# Pupil Premium Strategy 2019//2020

The Pupil Premium Grant is additional funding to raise attainment of disadvantaged pupils and close the gap between them and their peers. It is allocated for children from low-income families, many of whom are eligible for Free School Meals, children who have been looked after continuously for more than six months or children eligible for service child premium in any of the previous 4 years

**Funding allocations**

£1320 per pupil for FSM pupils aged 4 and over in Rec to Year 6

£1900 per pupil for each post-LAC full time equivalent (managed by virtual school head and to be used for PEP)

£302.10 early years pupil premium (EYPP) for disadvantaged eligilble 3-4 year olds accessing 570 hours of early years education.

***This document details the proposed strategy and spend of the Pupil Premium 2019/20 in support of closing the gap between disadvantaged pupils and their peers at St Albert's.***

**Allocation for 2019/20**

For the Year 2019/20 St Albert's Primary School has been allocated Pupil Premium funds of **£149,672**

Principles

- We will ensure that the PPG is used effectively to improve outcomes for disadvantaged children
- We will consider closely the barrier to learning that disadvantaged children in St Albert's face  We will ensure that approaches used are evidenced based and adequately monitored.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Self -Assessment

School self assessment resulted in the identification of the following barriers to learning

High percentage of SEN PP and Low number of HA

A. Low attainment/progress for PP children especially in reading and maths
B. Poor oral skills
C. Behaviour including poor attitudes to learning and lack of engagement
D. Poor exposure to experiences which impacts on oral skills, understanding, reading and writing *F. Attendance*
G. *Family engagement*

School self assessment resulted in the identification of the need for the following key objectives

1. Quality first teaching in reading, writing and maths – to raise attainment by improving teaching and learning.
2. Targeted support to raise attainment- to ensure that PP children have access to a range of intervention and support strategies.

3. Family engagement and support- to develop approaches which do no PP due to lack of family engagement and support and to seek approaches which encourage families to support their child's learning
4. Widening of opportunities – to provide a range of opportunities for pupils to access learning opportunities and widen their experiences. This will impact upon their attainment oral skills, reading skills, well being self esteem and confidence and also raise their aspirations.
5. Social and emotional support
6. Improving Speech and language throughout the school with an emphasis on improving vocabulary

*An additional objective identified is to keep class sizes as small as possible thus avoiding mixed classes so that quality first teaching can take place more effectively.*

| **i. Key Objective -Quality of teaching for all** | | | | | |
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| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **Staff Lead** | **Monitoring and Evaluations** | **COST** |
| Quality teaching in reading Raise in attainment | Read, Write Inc CPD | This is a long term strategy. This will benefit all KS1children. The Sutton trust Toolkit states that evidence suggests supporting phonics +4 and reading +5 has a moderate impact for very low costs. The school is committed to the RWInc projects and CPD for all staff. | Lit Co-ord | Improved attainment in reading in KS1evough assessment data Course evaluations Observations | £5,000 |
| Quality 1st Teaching in maths Raise in attainment | Maths CPD – to develop maths mastery approach via maths hub and oaks training for all teachers | This is a long term strategy which will impact upon the whole school. The Sutton trust Toolkit states that evidence suggests mastery learning projects +5 has a moderate impact for very low costs. TFL Project with Maths Hub and Power Maths Scheme | Maths Co-ordinator | Improved attainment/progress in maths across the school | £5,000 |
| Quality teaching for Year 6 Raise in KS2 attainment | Intensive support for identified classes ie Year 6 (or vulnerable classes as per data)PT teacher funded | This will have short term benefits but a long term impact. This will impact upon Literacy and Numeracy results This will support eventual transition to high school. The Sutton trust Toolkit states that evidence suggests small group tuition +4 has a moderate impact for moderate costs. | SLT | Improved attainment progress in KS2 sats | £25,000 |

