

Pupil Premium Strategy Statement 2019-2020

1. Summary information					
School	Andrews' Endowed CE Primary School				
Academic Year	2019/20	Total PP budget	31,600	Date of most recent PP Review	2019
Total number of pupils	204	Number of pupils eligible for PP	24 20 FSM6 2 PLAC 2 Service	Date for next internal review of this strategy	2020

2. Current attainment - end of KS2		
ARE = Age Related Expectation	Pupils eligible for PP (your school)	Pupils not eligible for PP (school)
% achieving the expected or above in reading, writing & maths in Y6 (based on 23 children: 4xPP and 19 non PP)	75%	74%
progress in reading (where 0 is expected progress)	0.8	Data for 3 pupils only
progress in writing (where 0 is expected progress)	6.7	
progress in maths (where 0 is expected progress)	0.7	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Oral language skills on entry are sometimes lower for pupils eligible for PP than for other pupils. This may slow reading and writing progress in subsequent years.
B.	Some PP pupils struggle with English and/or Maths and doubt their own abilities
C.	Some PP pupils have additional behavioural or emotional needs which affects their academic progress
D.	Some PP pupils have low self-esteem and doubt their own abilities as learners
E.	Some PP pupils come from families where it is difficult to provide the amount of support for reading and other homework tasks which other children benefit from
F.	Some PP pupils have complex needs due to their prior experiences

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
G.	Financial constraints can mean that some families cannot offer the broad range of enrichment opportunities they would like to out of school	
H.	Financial constraints can mean that some pupil premium children could miss out on opportunities in school	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>Improve oracy skills for EYFS children eligible for PP via the Keep on Talking programme and for pupils in other year groups via SALT programmes delivered by specialist LSA.</p>	<p>Children in EYFS achieve ELG in CLL</p> <p>Children in other year groups make significant gains as measured via SALT</p>
B.	<p>Improve skills and confidence in Maths and English</p> <p>Provide small group support in Maths and/or English for PP pupils led by class teacher, based on pre-teaching principles (Keep Up/Catch Up)</p> <p>Provide opportunities to rehearse maths skills using Mathletics in school, for those children who do not have regular access at home</p> <p>Increase access to reading books and develop reading for pleasure using Reading Letterbox Programme</p>	<p>Children make progress and gain confidence in their own ability</p> <p>Children have opportunities to explore their misconceptions as they happen, and gain confidence as a result</p> <p>Evidenced through in-year tracking, Pupil Progress meeting discussions</p>
C.	<p>Improve emotional wellbeing</p> <p>Provide ELSA support for PP pupils on a 1:1 and/or small group basis</p> <p>Provide all children with access to Forest School curriculum</p>	<p>Parents and teachers observe an increase in emotional wellbeing. Pupils are identifying when they are needing ELSA support and when they can be self-reliant, using strategies they have been taught. Older children make good use of drop-in opportunities.</p>
D.	<p>Develop Growth Mindset</p> <p>Provide access to 1:1 learning conferences with DHT with follow up sessions, with a focus on Growth Mindset</p>	<p>Parents and teachers observe an improvement in growth mindset of these pupils</p>

<p>E.</p>	<p>Remove barriers to completion of homework including reading</p> <p>Provide additional support in school for PP children who find it difficult to complete homework or read regularly to an adult at home</p>	<p>PP children keep up with their peers in submitting homework and have regular additional opportunities to read to an adult in school</p>
<p>F.</p>	<p>Individual Pupils receive bespoke support to address their complex needs</p>	<p>Parents, teachers and other professionals observe an improvement in these pupils' ability to access their learning and thrive emotionally and socially</p>
<p>G.</p>	<p>Ensure PP children have access to out of school activities such as clubs</p>	<p>PP children have a rich experience of after school activities</p>
<p>H.</p>	<p>Ensure PP children have access to in school activities such as learning a musical instrument or attending educational visits and residential trips</p>	<p>PP children have same opportunities as their peers</p>

5. Planned expenditure					
Academic year 2019/20		Proposed Budget £31,971			
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?
All pupils make appropriate progress in English and Maths from their starting points	LSA Support in all classes (mornings)	Ensures small group provision is possible for English and Maths Regular programme of small group keep up/catch up interventions led by class teacher and LSA in addition to whole class teaching	Monitor timetables Monitor planning	ML/LH	End of year £6,597
All pupils benefit from Forest School curriculum – impacts on their K&U of the natural world and on their wellbeing	Introduction of Forest School	Provides well-being support for all pupils – PPG children benefit from targeted support during small group sessions and from access to Forest School activities Sessions are structured so that class teacher works with half the class while the other half are at Forest School	Staffing is of high quality Regular monitoring by HT Feedback from pupils, staff and parents	ML/KM	End of academic year £235
All children able to read fluently and develop comprehension skills	Rapid Phonics Rapid Reading	1:1 support for children who are not making appropriate progress in reading	Progress data from programme	LH/Class Teachers	End of programme for each child £675
Total budgeted cost					£7,507

