

Pupil premium strategy statement (primary)

1. Summary information					
School	Scarning Primary School				
Academic Year	2019/20	Total PP budget	£77,000	Date of most recent PP Review	17/10/19
Total number of pupils	400	Number of pupils eligible for PP	75	Date for next internal review of this strategy	10/1/20

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	47	58
Progress in reading	-1.6	-3.4
Progress in writing	-2.6	-1.1
Progress in maths	-4.7	-0.6

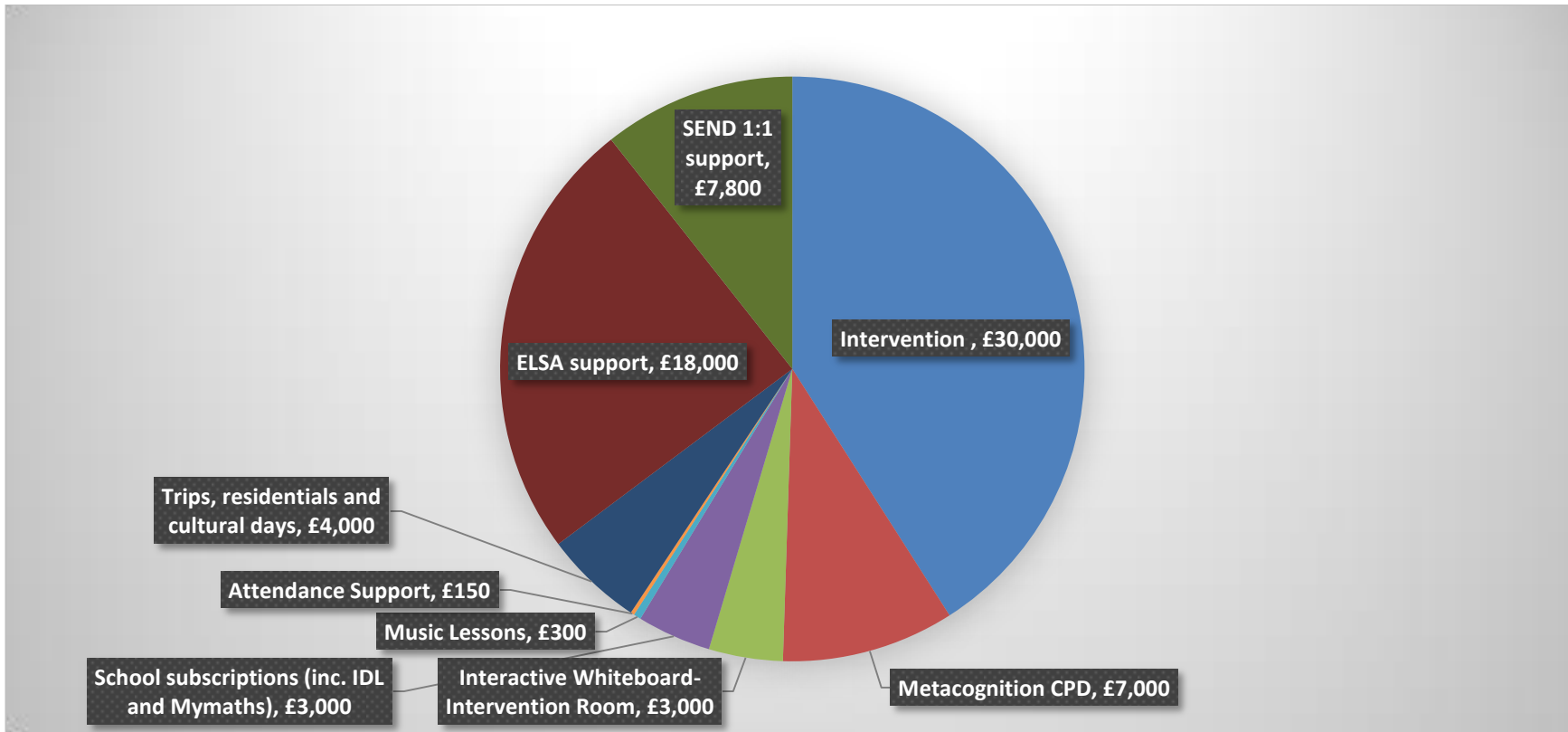
In-school tracking (APS = Average PITA Score) July 19		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
APS Reading	5.88	5.88
APS Writing	5.5	5.54
APS Maths	5.43	6.13
Progress Reading	0.4	0.4
Progress Writing	0.4	0.4
Progress Maths	0.3	0.3

