

Pupil premium strategy / self-evaluation

1. Summary information					
School	Curry Mallet Church of England VC Primary				
Academic Year	2019-20	Total PP budget	£21,760	Date of most recent PP Review (internal)	Sept 19
Total number of pupils	80	Number of pupils eligible for PP	15 (19%)	Date for next internal review of this strategy	April 2020 Sept 2020

2. Attainment & Progress

At the end of the summer term 2019 **100%** of our Pupil premium children achieved a Good Level of development in EYFS.

50 % of our Pupil premium children passed the phonics screen. At KS1 33.3% achieved age related expectations in reading writing and maths.

At end of KS2 2019 (33.3% of those eligible for the PPG were absent for SATs)

33.3% achieving expected standard or above in reading at end KS2 2019;

100 % achieving expected standard or above in writing at end KS2 2019;

66.6% achieving expected standard or above in maths at end KS2 2019;

66.6% achieving expected standard or above in SPaG at end KS2 2019.

Progress of all current (2019-2020)PP children across all year groups

42% achieving expected standard or above in reading, writing & maths; 57% making expected progress in reading; 50% making expected progress in writing ;50% making expected progress in mathematics.

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	A number of the children are subject to social emotional factors that could have an impact on their academic outcomes.
B.	In addition to being eligible for pupil premium funding, many of the children have additional specific learning difficulties and special educational needs.

Additional barriers (*including issues which also require action outside school, such as low attendance rates*)

C.	Attendance of our PP children is a key priority as many are below 95% and 90%.	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	To improve the resilience and confidence of targeted children to ensure that they are able to take risks in their learning and make academic progress within a supported environment. The use of TA individual or small group work will have a direct impact on their achievement and well-being.	Observations show that children are happy and more independent in their learning and are achieving their academic potential.
B.	To support children with their emotional literacy (ELSA); helping them increase their confidence and communication skills to work with other children and accelerate their own learning.	Observations show that children are more confident to communicate and work with others. Pre and post screen shows progress.
C.	To ensure children working at age related expectations are given opportunities to maintain or accelerate progress to greater depth.	By the end of the academic year children will have maintained or made accelerated progress to Greater Depth. Data evidence.
D.	To improve attendance of all Pupil Premium children.	Attendance data analysis.
E.	All pupils will be inspired and supported by providing experiences to enrich and enhance their learning across the curriculum.	Children show an interest/ aptitude in a new skill. Children have taken part in a club/visit/residential.

5. Review of expenditure				
Previous Academic Year		2018-2019		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Additional SEN support	Ensuring learning accessible to all.	Majority of SENDco support was directed to pupil premium children.	An increase in the complexity of needs necessitates additional SENDco support. A proportion of this cost will continue.	£7210
Purchase of Power Maths	Improved %at ARE and improved progress	Power Maths used for all year groups. KS2 results above National. Progress measure positive.	One off purchase price. Pupil books will continue to be purchased.	£3188

Subscription to R4L	Children continue to have access to topic books and those with low ability and high interest have access to appropriate reading books	Learning walks evidence: quality books used to support topic and enable interactive learning environments.	This approach will continue. Learning walks and lesson observation show high engagement with quality texts.	£1500
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Provide trained SENTA's to work with children who need 1-1 or small group interventions	To provide appropriate trained support staff to work with the children to raise standards and to support those more able to obtain greater depth.	Trained SENTAs have delivered 1:1 individualized literacy interventions, rapid readers; spelling and math boosters to support and provide stretch and challenge to more able.	Intervention pre & post data analyses – shows positive results to some but not all PP. Attendance has affected ILI intervention. Rapid reader: - shows impact of good progress. Maths boosters: positive impact on progress at end KS2. This approach will be continued.	£1500
To provide ELSA support for all children	Improve SEMH and resilience.	A trained ELSA is available to take children on a 1-1 or in small groups to work on areas identified by the class teacher and endorsed by parents	ELSA has supported children with SEMH 1:1. ELSA has delivered social skills group work to improve self-esteem and engagement. Monitoring of qualitative impact shows: Emotional resilience has boosted confidence and has improved behaviour and engagement. Behaviour both in the classroom and on playground has improved. This approach will be continued.	£4301

