

Pupil premium strategy statement (Deerhurst and Apperley CoE Primary School 2019-20 and 2018-19 Impact)

1. Summary information					
School	Deerhurst and Apperley				
Academic Year	2019-20	Total PP budget £9,240		Date of most recent PP internal review	March 2019
Total number of pupils	6	Number of pupils eligible for PP 7% 6		Date for next internal review of this strategy	Dec 2019

2. Current attainment KS2 Results 2019				
		<i>Pupils eligible for PP at D&A</i>	<i>D&A attainment all pupils EXS</i>	<i>Pupils not eligible for PP (national average) EXS Interim</i>
% achieving EXS in reading, writing & maths		100%	86%	65% July 2019
% making expected progress in reading		100%	86%	73% July 2019
% making expected progress in writing		100% GDS	93%	78% July 2019
% making expected progress in maths		100% GDS	93%	79% July 2019
3. Barriers to future attainment (for pupils eligible for PP) 2019-20 – all PP Current Pupils (6)				
In-school barriers				

	<ul style="list-style-type: none">• Support reading opportunities (extra)• Skills in inference and deduction in reading• Sustaining ideas to write• Continue to develop language in writing• Developing reasoning and perseverance in maths
	<ul style="list-style-type: none">• Support with homework• Confidence
	<ul style="list-style-type: none">• Continuing to understand marking and feedback (Feedback Marking EEF) - through feedback marking for all pupils• Attendance (ongoing)
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	<ul style="list-style-type: none">• Attendance rate of PP child who has a medical condition

4. Outcomes	Success criteria
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A.	<p>Development of reasoning skills to support 'Solve It' opportunities</p> <p>Development of quick recall in number to increase arithmetic knowledge and speed</p>	<p>PP children will have quick recall and skills to understand maths reasoning and how to apply them.</p> <p>Number work interventions will show increase in number age</p> <p>Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet expected standard (EXS)</p> <p>Some PP children will achieve GDS</p>
B.	<p>Continue to develop GPS and improve vocabulary during writing opportunities</p>	<p>Pupils eligible for PP make rapid progress by the end of the year so that all pupils meet age related expectations and give opportunities to those who can achieve GDS</p> <p>All pupils read a minimum of 15</p>

C.	Improve opportunities for reading to raise understanding, background knowledge and inference	PP children will have opportunities to single reading opportunities and guided reading opportunities to capture In the moment of reading... prediction, visualisation and inference opportunities.
D.	Some attendance rates for pupils eligible for PP remains below that of all pupils (medical)	Reduce the number of absentees among pupils eligible to ensure attendance is in line with overall school attendance of 97% Support any medical needs.

5. 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					
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?

<p>Development of reasoning skills to support 'Solve It' opportunities</p> <p>Development of quick recall in number to increase arithmetic knowledge and speed In all year groups</p>	<p>Participation in– maths problem solving workshops STEM (aut 2019)</p> <p>Adapt approach to marking and feedback – ensuring Feedback marking (EET high impact low cost)</p> <p>All staff to continue to embed and use 'Do it, Twist it, Solve it' to show children's understanding and support opportunity for challenge Small group support and developing resilience Purchase of CGP books for homework support across school this was successful last year., again for</p>	<p>EEF has a proven record of effective interventions and supporting the development of learning Feedback marking – high impact low cost Collaborative learning approach to raise expectations and linking Building Learning Power to meta cognition and self regulation (EEF)</p> <p>Interventions last year showed an average reading age increase of 11 months per PP child</p> <p>Number av per PP child 24 months</p>	<p>Use INSET and staff meetings to further deliver training</p> <p>Peer observations across school Class observations</p> <p>Feedback and marking support</p> <p>Moderation of maths across school and cluster group</p> <p>Subject leader book looks and pupil conferencing</p>	<p>maths leader HT PP governor SENDCo</p>	<p>Dec 2019</p>
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Embedding writing skills including vocabulary/spelling across all year groups to ensure low ability PP achieve EXS	<p>Planning – short sharp units with maximum of 3/4 weeks. Planned to meet the needs of the children.</p> <p>Ensuring 3 classic books are read during the year</p> <p>A story to be read each evening at the end of the school day</p> <p>All school ensuring coverage of 7 basic plots</p> <p>Small groups of intervention both in and out of classroom</p>	<p>Developing editing skills has an impact on writing success</p> <p>Spelling age of PP children increased by an average of 11 months over the year 2018-19</p> <p>KS1 writing 2019 88% EXS</p> <p>KS2 writing 2019 93% EXS</p>	<p>Use INSET and staff meetings to deliver training</p> <p>Peer observations across school</p> <p>Marking policy adhered to across all year groups</p> <p>Continue to use robust moderation of writing across school and cluster group</p> <p>Parent workshop Sept 2019 to explain GPS and support needed to work with school.</p>	HT English leader SENDCo	Dec 2019
To develop and support reading	Support low achieving PP readers – lunchtime reading (HT) Develop 'In the moment reading...' (GR time)	<p>In the moment... opportunities during Guided reading time x 5 days</p> <p>Research shows this has good impact on background knowledge, prediction, visualisation, use of inference.</p> <p>KS1 reading 88%</p> <p>KS2 reading 86%</p>	<p>Ensure continued purchase of reading comprehension books for all year groups for consistency and to aid parents at home through structure</p> <p>Monitoring data</p> <p>Monitoring</p> <p>Raise profile of the 15 minute daily read at home and in addition school to keep 'soft entry' to allow extra reading time before school</p>	HT English Lead SENDCo	Dec 2019
Total budgeted cost					£4700.00
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?