1. 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.	Pupils lacking the skills and autonomy to select strategy to support them with their own learning, particularly in maths and writing.	
B.	Behaviour for Learning is poorer for those pupils who are eligible for PP support.	
C.	Lower progress and attainment in maths than in reading and writing for PP pupils.	
D.	Introduction of PiXL assessment system with targeted intervention for reading and maths.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Further support needed for pupils experiencing difficult events within home-life.	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved resilience and autonomy amongst pupils when tackling tasks. Behaviour for learning will improve more generally.	Pupils will develop further skills to support them with overcoming obstacles and difficulties in learning. Observations in pupil progress meetings by the end of the year will include pupils developing greater resilience, autonomy and abilities to solve problems. Maths progress to increase to 0.4, and the fall in line with writing progress amongst PP pupils to be ceased, maintaining 0.4 or above.
B.	Increase in number of PP pupils described as having good or outstanding behaviours for learning.	Behaviour for learning defined as good or outstanding will increase from 71% to 81%.
C.	Increased progress and attainment in maths.	Whole school maths progress will increase from 0.3 to 0.4 for PP pupils in-line with reading and writing.
D.	Increased attainment in reading and maths.	The percentage of pupils achieving the reading, writing and maths at expected to increase to 60%+ based on focused interventions as part of PiXL assessment processes.
E.	Further support implemented for pupils experiencing difficult events within home-life.	To continue to build on the positive achievements made last year in this area and to maintain continued positive behaviours within the school community -at least 85% of PP pupils described as having good or outstanding behaviour within the school community).

3. Planned expenditure					
Academic year	19/20				
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.					
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, B, C	CPD on Metacognition for all staff	<p>Research has shown that schools where metacognition and self-regulation strategies are explicitly taught as part of the curriculum can increase pupils' progress up to 8 months.</p> <p>Such strategies require pupils to take greater ownership of their learning and this is something we recognise needs to improve at our school. The research suggests that by explicitly supporting learners with proven strategies in 'learning to learn,' pupils will be able to access prior knowledge more capably supporting learners with proven strategies in 'learning to learn,' pupils will be able to access prior knowledge more capably and will experience increased motivation with tasks. The research suggests such strategies are particularly useful for disadvantaged pupils.</p>	<p>S.Howell to attend Norwich Research School's Metacognition training programme at intervals throughout the year.</p> <p>Knowledge gained will then be cascaded to class teachers through CPD staff meetings throughout the year (4- 6 depending on scope and need).</p> <p>TAs will also benefit from CPD which will be built into sessions across the academic year.</p> <p>Metacognition strategies will become part of learning walks across the whole of the curriculum as well as becoming an observation focus once CPD has taken place giving teachers, pupils and senior leadership team members a chance to reflect on progress being made but also challenges lying ahead.</p> <p>0.1 release time for S.H (Deputy Head) to support teachers and TAs in implementing strategies brought back from training.</p>	DHT	Termly
Total budgeted cost					£7000
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?