SEN resources for PP child with healthcare needs	Improve health and well-being and enable child to be ready to learn.	External professional recommendation. Continued benefits from use of resources.	One off purchase. Good use of funding to support child's needs and help them be ready to learn.	£111
To purchase 2 iPad's, 2 keyboards and Clicker 7 to support children with medical needs	To be confirmed	Purchased to support children with medical conditions who find writing very challenging.	To be carried over to next year awaiting external professional advice on best hardware/software.	
To purchase GL assessment materials and WRIT assessment for use by the SENDCo.	Effective support to improve progress and attainment to be planned by SENDco following assessment	Children causing concern were assessed using diagnostic materials – support planned accordingly.	SENCo able to use these assessments to more accurately assess and select strategies to support for three PP children and children across the school. One off purchase.	£465

iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Support for school trips and swimming.	To provide experiences to enrich and enhance learning and life skills.	All children have access to the all school trips and all disadvantaged children are able to develop swimming skills.	Children in Years 2-6 have developed swimming skills. A swimming kit was also purchased to enable a PP child to swim. All external visits subsidized. This approach will continue.	£1500

6. Planned expenditure

Academic year

2019-2020

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation? <i>Reviewed Head teacher & PP Governor</i>
SENDco	To ensure all pupils reach their learning potential target, ARE or GD.	An increase in the complexity of children's needs means that the school has had to increase SENDCo support.	SENDco / Headteacher to monitor. ELSA to support children on a 1-1 or in small groups to work on areas identified by the SENDco & class teacher and endorsed by parents.	AT/ NS £4542	April 2020 <i>14 children on SEN register 7 children PP & SEN ELSA support positive To be continued</i>
Resources for learning	Ensure love of reading and high engagement across the curriculum. Improve book selection for home reading, in class and in the library.	Children benefit from access to topic books and those with low ability and high interest have access to appropriate reading books. Quality Guided reading texts available to improve reading comprehension progress.	Curriculum lead to monitor resources to support. Monitor impact of free reading and guided reading books. Monitor use of library.	EL/ TR £1500	April 2020 <i>Good use of R4L books to support curriculum projects. English lead to action increased use of library and R4L revamp of stock. During current school closure (COVID-19) online book resources shared with families</i>
Phonics Play	To improve early reading skills of all children. To provide quality resource for teacher and TA to support Pupil Premium children with 1:1 intervention for early reading and phonics.	Audit of phonics shows need for quality teaching resource. To provide quality resource for Teacher and TA to support Pupil Premium children with 1:1 interventions for early reading and phonics.	English lead to monitor Phonics Audit planned in collaboration with teaching school.	EL/ NS £130	April 2020 <i>Phonics Play resources show positive engagement in school (see SIP report) During current school closure (COVID-19) online resources and games shared with families</i>

<p>Somerset Literacy Network membership</p>	<p>To improve the outcomes for children in writing.</p> <p>Provide opportunities for CPD</p> <p>Enrichment opportunities for children e.g. Poetry Slam</p>	<p>Writing at KS1 below national</p> <p>Writing GD at KS2 below national</p> <p>Enrichment opportunities will boost experiences of our children.</p>	<p>Data analysis</p> <p>Pupil progress meetings.</p>	<p>EL</p> <p>£250</p>	<p>April 2020</p> <p>Quality CPD for all teaching staff INSET Feb 2020 (CLP)</p> <p>Improvements in writing see Pupil Progress Meeting notes</p>
---	--	--	--	-----------------------	--

Power -maths pupil books	To ensure maths progression and delivery of a mastery approach. To provide quality resources teaching and learning.	This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds. EEF research: Mastery learning approach +5mths	Maths lead to monitor Progress termly tracking grids	£1052	April 2020 Maths Lead delivered training to all staff on use of manipulatives to support Mastery teaching using Power Maths resource. See Maths Action Plan.
--------------------------	--	---	--	-------	--