<p>Development of reasoning skills to support 'Solve It' opportunities</p> <p>Development of quick recall in number to increase arithmetic knowledge and speed In all year groups</p>	<p>1:1 and small group activities with teachers and TAs SENDCo focused support STEM activities</p>	<p>Evidence of EEF effectiveness of collaborative learning Evidence of additional effectiveness with intervention support 2018-19 number age (13 months increase for PP)</p>	<p>Continue to purchase CGP maths books for support across school for consistent homework</p> <p>Monitoring and tracking x 3 per year PPMs x3 per year Book look scrutinies Lesson observations CPD Learning walks Pupil conferencing</p>	<p>HT English, Maths leaders SENDCo PP gov</p>	<p>Dec 2019</p>
<p>Embedding writing skills including vocabulary/spelling across all year groups to ensure low ability PP achieve EXS</p>	<p>1:1 and small group activities with teachers and TAs Ensure coverage of 7 basic plots</p>	<p>Evidence of EEF effectiveness of collaborative learning Evidence of additional effectiveness with intervention support</p>	<p>Support outcome by purchasing revised GCP reading comprehension homework books for Sept start 2019 Monitoring and tracking x 3 per year PPMs x3 per year Book look scrutinies Learning walks Pupil conferencing Lesson observations CPD moderation</p>	<p>HT Eng leader SENDCo PP gov</p>	<p>Dec 2019</p>
<p>To develop and support reading</p>	<p>Support low achieving PP readers – lunchtime reading (HT) Develop 'In the moment reading...' (GR time)</p>	<p>KS1/2 results - previously Guided reading x 5 times per week GR opportunity with SENDCo x 1 Parent participation in school creating links and support</p>	<p>Provide opportunity for GRsessions Provide opportunity for feedback sessions and intervention out of class Provide well being opportunities and story time each day</p>	<p>HT All staff</p>	<p>Dec 2019</p>
Total budgeted cost					£3400.00
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	When will you review implementation?
Attendance rates for some pupils eligible for pupil premium remains below that of all pupils.	Admin assistant employed to monitor pupils and follow up quickly on absences. First day response provision	Addressing attendance ensures children are in school so they are able to learn	On-going tracking and discussions with Headteacher and administrator HT will support any medical issues raised (nurse)	HT Administrator	Dec 2019
Well being opportunity times	Class teachers to identify children who have emotional/social barriers to learning on-going as well as crisis moments where support is needed Variety of approaches to be used to support children: Bubble Room, PSHE circle time Opportunities for trips , and Pets as Therapy	Quick response to issues of friendship, bereavement, separation anxiety, behaviour and family breakdown ensures children miss as little learning time as possible Parents can refer through many sources: class teacher, SENDCo and Headteacher Support from outside agencies	Impact will be evident through class teachers, SENDCo and HT as well as other staff in school	SENDCo HT Staff – TA well - being	Dec 2019

