

Vane Road Primary School
Pupil Premium Strategy Statement

2019 – 2020

1. Summary Information					
School	Vane Road Primary School	Total PP budget	£147,460	Date of most recent review	September 2019
Academic Year	2019/2020	Number of pupils eligible	98 pupils 24%	Date of next review of this strategy	27 th January 2020
Total number of pupils	398	Number of PP+ children	3 pupils 0.75%	Number of Pupils Adopted from Care	5 1.3%
		Number of Service Children	22 5.5%		

Reception – Year 6 Pupil Premium Funding					
Pupils eligible for PP funding	Number of eligible boys	Number of eligible girls	Number of Looked After Children	Number of Service Children	Number of Adopted from Care Children
98	50 Per Pupil £1320	48 Per Pupil £1320	3 Per Pupil £1900	22 Per pupil £300	5 Per pupil £2300

- Looked After Children receive £1900 with £300 being retained centrally by the Local Authority

2019 Outcomes	
EYFS GLD	
National Disadvantaged	56%
School Disadvantaged	62%
School Others	73.6%
School Gap	-11%

Phonics	
National Disadvantaged	70%
School Disadvantaged	76%
National Others	84%
School Gap	-8 %

KS1	Reading	Writing	Maths
School Disadvantaged	63%	56%	31%
National Other	75%	70%	76%
School Gap	-12%	-14%	-45%

KS2	Reading	Writing	Maths
National Disadvantaged	64%	67%	64%
School Disadvantaged	61.9%	85.7%	76.2%
National Other	80%	83%	81%
School Gap	-18.1%	+2.7%	-4.8%

Barriers to Future Attainment for Pupils eligible for PP	
In school barriers – also based on research from EEF ,NFER, Staff and Pupil discussions.	Strategy to overcome barriers.
1 Children come from at least 8 different nursery settings into our Reception classes. The LA have refused the development of Nursery in school. Children enter school with lower than average starting points.	Greater consistency of provision for the children entering our Reception class. DHT and AHT to create stronger links with local nurseries to enable a smooth transition for children.
2 High levels of PP children who are also identified as having SEND, particularly in Year 3.	Continue to support these children through SEND procedures, including the use of PP funding, including referrals to outside agencies.
3 The in school Gap between disadvantaged children and other in the current Year 2 when leaving EYFS is 34.5%.	To increase levels of engagement with these children to ensure appropriate intervention takes place to improve standards rapidly.
4 Increased social and emotional issues for children and parents has an impact on attainment/progress.	School counsellor in school 1 day a week. AHT available to support parents and children throughout the week as referral lead. Introduction of Jigsaw programme across school.
5 Lack of parental involvement/ engagement with some pupils eligible for PP may lead to lack of progress across school.	AHT Parent Partnership Lead
External barriers	
1 A significant number of PP pupils present with mental health issues or parental issues which impact on their engagement in education and school life.	Continue to use school counsellor and CAMHS to support these issues.
2 Attendance of some PP children is lower than that of Non PP children.	EWO to support school as well as through TAF procedures.
3 Lack of experiences and activities for some children eligible for PP can lead to poor Literacy skills.	Promote real life experiences in school. Early identification of those with poor SALT skills and quality interventions in place. Referrals to Speech and Language Therapy.