C, D	Continued maths intervention for Y3 and 4.	Placing interventions for maths in Y3 and 4 for core pupils again has produced positive results. The percentage of PP pupils meeting the expected standard by the end of the year based on assessments rose from 60% to 73% in Y3. In Y4 the figure of those meeting the expected standard was maintained at 73%, however progress was measured at 0.3 for PP pupils against 0.1 for non PP pupils suggesting accelerated progress amongst the group, exceeding that of their non- PP peers.	To further build on success, but also due to staffing changes, PW (maths specialist) and SH (Maths TSST) will lead intervention across Y3 & Y4 in addition to the teacher and teaching assistant led Wednesday surgeries (scoop and group). This will largely be informed by White Rose plans including the small steps, Numicon Breaking Barriers, and Eedi diagnostic questioning. Impact will be assessed routinely as part of pupil progress meetings of which S.Howell and C.J will attend. Other interventions will be led across the school tailored to each individual class' needs and gaps.	DHT C.J (Maths Lead)	Termly
D	PiXL to be purchased and support staff to be allocated time to run therapies/ interventions.	PiXL has a proven track record in identifying gaps within pupils' knowledge and understanding, to a sophisticated detail. This can be trickier to do in reading than in maths. Reading is an area where our pupils will benefit from more precise, targeted intervention and thus the detailed questioned level analysis, and resulting tailored therapies and interventions, will be incredibly useful. While reading will be a focus for the school, we are optimistic that the programme will also help tailor our maths interventions across the school, but also support those teachers and teaching assistants in leading them with quality resources and planning.	S.Howell to coordinate PiXL assessments and QLAs as 'Raising Standards Leader.' Core Team meetings will take place weekly to ensure pupils are making progress towards their personalised learning checklists and that the therapies / interventions are running effectively. Impact will be monitored in these meetings, but also more widely at pupil progress meetings termly. Conferences will be attended to by S.Howell, N.King and C.Darvill to ensure as a new school to PiXL we are engaging in conversations around 'best practice'- in terms of assessment, quality first teaching, as well as running tailored interventions	DHT HT C.D (Y6 Teacher)	Termly
Total budgeted cost					£30,000
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?

E	The continuation of the established ELSA role which proved highly beneficial last year, and the implementation of a further reflective haven for pupils who need support rectifying and learning from mistakes.	The below review of last year's expenditure details a comprehensive analysis of the new role created within our school. This has proved hugely beneficial to both PP and non PP pupils who used the service. We found it to help keep pupils on track, emotional, socially, and academically despite experiencing troubles or complications of some kind.	<p>MK to attend half-termly 'supervision' meetings led by the local educational psychologist (C.Ducker).</p> <p>Pupils engaging in ELSA support will be monitored closely at pupil progress meetings termly.</p> <p>MK will share good practice with S.D who will be running reflective haven at lunch times.</p>	MK DHT	Termly
Total budgeted cost					£20000



4. Review of expenditure				
Previous Academic Year				
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
Improved growth mindset and self-belief amongst PP pupils.	Continued 'Growth Mindset' and 'Maths Mastery' support and training for staff from Deputy Head.	<p>The impact of the 'growth mindset' CPD has been mixed. The percentage of pupils eligible for pupil premium characterised as outstanding stands at 26% when the target was to achieve 35+%.</p> <p>Progress has also been mixed. While PP pupils closed the gap with maths progress rising to 0.3, it dropped from 0.5 to 0.4 in writing and remained steady at 0.4 in reading. Of course there will be multiple factors for these outcomes.</p> <p>It is noted that many teachers feel pupils are displaying more resilience in tackling maths problems, and have been particularly relishing challenges around calculations and fluency. The training has supported teachers with teaching strategies for developing reasoning skills amongst pupils and this is an area where staff across the school continue to develop their own practice.</p>	<p>While the growth mindset project has helped teachers reflect on pupil esteem and confidence in subjects (as well as bringing a focus to the assets and importance of assessment for learning), it is felt that more is needed to be done to support pupils with the resilience and autonomy needed to tackle tricky tasks.</p> <p>29% of PP fall below the threshold of behaviour for learning defined as 'good' and thus attention needs to be focused in this area.</p> <p>The growth mindset project has aided pupils with an ethos of risk taking, and this has been particularly relevant in maths as errors become part of daily lessons and are explored and celebrated, but the impact across reading and writing has been less pertinent in reading and writing. Thus, we will endeavour to explore metacognition as a concept which may add an edge to pupils driving their own learning.</p> <p>It is noted the maths mastery project has been incredibly useful for the wider staff with members of the school benefiting from training and resources.</p>	£11,570