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 with complex needs able to access curriculum and develop social skills and understanding	1:1 programme for learning and social interaction Led by HLTA	Extensive dialogue with external agencies, combined with experience of staff team	Regular monitoring by HT, SENCo and external agencies	ML/LH/BP	End of each term £8,584
	1:1 Therapy programme delivered by outside specialist	Extensive dialogue with external agencies	Liaison with Therapist and with parents; monitoring impact of sessions on pupils both short and long term	ML/class teachers	£900
Improve emotional wellbeing	ELSA Programme	Provide ELSA support for PP pupils on a 1:1 and/or small group basis	Regular planning meetings between ELSA and HT Feedback from pupil, parent, class teacher, ELSA	ML/LP	£5,400
Raised self-esteem and understanding of selves as learners	Provide access to 1:1 learning conferences with DHT with follow up sessions, with a focus on Growth Mindset	This has proved a successful approach in previous years	Parents and teachers observe an improvement in growth mind set of these pupils	ML/GG	At end of blocks of sessions £1,283
Improved Oracy skills in EYFS and across the school	KOT programme in EYFS	KOT programme for EYFS	Regular follow up discussions with SENCo and EYFS Leader	LH/JH	Nil costs
	SALT programme	Provide SALT support for PP pupils on a 1:1 and/or small group basis	Regular planning meetings between SALT and SENCo	LH/DW	£2,387

Improved access to reading books and pupils reading for pleasure	Reading Letterbox Programme	Support for child's reading within and outside school. Self-esteem	Targeted children selected. Feedback at start and end of programme from pupil and carer	ML	£1,560
Total budgeted cost					£20,114

lii 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?
Equal access to experiences – no child disadvantaged	Financial support for Residentials, trips and other experiences	School knows families well. Support is targeted by careful dialogue. Families regularly invited to access additional resources where appropriate	Monitor access – identify families with no take up and offer alternatives where necessary/appropriate	ML/CW	End of academic year £350
Families provided with support and outreach	Family Support through 'Elkolet' (formerly Alton Buckle)	Long history of success. Early Help beneficial.	HT was part of steering group for commissioning new group 'Elkolet' – feedback systems are clearly established	ML/GG/LH	End of academic year £500
Equal access to play for all children	Additional support at lunchtime and break	Children with complex needs have their needs met – all pupils benefit from successful playtimes	Observations and monitoring logs	ML	End of academic year £3,500
Total budgeted cost					£4,350

6. Review of expenditure

Previous Academic Year	2018 - 2019
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 oracy skills in EYFS	KoT in EYFS	Partly for PPG pupils Partly for non PPG pupils	Yes – with more timely additional actions for those pupils not making sufficient progress as programme progresses	Minimal resources
Improved oracy skills across the school	SALT programme	Yes	Has positive impact for learners back in the classroom	£2,387

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
Improve maths skills and confidence	Provide small group and 1:1 support in Maths for PP pupils led by specialist HLTA, based on pre-teaching principles.	Children make progress and gain confidence in their own ability Children have opportunities to explore their misconceptions as they happen, and gain confidence as a result	Pupils have gained confidence and made some progress. However, gap not consistently narrowed as they often follow a different curriculum to their peers. Decision taken not to continue this approach, but support children within the classroom instead.	£14,934 £2,652
	Provide access to 1:1 online tuition programme (Third Space Learning) to enable children to consolidate understanding of areas they find particularly difficult.		Third Space programme is costly and impact has lessened over time. Decision taken not to continue next year as benefits not supporting cost.	£515
Raised self-esteem and understanding of selves as learners	Provide access to 1:1 learning conferences with DHT with follow up sessions, with a focus on Growth Mindset	Parents and teachers observed an improvement in growth mind set of these pupils	Benefits to individual pupils – continue 1:1 support benefits pupils and enables DHT to have mechanism to support the family.	£1,925

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
Raise standards in writing in Y6	Forest School as part of Y6 small group Booster sessions	Impact on pupil wellbeing high. Impact on writing outcomes high.	Forest School was very well received by Y6 children – provided significant well-being respite during a busy term. Class teacher (and Forest School Leader) could work with smaller groups. Use this model when rolling out Forest School project to rest of school.	£814
ELSA	1:1 sessions with a trained Emotional Literacy Support Assistant	To provide pupils with emotional support to enable them to thrive	Significant impact across the school	£6,630
Music Tuition	Music tuition with Hampshire Music Service and hire of instrument	Equality of access and increased confidence/self esteem	Pupil continues to participate and enjoy, impact on general confidence and self-esteem	£283
Support with residential trips	Support with costs of attending Calshot Residential Trip	Equality of access and increased confidence/self esteem	Achieved	£886
Support to attend educational school visits	Equality of access		Achieved	£140
Free school milk and additional provisions	Equality of access		Achieved	£521
Family support from Elkolet (formerly Alton Buckle)	Providing families with 1:1 support and outreach	Increased confidence in parenting skills which benefitted child's wellbeing and access to learning.	Achieved	£505

Attendance at clubs (in-house and external)	Payment of costs	Equality of access and increased confidence/self esteem	Achieved	£198
Individual therapies provided by outside agencies	Access to specialist support	Equality of access	Achieved	£695
1:1 support at break and lunch times	Support with supervised play	Reduction of inappropriate play behaviour and break and lunch times. Pupils with complex needs supported in their choices	Achieved	£4,095

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.