Planned Expenditure

	Desired outcome and Success Criteria	Aim	Action	Resources Cost	Evidence and rationale	Evaluation
A	<p>Increase the percentage of PP children achieved the expected standard in the Year 1 Phonics Check.</p> <p>Gap to be below - 9%</p>	<p>Improve the reading standards of children in Year 1 in preparation for their future learning.</p>	<ul style="list-style-type: none"> - Provide high quality training for staff - Provide high quality resources for PP children to access to develop learning. - Support staff to target children effectively through Pupil progress meetings - Implement a rigorous approach to ensuring that PP children know their phonics. - Provide support for parents/cares of PP children to support learning outside school - Early screening of PP children to identify children who may need additional support - Interventions through Early Bird and in school sessions 	<p>Staffing CPD Phonics programme Phonics Books</p> <p>Estimated costs <u>£21,000</u></p>	<p>Phonic Tracking System</p> <p>Pupil progress meetings</p> <p><i>Reading is the key to success in all areas of the curriculum.</i></p> <p><i>Investment in Early Reading means that potential problems may not occur later in the school. This is seen as highly effective by all research EEF and NFER.</i></p>	
B	<p>Increase the proportion of PP children achieving the Expected Standard in Maths by the end of KS1.</p> <p>For 70% of PP Year 2 children to achieve EXS.</p>	<p>To improve standards in Maths for disadvantaged children at the end of KS1.</p> <p>Ensure that disadvantaged children leave KS1 with a strong knowledge of the key skills in Maths so that they are Year 3 ready.</p>	<ul style="list-style-type: none"> - Early identification of PP children leaving EY with 1 in Number and/or SSM and support strategy developed. - Identification of PP children leaving Year 1 with WTS in Maths. - Needs analysis to be carried out and support programme to be developed. - Intervention strategies to be implemented through Early Bird Sessions and in class sessions. - Half termly review of progress of individual PP children. 	<p>Staffing CPD Resources</p> <p>Estimated Costs: <u>£18,000</u></p>	<p>White Rose Scheme</p> <p>Cornerstones Assessments</p> <p>Pupil Progress meetings</p> <p>Intervention plans.</p> <p>EEF</p>	

C	<p>Increase the proportion of PP children achieving GDS by the end of KS1.</p> <p>Percentage of PP children achieving GDS to be at least 15%.</p>	<p>To ensure that PP children exceed expected standards and extend their knowledge to higher standards.</p>	<ul style="list-style-type: none"> - Identification of children leaving EY with ELG and ensure that they continue to work at this standard. - Early Identification of PP children who left EY with GLD but have the potential to be GDS in RWM by the end of KS1. - Intervention strategy to be implemented to ensure that identified PP children are working at as high a standard as possible. 	<p>Staffing CPD Resources</p> <p>Estimated Costs: <u>£18,200</u></p>	<p>Book Review outcomes</p> <p>Pupil Progress Meetings</p> <p>Performance Management outcomes</p> <p>Data Tracking sheets</p> <p>EEF</p>	
D	<p>Accelerate the progress of PP children through effective marking and feedback.</p> <p>Attainment gaps between PP and Others to be diminishing across the whole school in Reading, Writing and Maths.</p> <p>Progress measures for PP children at the end of KS2 to be higher than Other children.</p>	<p>Provide time and resources to enable our PP children to access the highest possible learning throughout the school</p>	<ul style="list-style-type: none"> - Training for staff on effective feedback. - Teacher to focus of the feedback they provide for PP children in Reading, Writing and Maths considering their particular strengths and needs. - Teachers and support staff to work individually and in small groups with PP children to support their identified needs. - PP children to be given additional support which includes ensuring that the parent/carers are included in the planning for progress. - Regular lesson observations and book reviews to take place to ensure marking and feedback is being used effectively. - Regular monitoring to ensure feedback is individual and moves learning forward. - Analysis of termly and end of year data to show impact of marking and feedback 	<p>Staffing CPD Resources</p> <p>Estimated Costs: <u>£20,900</u></p>	<p>Book Review outcomes</p> <p>Pupil Progress Meetings</p> <p>Performance Management outcomes</p> <p>Data Tracking sheets</p> <p><i>Staff are continually working to improve the quality of feedback. The gaps in attainment across the school need to diminish and feedback being strategically targeted to PP children will increase the rate of progress.</i></p> <p><i>EEF research suggests that feedback improves learning by 8 months.</i></p>	