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
To increase progress and attainment in maths.	Increased implementation of maths interventions throughout KS2	<p>The intervention focused around the concept of number (scaffolded by numicon resources and heavily weighted towards knowledge of times tables) had a definite impact. Pupils eligible for pupil premium achieving a PITA 5+ inY3 rose from 60% at the beginning of the year, to 73%.</p> <p>In Y4, where maths interventions ran for a second year, the figure rose from 73% to 80.</p> <p>While 63% of Y6 pupils eligible for pupil premium achieved the expected standard in maths (compared for 67% of PP pupils nationally) progress for this group was poor and significantly lower than in reading and writing (- 4.7). We are however aware the significant pupil mobility throughout KS2 has had an unusual and significant impact on this figure.</p> <p>Whole school progress rose from 0.2 to 0.3.</p>	<p>Hard and soft data suggests the interventions are highly effective, and thus we have decided to continue to run them this year. We will increase capacity to Y5 also to ensure the good progress and achievements made so far are maintained.</p> <p>MyMaths and Times Table Rock Stars are two programmes that have purchased over the past year to support interventions and to allow pupils access to further support at home.</p> <p>Teachers recognised pupils' confidence increasing as the intervention progressed, however reasoning remains an element of the maths curriculum where PP pupils perform weaker. Fluency and calculation practice, along with a sense of number are where the interventions had the most impact.</p>	
The percentage of PP pupils passing the phonics test will increase on the previous year's results, ending a three-year trend of lowering results.	M.H to continue offering 1:1 intervention for pupils in Y1 and Y2 finding difficulties with phonics.	<p>The negative trend of pupils achieving the expected level in phonics ended in 2018 with 88% achieving the benchmark. In 2019 this was relatively maintained with 84% of pupils in the whole cohort meeting the expected level.</p> <p>With regards to PP pupils, the trend was also ceased. In 2017 (8 pupils), 38% achieved this level which rose to 50% in 2018 (however this was only 2 pupils). This figure was maintained in 2019 however once again the PP cohort was relatively small at 6 pupils. The interventions have been having an effective impact for the whole year groups.</p>	The approach has clearly been affective at the whole cohort level, although impact has been limited for the PP pupils. Intervention is still planned to take place, but these are likely to be in a reduced capacity to cater for other priorities within the school.	

£57,856

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
To further support pupils experiencing difficult events within home-life, as well as more general anxieties which could impact and impair educational outcomes and well-being.	Growth Mind-set Project Time to Talk sessions with Mrs King- Establishing an ELSA (Emotional Literacy Support Assistant)	The soft data overwhelmingly indicates that this has had a hugely positive impact. As the school has grown, so has the percentage of pupils eligible for PP. 23 /75 PP pupils in KS2 benefited from regular ELSA time to talk sessions to help them manage with a whole range of issues. These range from medical problems, unsettled home situations to general academic anxiety. Case studies can be presented upon request. Hard data indicates that of those pupils eligible for pupil premium working closely with our ELSA, 84% are making expected progress (or above expected progress) in maths, 84% are making expected progress in reading, and 75% are making expected progress in writing. Above expected progress is being made by these pupils in the following amounts: - 9% in maths, 23 % in reading, and 19% in writing. Behaviour characterised as outstanding rose from 38% to 45% for PP pupils, with 9% described as needing improvement and 2% as poor.	We have found introducing the ELSA role within school a definite success. Issues resolved including increasing attendance for some of our pupils, providing strategies to cope with anxiety (some of which are subject specific) as well providing pupils with strategies to cope through difficult and turbulent times. We now that pupils learn best when they are happy and full of high self-esteem. We will continue to explore the potential that having and ELSA provides, and will continue to adapt the role to suit the needs of the school. We appreciate our ELSA has been overwhelmed at lunch times and thus have recruited a secondary role so that the more quality time can be given to each individual pupil. Behaviour within the school community has improved, and the use of a 'safe haven' during lunch time sessions has provided pupils with a useful time to reflect on poor behaviours while presenting them with strategies to avoid making the same errors again.	£18,488