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| Quality 1st teaching in EYFS. Raising Attainment | EYFS Support – additional adult to support oral skills, behaviour and transition in Nursery or Reception. | This will have long term benefits for the EYFS children.<br>The Sutton trust Toolkit states that evidence suggests supporting early years intervention phonics +5 has a moderate impact but that cost can be high. | EYFS lead | Improved oral skills observed. Progress made in CLD and PSED | £5,000 |
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| Total Budgeted Cost £40,000 | | | | | |

| **Key Objective 2 Targetted support** | | | | | |
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| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **Staff Lead** | **Monitoring and Evaluations** | **COST** |
| Targetted support- Small groups | Providing small group work with an experienced SEN TA focused on overcoming gaps in learning | The school has identified that there is a significant number of PP children who are identified SEN children. To ensure that they receive early intervention and quality support the school has identified the need for additional SEN support to work with children and individuals | SENCo | PP SEN children have made appropriate progress and have access to appropriate support | 12,000 |
| Targetted Support attainment | Additional FT TA in Year 3 to boost PP children in preparation for KS1 sats and support with behaviour | The school has identified that Year3 are a vulnerable cohort for LA, SEN and behaviour.<br>To ensure that they continue to receive early intervention, and improve their attitude towards learning the school has identified the need for additional TA support to work with children and individuals | SLT | PP children in Y2 make appropriate progress in line with NA and are ready for KS2. | 12,000 |
| Targetted support Attainment | Additional Ed Psych time for PP children | The school has identified that there is a significant number of PP children who are identified SEN children. To ensure that they receive specialise Ed Psych support early the school has identified the need for additional funding. | SENCo | PP SEN are accessing appropriate support | 2,500 |

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| Targetted 11supportfor all via Feedback | Facilitating Assertive Mentoring-feedback for pupils (Funding supply days for programme to be delivered) | This is a long term strategy that twill support all PP throughout the school. The Sutton Trust Toolkit states that evidence suggests Feedback +8 has a high impact for very low costs. Feedback features very strongly in the Assertive Mentoring Approach alongside mentoring +1. Funding will be used for supply costs to release staff to work with children termly | SLT | PP children show an improved attitude and involvement with their learning which impacts upon attainment. | 1000 |
| Targetted support Small groups | 1 to1 tuition in Eng & Maths –*3-1 as per Sutton Trust* | This will have short term benefits for the school but long term benefits for children who will be able to progress onto high school with improved results. The Sutton Trust Toolkit states that evidence suggests one to one tuition +5 has a moderate impact but for high costs. These will be delivered by KS2 practitioners and the programme will be closely co-ordinated by the Year 6 teacher. | HT | Improved attainment/progress of identified PP children in reading and maths | 5,000 |
| Targetted support 1 to 1 | Access to Motiv 8 behavioural programme | This will have short term benefits for the school but long term benefits for the child if they mange to remain in school and not be excluded at an early age. Respite, nurture and social education will be provided | | | 2,000 |
| | | | | **Total Budgeted Cost** | **£34,500** |

| Key Objective 3 – Family engagement and support | | | | | |
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| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **Staff Lead** | **Monitoring and Evaluations** | **COST** |
| Improved attainment Enagagem ent with family and home learning | Reading Plus year 5 and 6 and Home Reading Resources | Long term benefits for children in KS2. The Sutton Trust Toolkit states that evidence suggests digital technology +4 has a moderate impact but for high costs and that supporting reading comprehension +5 is also effective.<br><br>Access to quality reading is considered a need for our children. | Lit Coord KS2 and all staff | Improved attainment/progress in reading across the school.<br>Increased access to quality reading materials | 4,000 |
| Engagemen t with family | Home Record Books – encouraging parental support | The Sutton Trust Toolkit suggests that Parental involvement (+3) has moderate impact for moderate cost. Supporting reading comprehension (+5) has a moderate impact for a low cost .<br>This approach supports all PP children throughout the school. | All | Increased parental support with reading across the school | 400 |
| Attainment /engageme nt with family | Home Learning Resources for Year 6 children | The Sutton Trust Toolkit suggests that Parental involvement (+3) has moderate impact for moderate cost. Homework (+2) in primary schools is low impact but for a very low cost. As a school, we have identified a growing gap between children who access learning at home and those who do not. | Year6 teacher | Improved opportunities for PP children to engage in learning at home and develop an improved attitude to learning. | 1,000 |
| Attainment | Home access –IXL, TT rockstars, sats Companions and reading Plus (y3-6 including facilitating after school club) | The Sutton Trust Toolkit states that evidence suggests digital technology +4 has a moderate impact but for high costs. A number of our children were not accessing this at home and we have therefore funded TA support to improve access forPP children | Maths Co-ord SJ | PP children have access to programs afterschool and this impacts upon maths | 3,000 |
| Attainment and family engagement | RWINc home books Chest of Books quality classes books to inspire and ignite reading (due to lack of reading resources at home highlighted in questionnaire ) | This is a long term strategy.<br>This will benefit all KS1children and into KS2.<br>The Sutton trust Toolkit states that evidence suggests supporting reading +5 has a moderate impact for very low costs.. | Lit | PP children have improved attainment in reading | 4,000 |
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| | | | | Total Budgeted Cost | £12,400 |