E	<p>Increase the proportion of PP children working at the Higher Standard across RWM.</p> <p>10% of PP children to achieve GDS in RW & M at the end of KS2.</p>	<p>To ensure that PP children exceed expected standards and extend their knowledge to higher standards.</p>	<ul style="list-style-type: none"> - Identification of children leaving KS1 with GDS in RWM and ensure that they continue to work at this standard. - Early Identification of PP children who left KS1 with EXS in RWM but have the potential to be GDS in RWM by the end of KS2. - Intervention strategy to be implemented to ensure that identified PP children are working at as high a standard as possible. - Implement careful triple tracking system to target children who are working at GDS in two subjects but not in the other. 	<p>Staffing CPD Resources</p> <p>Estimated Costs: <u>£14,900</u></p>	<p>Book Review outcomes</p> <p>Pupil Progress Meetings</p> <p>Performance Management outcomes</p> <p>Data Tracking sheets</p> <p>Data shows this to be an area of priority across school.</p> <p><i>NFER research shows that when there is QFT and individual needs are met this leads to increased attainment for PP pupils.</i></p>	
F	<p>To increase the percentage of PP children achieving the Expected Standard in Reading by the end of KS2.</p> <p>Difference between percentage of pupils achieving EXS in Reading at the end of KS2 to be below - 8%</p>	<p>To improve the standard in Reading of PP children at the end of Year 6 so that more of them are Secondary ready.</p>	<ul style="list-style-type: none"> - Identification of PP children who are at risk of not achieving the Expected standard in Reading by the end of Year 6. - Cornerstones assessments to be carried out termly and analysed for future targeted intervention. - Increased access for PP children to high quality literature. - Teachers to check on reading engagement of PP pupils weekly through use of Accelerated Reader. - Early Bird Interventions 	<p>Staffing CPD Resources</p> <p>Estimated Costs: <u>£14,900</u></p>	<p>Book Review outcomes</p> <p>Pupil Progress Meetings</p> <p>Performance Management outcomes</p> <p>Data Tracking sheets</p> <p>Cornerstones analysis</p> <p>Accelerated Reader</p>	
G	<p>To support the social, emotional and mental needs of pupil premium pupils.</p> <p>Maintain very low exclusion rates.</p>	<p>To make sure that our PP children are happy and resilient in their lives enabling them to learn whilst at school.</p>	<ul style="list-style-type: none"> - To provide time and support for PP children to work with a trusted adult to support their emotional needs immediately and sign post where necessary to other agencies. - work with families of PP children to support their emotional needs outside school hours 	<p>Staffing Counsellor Childcare</p> <p>Estimated Costs: <u>£21,500</u></p>	<p>CPoms</p> <p>Discussions with children</p> <p>School Counsellor Report</p> <p>Talk About Session records kept termly</p>	

	Reduce numbers of PP children accessing One Point Support and School Counsellor Support		<ul style="list-style-type: none"> - Introduce whole school (Tier 1) mental health scheme to support the 'feelings' of the children. - Continue to use the support of school Counsellor through 'Soul Purpose' for individual (Tier 2) needs of PP children. - To access support for those children who need more intensive support (Tier 3) through referrals to CAMHS and One Point services. - Access to Talk About Sessions 		<p><i>Many of our most disadvantaged children have limited social, behavioural and emotional skills.</i></p> <p><i>EEF research suggests that involvement in Behaviour Intervention increased attainment by 3 months</i></p> <p><i>https://educationendowmentfoundation.org.uk/evidence-summaries/teachinglearning-toolkit/behaviour-interventions</i></p>	
H	Improve Support for Service Children and Children Adopted from Care.	To ensure that the specific needs of children from Service Families and children adopted from care who attend the school are supported both emotionally and academically.	<ul style="list-style-type: none"> - Appoint a Service Child and Adopted from Care Child Advocate from the staff. This staff member will co-ordinate support for the specific needs of these individual children. - Support for Service children will be emotional and social support, particularly when the Service parent(s) is away from home. - Support for Adopted from Care children will be both academic and social. 	<p>Staffing/TLR CPD Resources</p> <p>Estimated Costs: <u>£18,500</u></p>		