Total budgeted cost £7474.00

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Team Teach training for key staff	To ensure the dignity and safety of all pupils and ensure the integrity of behaviour management.	De-escalation strategies required particularly for those in receipt of PP.	Monitor incidents. Monitor ABC charts. & any recorded incidents in bound and numbered book	NS/ NP PP governor	April 2020 Training delivered to key staff. Team teach strategies implemented, always with a focus on de-escalation and safety.
To Provide ELSA support to children as needed.	Boost SEMH of children EEF Research: Social and emotional interventions +4 months	Children need to have the time with a trained ELSA to listen and support them with individual strategies to cope with anger management, social skills, building relationships with peers, building relationships with adults in their lives at school and at home .	SENDco to monitor Pre and Post questionnaires to provide evidence of impact	AT/ EB SEND governor	April 2020 ELSA continues to provide emotional support to children. Numbers in need have increased during current school closure (COVID-19).

To purchase Clicker 7 to support children with medical needs Ipad/ keyboard / stand	Improved literacy skills of child in receipt of PPG.	External professional advice given.	SENDco to monitor	AT	April 2020 SENDco to monitor use
--	--	-------------------------------------	-------------------	----	-------------------------------------

Pupil conferencing and 1:1 support from Pupil Premium Champion.	To improve attendance	Attendance data shows many pupil premium children have attendance below 95%.	Monitor in leadership time. Priority discussion in PPMs PP governor to monitor	NS PP governor	April 2020 Priority for discussion in PPMs Attendance to be monitored over whole academic year.
---	-----------------------	--	--	----------------------	---

Total budgeted cost £6251.00

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Forest School – external provision – Otterhead	To improve resilience and build self-esteem	Forest School has been successful in supporting school transition and SEMH.	Monitored via PEP in collaboration with external agencies.	NS	December 2019 Success recorded in PEP To be continued Spring term. To be continued Summer Term
Forest School – on-site sessions.	Tailored sessions to build resilience and promote SEMH. To develop the children’s learning in an outdoor environment and develop their team building skills.	Research finds that children from the most disadvantaged households benefit from significantly more spending on extra-curricular activities than their peers. EEF Research: outdoor learning +4 months, outdoor adventure learning adds +5months	Learning walks Pupil conferencing	MT/ EL	January 2020 Positive response from children and families. Increased well-being. tbc
Reduced cost for residential trips, educational visits and school clubs.	Pupil premium children will be able to attend the residential that otherwise may not be able to. Clubs that are chargeable to others - pupil premium will also be able to attend- using the funding.	Research finds that children that children from the most disadvantaged households benefit from significantly more spending on extra-curricular activities than their peers. EEF Research: outdoor learning +4 months, outdoor adventure learning adds +5months	Governors Resources & Finance committee meetings	NS & LR	January 2020 PP used to enable many to attend After School Clubs. Residential will be postponed - school closure (COVID-19)

Marking and feedback	Children are able to move their learning on through educative marking that they can reply to. Teachers to have a PP marking group as part of devoted improvement time. Purple polishing is clear in books, the gap is closing in English and maths.	This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds. EEF research: Collaborative learning +5mths Feedback +8 mths Mastery learning approach +5mths	Book monitoring and PDMs	NS & TR	January 2020 See PPM notes tbc
----------------------	---	--	--------------------------	---------	--------------------------------------

Total budgeted cost £5468

7. Additional detail

In addition to the above we complete case studies (Pupil Premium Passports) for every Pupil Premium child in our school which focus on their own specific needs and preferences for learning. In this way we ensure continuity for the children as they move through the school both in expectations of academic attainment and in their emotional wellbeing.

Pupil premium children are prioritised in our pupil progress meeting conversations. A range of approaches are then planned to support their academic needs including focussed group work, and a range of intervention programmes. Another successful approach has been the social and emotional development of these learners through our ELSA, Forest School and use of Early Help support including PFSA.