Music lesson opportunities will be provided	Two children will continue to have music opportunities	Two children who are interested in music and are good at it will continue to have funding to support their interest.	Children will continue to grow in confidence and play for school occasions. Raise in self esteem will be evident.		
Total budgeted cost					£2350

6. Review of expenditure				
Previous Academic Year		2018-19 IMPACT		
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	Cost £5000

To continue to narrow the gap in attainment	<p>Staff training on high quality feedback – continuing (inset sept '15)</p> <p>Book scrutinions to evaluate marking and feedback</p> <p>TA support for evaluating Feedback/markings (HT & SENDCo)</p>	<p><i>All PP children were successful in both national tests at the end of KS1 and KS2 2019</i></p> <p><i>Spelling age of PP children increased by an average of 11months over the year 2018-19</i></p> <p><i>Average reading age increase of 15months per PP child</i></p> <p><i>Number av per PP child 13months</i></p> <p><i>KS1 PP achieved GDS in all subjects</i> <i>KS2 PP achieved GDS maths , GPS and writing and EXS reading</i></p>	<p>Staff positive about training and linked with marking and feedback already being done</p> <p>Subject leaders and governors positive about book scrutinions and this afforded continuous feedback on interventions and need</p> <p>Staff liaised regularly with SENDCo/phase leaders and HT to identify and support next need</p> <p>Continue with approach in 2018-19 attaching TAs to classes for collaborative approach (EEF) All classes had TA support delivering maths in DO it, Twist it, Solve it</p> <p>CPD continues to be important for all staff – continue 2019-20</p>	

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 £2000

Development of reasoning skills in maths across all year groups and 'solve it' steps by having quick number recall	Participation in– maths problem solving workshops STEM Adapt approach to marking and feedback – ensuring Feedback marking (EET high impact low cost) All staff to continue to develop and use 'Do it, Twist it, Solve it' to show children's understanding and support opportunity for challenge Small group support and developing resilience Purchaser of CGP books for homework support across school, again for consistency and impact	EEF has a proven record of effective interventions and supporting the development of learning Feedback marking – high impact low cost Collaborative learning approach to raise expectations and linking Building Learning Power to meta cognition and self regulation (EEF) Interventions last year showed an average reading age increase of 11 months per PP child Number av per PP child 24 months in 2019 KS1 maths 83% 2019 KS 2 93% 2019	Use INSET and staff meetings to further deliver training Peer observations across school Class observations Feedback and marking support Moderation of maths across school and cluster group Subject leader book looks and pupil conferencing	
Embedding writing skills including vocabulary/spelling across all year groups to ensure low ability PP achieve EXS	1:1 and small group activities with teachers and TAs Ensure coverage of 7 basic plots	Evidence of EEF effectiveness of collaborative learning Evidence of additional effectiveness with intervention support 2017	Homework comprehension books evaluated and HT to purchase CGP comprehension skills for homework support 2019-20 Parent workshop for GPS Monitoring and tracking x 3 per year PPMs x3 per year Book look scrutinies Learning walks Pupil conferencing Lesson observations CPD moderation CPD	£1000

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£420
Increased attendance rates	<p>HT to monitor pupils and follow up quickly on absences. EWO ongoing visiting and support</p> <p>Outside agency to support other vulnerabilities within family</p>	PP children's attendance in Class 3 improved and had impact on one of the children's learning	<p>HT tracks attendance weekly and addresses any issues immediately (continue)</p> <p>Follow up on absence may mean families need support and confidence to speak to school – continue with communication and sign posting Offer of Early Help</p> <p>Continue to buy into cluster for EWO support</p>	

Well being opportunity times	Class teachers to identify children who have emotional/social barriers to learning on-going as well as crisis moments where support is needed Variety of approaches to be used to support children: Bubble Room, PSHE circle time Opportunities for trips , Leadership Skills Club and Pets as Therapy	Quick response to issues of friendship, bereavement, separation anxiety, behaviour and family breakdown ensures children miss as little learning time as possible Parents can refer through many sources: class teacher, SENDCo and Headteacher Support from outside agencies	Impact will be evident through class teachers, SENDCo and HT as well as other staff in school HT to organise Pets as therapy for 2019-20 HT to employ a TA for specific early intervention well being through forest school 2019-20	£1000
7. Additional detail				