| Key Objective 4 – Widening opportunities | | | | | |
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| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **Staff Lead** | **Monitoring and Evaluations** | **COST** |
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| Widening opps | Enhancement activities ie extra curricular activities, visits, thetre visits | Although the Sutton Trust Toolkit suggests participation (+2) has low impact for low cost the leadership team strongly believe that limited access to experiences limits the children's learning and impacts upon their writing, reading, oral language and aspirations. Improved access to enrichment activities is at the forefront of the school's vision of open doors. | SLT | Children have accessed a wide range of experiences and this impacts upon their self esteem, oral language well being and reading | 2,800 |
| Widening opps | Residential subsidy for y5 and 6 | Similarly access to residential are supported by the school. The Sutton Trust Toolkit suggests Outdoor adventure learning (+3) has moderate impact for moderate costs. We believe that this impacts upon well being, team work and the broadening of horizons. | SLT | Children have accessed a wide range of experiences and this impacts upon their self esteem, oral language well being and reading | 2,000 |
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| | | | | Total Budgeted Cost | £4,800 |

| Key Objective 6 -Quality of teaching for all via smaller class sizes | | | | | |
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| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **Staff Lead** | **Monitoring and Evaluations** | **COST** |
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| Targetted support | Maintaining high levels of TAs support to enable intervention groups/individual - | Recent research indicates that the perception of the effectiveness of Teaching Assistants has increased (previously +2). We strongly believe that quality TA support is invaluable both to the academic progress and pastoral progress of our children. TAs support with interventions and due to the high number of PP children in each class who need to access these interventions there is a real need to have a TA for each class. | SLT | PP SEN children have made appropriate progress | 12,000 |
| Other approaches | Tracking system monitor progress/achievement of vulnerable groups inc FSM across R,W,M- Primary Progress | The use of Primary Progress supports the school in monitoring the progress, areas of strength and areas for development of PP children. It is an assessment and Leadership tool. | Assessment lead | Easy and accurate analysis of PP progress by all staff allowing so areas for development to be identified | 1,000 |
| Other approaches | Mics Project – responding to need | The school sets aside funding so that it can respond to new initiatives that will support PP children. This also allows us to respond to current and immediate needs which cannot foreseen. | SLT | | 10,000 |
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| Key Objective 5 social and Emotional Support – Family engagement and support | | | | | |
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| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **Staff Lead** | **Monitoring and Evaluations** | **COST** |
| Social & Emotional support | Additional Learning Mentor to provide extra access to social and emotional support and to support attendance intiatives with PP | The social and emotional needs of our PP children and their families are significant and varied necessitating in the need for an additional Learning Mentor. The Sutton Trust Toolkit suggests that social and emotional learning has a moderate impact and a moderate cost. | SLT | Vulnerable children are supported with emotional or home issues and this has allowed them to concentrate in school | 17,887 |
| Social & Emotional support | Access to play therapy and Learning mentor support for identified LAC | Identified need for individual Looked after children via their PEPS | SENCo | LAC have long term support social and emotional issues | 3300 |
| Social & Emotional support | Transition Projects | Research suggests that PP children are vulnerable when transitioning from one phase of education to another. Transition projects are given priority and amongst other projects supply is bought in to facilitate transition days and projects. This will impact upon their social and emotional wellbeing. We recognise the importance of transitioning from class to class as well as Nur to Rec, KS1 to KS2 and KS2 to high school. | SLT | **Smooth transition impacting upon learning and progress** | 3,000 |
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| Total Budgeted Cost £24,187 | | | | | |

| Key Objective 6 – speech and language development | | | | | |
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| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **Staff Lead** | **Monitoring and Evaluations** | **COST** |
| Targetted support- Small groups | Speech and language therapist working in EYFS and throughout the school 0.5 days per week | Poor baseline<br>Research demonstrates that vocabulary at 3 is an indicator for KS2 sats, GCSE and income.<br>2/3 of 7-14 year olds with behaviour issues have language impairment<br>Children from low income families lag behind 16 months in vocabulary at 4 years | RR | Identified S and l assesssments | 7,000 |
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| | | | | **Total Budgeted Cost** | **£7,000** |

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| Contribution towards IT equipment additional | £4,000 |