 **Pupil premium strategy statement 2019-20**

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| 1. **Summary information** | | | | | |
| **School** | Little Melton Primary School | | | | |
| **Academic Year** | 2019-20 | **Total PP budget** | £19,800 | **Date of most recent PP Review** | Sept’19 |
| **Total number of pupils** | 116 | **Number of pupils eligible for PP** | 15 | **Date for next internal review of this strategy** | July’20 |

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| 1. **Current attainment – see school 2018-19 website ‘Impact statement’** |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | There is a high coincidence of SEND and PP children across the school (70%). This means that individualised SEND approaches are needed to accelerate progress for many of these children. | | |
|  | The annual pupil voice survey of PP children (Sept’18) indicates a range of different personal ‘barriers’ perceived ‘in-school’. | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **C.** | Numbers of children receiving PP are relatively low, and their home contexts vary widely. There is a need for an individual approach for each child. | | |
| **D.** | Children not able to access, due to financial circumstances, the opportunities provided for other pupils | | |
| **E.** | Some PP children have poor vocabulary and lack general knowledge and this can impede their progress in both reading and writing. | | |
| **F.** | Some PP children receive significantly less support at home with homework. | | |
| 1. **Desired outcomes** | | |
|  | *Desired outcomes* | *Success criteria and how they will be measured* |
|  | 100% of PP children are making at least ‘expected progress’ in reading, writing and maths. | Termly assessment data and Termly SEND evaluations will show these outcomes have been achieved. |
|  | PP children have improved vocabulary and general knowledge to support reading. | Reading and writing progress data suggest good improvement. |
|  | PP children with speech and language challenges have good provision. | PP children with speech and language challenges make good progress- shown by termly data and teacher assessment. |
|  | PP children are completing homework tasks regularly. Reading record books (Y1-4) are completed regularly. Accelerated reader records (Y2-6) show that quizzes are routinely completed and books read. | Homework books, reading record books and Accelerated Reader records show good engagement for all PP children in outside of school learning. |
|  | PP children have good levels of knowledge retention for work across the curriculum. | Children can demonstrate good levels of knowledge about what has been taught. This will be shown by teacher assessment, pupil work, pupil voice. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2019-20** | | | | |
| 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?** |
| 100% of PP children are making at least ‘expected progress’ in reading, writing and maths. | * CPD for staff- QfT **(£700)** * LA network and Cluster meetings for English and maths **(£900)** * EYFS Cluster meetings **(£135)** | Evidence suggests that an emphasis on ‘quality teaching first’ and providing consistently high standards will support all pupils, including disproportionately PP children. This includes ensuring that teachers have good subject knowledge and are aware of latest developments in their subjects- through network meetings and individual training needs identified during appraisal discussions.  Eg (Sutton Trust 2011) | Careful selection of courses and strategies to ensure best practice in school and from elsewhere is shared among all staff  Termly ‘teaching and learning evaluations’ cycle | **HT** | Termly- Pupil Achievement data. |
| PP children have good levels of knowledge retention for work across the curriculum. | * Whole school- revised T&L policy, knowledge organisers & low stakes retrieval testing in school | Evidence suggests that good general knowledge and vocabulary supports reading comprehension of more challenging texts eg Hirsch. | See SIDP. | **HT** | Termly. TAP review |
| **Total budgeted cost** | | | | | £1,735 |
| 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?** |
| 100% of PP children are making at least ‘expected progress’ in reading, writing and maths. | * Targeted support for individuals and groups of PP children through the deployment of support staff to lead intervention strategies and support differentiation of learning activities **(£7,715)-Y6 Boosters**   **(£1,505)-Phonics**   * Termly pupil progress meetings in   each year group to analyse progress of PP groups | We want to provide extra support to maintain and encourage rapid progress. Small group interventions with highly qualified staff have been shown to be effective. There are regular additional phonics sessions on a needs basis throughout the year and reading and maths boosters flexibly organised daily.  This will include some support for reading comprehension strategies.  **Evidence:**  EEF Small group tuition (+4 months)  EEF Phonics (+4 months) | Interventions will only be used if they have proved to be effective previously.  Impact overseen by class teachers and SENDCO and tracked using Pupil Asset during termly Pupil Progress meetings. | Class teachers | **Termly- pupil achievement data** |
| PP children with speech and language challenges have good provision. | * Purchase of Communicate S&L support **(£1125)** * Employment of new TA to lead 1:1 S&L support for children (costed above) * Staff CPD for oral language intervention work-Talk Boost resources. * Selected staff CPD with EHCC training.   **(£400)** | Poor speech and language is an obvious barrier to learning across the curriculum, as well as creating social difficulties.  **Evidence:**  EEF Oral Language Intervention (+4 months) | Staff training for relevant staff- time given to put into practice. Review meetings.  Timetabled 1:1 support. | KS1/EYFS Teachers | **Termly- pupil achievement data** |
| PP children are completing homework tasks regularly. Reading record books (Y1-4) are completed regularly. Accelerated reader records (Y2-6) show that quizzes are routinely completed and books read. | * Weekly Homework club set up after school **(£423)** * PP mentor given weekly protected time to oversee children and check homework progress and reading records (Acc Reader & reading record books) **(£1,500)** * Follow up phone calls/conversations to parents if homework concerns | Some PP children receive significantly less support at home with homework and being supported in regular reading, educational visits and oracy.  **Evidence:**  EEF Homework (+2 months)  EEF Parental Engagement (+3 months) | Timetabled regular slot for HW club.  Phone calls/invitations to PP parents to encourage attendance  PP Mentor and class teachers will monitor PP children reading records and Accelerated Reader data and inform HT or contact parents directly if concerns | HT  Homework club TA  Teachers | **Termly PP tracker- PP mentor & class teachers** |
| **Total budgeted cost** | | | | | £12,668 |
| 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?** |
| PP children have improved vocabulary and general knowledge to support reading. | * TA to take selected children on local walks and in school outdoor learning activities to support improved vocabulary. (costed above) * Selected PP children to also benefit from bespoke school day trips to places of cultural interest eg Norwich Museum, theatre **(£1,000)** * PP children subsidised to attend residential PGL visit   **(£1305)**   * PP children to continue to have wider school visits fully subsidised so they can attend.   **(£1,200)**   * PP children additional learning resources budget **(general) (£1,000)** | Some PP children in our school have very limited opportunities to visit places outside of their immediate environment and may lack good quality adult talk and modelling. The aim of this approach is simply to provide a stimulating context for talk and broadening of horizons. This will also include involvement in sports teams.  **Evidence:**  EEF Sports Participation (+4 months)  EEF Outdoor learning (+3 months)  EEF Oral language interventions (+6 months)  (incl Cultural visits) | Staff review PP needs (see bespoke provision log) and ensure visits also fit with taught topics. | Class teachers. | **Termly PP tracker- PP mentor & class teachers** |
| **Total budgeted cost** | | | | | £4,505 |
| **TOTAL:** | | | | | £18,908 |