# Annex 2c: Pupil premium strategy statement (primary)

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| 1. **Summary information** | | | | | |
| **School** | Pewithall School | | | | |
| **Academic Year** | 2018/ 2019 | **Total PP budget** | 35, 640 | **Date of most recent PP Review** | July 18 |
| **Total number of pupils** | 214 | **Number of pupils eligible for PP** | 29 | **Date for next internal review of this strategy** | July 19 |

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| 1. **Current attainment** | | | | | |
|  | | | *Pupils eligible for PP (your school)* | | *Pupils not eligible for PP (national average)* |
| **% achieving expected standard or above in reading, writing & maths (or equivalent)** | | | **50% (6 Pupils)** | | *79% (24 Pupils)* |
| **Progress in reading (or equivalent)** | | | **-0.58** | | +3.08 |
| **Progress in writing (or equivalent)** | | | **+0.42** | | +1.93 |
| **Progress in maths (or equivalent)** | | | **+0.56** | | +3.14 |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | |
|  | | Punctuation, spelling and grammar skills. Vocabulary and understanding of words in context. Verb forms in past, present and future. | | | |
|  | | Use of standard English in Writing. | | | |
| **C.** | | Reasoning skills in Mathematics | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | | |
| **D.** | | The external barriers are related to families who are unable to help their children educational and so need extra support from school. | | | |
| 1. **Desired outcomes** *(Desired outcomes and how they will be measured)* | | | | **Success criteria** | |
|  | To ensure, as historically, pupil premium pupils make the same if not better progress as other groups. | | | Similar data sets for PP Pupils. | |
|  | Pupils receive individual programmes of study for improvement. | | | IEP Produced and Achievement Obtained | |
|  | Pupils reasoning skills to be enhanced and improved. | | | Pupils’ scaled score is high. | |
|  | Deduction and inference. | | | Pupils’ scaled score is high. | |

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| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | **35, 640** | | | | |
| 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 | | | | | | |
| 1. **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?** |
| Pupils have quality time with trained adults | Trained TAs deliver focused intervention. | | Pupils receive well timed and useful intervention to facilitate achievement. | Monitoring of intervention by senior team including documentation. | DB/ ST | July 2019 |
| Raise pupil achievement RWM. | To support teaching staff with TAs. | | Sutton Trust materials- Quality First Teaching. | Lesson observation, book scrutiny and performance management. | DB | July 2019 |
| **Total budgeted cost** | | | | | | 30, 000 |
| 1. **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?** |
| Raise pupil achievement RWM. | Staff training- Reasoning and Guided Reading. | | Sutton Trust materials- Quality First Teaching. | This will be monitored by senior leaders. | DB/ ST | July 2019 |
| To further improve the intervention delivery. | All staff to attend intervention training. | | Sutton Trust materials- Quality First Teaching. | The quality of intervention will be frequently monitored. | DB/ ST | July 2019 |
| **Total budgeted cost** | | | | | | 2000 |
| 1. **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?** |
| To improve outcomes for all PP Pupils. | Quality training for staff. | | Sutton Trust materials- Quality First Teaching. | All pupils with PP have a TA assigned to them to help progress. | DB/ ST | July 2019 |
| To improve extra-curricular provision | After school tutoring. | | Sutton Trust | PP. Pupils have access to tutors to improve their outcomes. | DB/ ST | July 2019 |
| **Total budgeted cost** | | | | | | **2000** |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2017/ 2018** | | |
| 1. **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.P. pupils achieve the expected standard. | Further develop quality first intervention. | The majority of the pupils achieve the expected standard in each year group. | We will continue this line of curriculum enhancement for the PP Pupils as the interventions they have received have been huge benefit to them. Pupils have grown academically as well as socially as a result. | 22, 000 |
| PP. Pupils have access to quality adult support. | New staff employed to work with PP Pupils. | Pupils were supported by adults who helped nurture them socially raising their expectations and achievements. | This will continue as the key adults have been successfully trained and will continue to improve |
| 1. **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** |
| To improve RWM outcomes. | One to One Tuition | Pupils achieved well in subjects making better than expected progress in Y6. | This will continue but pupils will be grouped for more focused support. | 2500 |
| To improve the GLD for PP Pupils. | Addition support for pupils in EYFS | The percentage of pupils achieving the GLD improved. | The pupils will continue to receive the support. |  |
| 1. **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** |
| To provide pastoral support for pupils. | Assign each pupil with an adult. | Each pupil had an adult for social and moral support to help them talk through issues. | Pupils have received quality pastoral support which has really helped them to access the curriculum well. |  |
| To boost progress and achievement. | Booster groups and intervention. | Pupils received support to help them to progress given their starting point. | This was a success and pupils progressed well as a result. |  |

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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to support the sections above.  The majority of the pupil premium funding, training costs aside, will be spent on TA intervention for pupils. We have calculated that this is 133 hours per child over the academic year. With the year being 38 weeks, we have calculated that this transfers to 3.25 hours a week per child. Each child has an individual plan of improvement which is regularly reviewed to help those pupils reach their targets.  The targets are both social and academic which match the need of the pupils for improvement. These can be viewed in the monitoring folder. |