%

Summary:

The PP lead has continued with the excellent start made to improving outcomes for the PP pupils. It is clear that the SLT are very focused on making the necessary improvements and are working well with the support accessible/provided through the Trust. The school is continuing with the mantra 'catching up and keeping up' and staff are now clear that they are held to account for the progress of the children in their class or for the TAs, during the support and intervention sessions.

I am looking forward to my next visit as we track the progress of the children to see what impact the strategy is having on 'raising standards and improving outcomes'

Next steps:

- To forward 2019-20 PP strategy to AG - completed
- To carry out a deep dive into pupil progress for the pure PP Y6 pupils not on track – case studies started
- To ensure that there is a robust system in place to support new families. To consider home visits or a series of visits after the arrival until settled and making good progress – discussions with Principal on entry and discussions with safeguarding team where necessary. SLT to consider further needs.
- To ensure that connections are made with prior learning in all subjects. So that both staff and pupils understand and know what the learning is being built on, what is being learned and what the end point for that learning is. HT1 PP pupil progress meetings to focus on writing – ongoing CPD, discussions and developments to improve the quality of teaching and learning, pupil voice with PP children carried out alongside curriculum audit by principal and vice principal.
- To review the data sets at the next meeting for all year groups, track home grown pupils – all PP data tracked and column added in overview to identify home grown/new joiners
- To research 'School21' where oracy has as high profile as reading & writing – Voice21 is the project – possible CPD available depending on budget, if CPD not available PP will share research with staff and implement elements, PP lead shared info with EC who is using materials in next core4 (EL will attend)
- For the FSW to share strategies and to observe the children in their classes to ensure that the nurture sessions support the children so that they are ready to learn back in the classes – changes to nurture to ensure more cyclical