



# Pupil Premium Strategy Statement

## 1. Summary information

<b>School</b>	Pytchley Endowed CE Primary School				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	36,200	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	21	<b>Number of pupils eligible for PP</b>	21 including service children	<b>Date for next internal review of this strategy</b>	February 2020

2. Current attainment 2018 -2019 KS2		17 pupils		
	<i>Pupils eligible for PP (5)</i>	<i>Pupils not eligible for PP (12)</i>	<i>National Benchmark</i>	
% achieving in reading, writing and maths	60%	83%	65%	
% making progress in reading	60%	83%	73%	
% making progress in writing	60%	83%	79%	
% making progress in maths	40%	92%	79%	

## 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

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

- A.** Gaps in learning throughout school affect the number of pupils achieving ARE
- B.** Pupils with specific learning needs are not making accelerated progress and not achieving ARE

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

- C.** Attendance below 90%
- D.** Pupils access clubs/music activities inside and outside of school plus residential trips

## 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Gaps in learning in all year groups are reduced so that all pupils achieve ARE.	Children achieve ARE for their year group. Increase the percentage of PP achieve greater depth in each year group Puma/Pira/Gaps show accelerated progress from pupils starting point

<b>B.</b>	Gaps in learning for pupils with specific learning needs are reduced and there is accelerated progress from their starting point.	Pupils with specific learning needs achieve ARE at the end of KS2. Progress and accelerated progress is evident across school. Tracking using Hodder scores demonstrates the gaps are being reduced.
<b>C.</b>	Low attendance / Lateness	Pupils attendance increases and pupils achieve at least 90% attendance for the year.
<b>D.</b>	Pupils access extra-curricular clubs/music activities within and outside of school plus residential trips	Increased number of pupils attending after school clubs and peripatetic music sessions All pupils attend residential trips

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2019-2020</b>			
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
QFT for all pupils to achieve ARE across school.	<p>AfL identifies gaps in learning for each pupil in each subject prior to units being develop.</p> <p>QFT for all pupils using Rosenshine principle -</p> <p>Each gap identified through assessment is taught again and revisited through targeted interventions</p> <p>Extra support from TA reduces gaps for pupils</p> <p>Reduced class size in Maths allows for Mastery approach</p> <p>Systematic teaching sequences in KS1 in phonics and reading ensures gaps are reducing</p>	<p>AfL allows for teaching sequences that address gaps through a mastery approach. Teaching builds on pupils prior knowledge</p> <p>Rosenshine Principles are used to develop QFT across the Academy.</p> <p>EEF suggest that Maths mastery improves progress of pupils when they work collaboratively with each other.</p> <p>TA's/teachers undertaking 1:1/small group Interventions accelerates pupil progress which reduces any gaps.</p> <p>Individual feedback ensures pupils understand how they can improve their work. Evidence suggests this approach has greater impact.</p>	<p>Monitoring of lessons through learning walks/book scrutiny for all curriculum areas.</p> <p>Rosenshine principles and QFT are Part of the Academy Improvement Plan.</p> <p>CPD for staff through the MAT and internally by subject leaders/ developing QFT</p> <p>Use of Puma/Pira/Gaps to monitor the progress of pupils and their progress to ARE.</p> <p>Use the results to identify gaps which need to be addressed further.</p> <p>Track progress from pupil starting points using Hodder to evidence accelerated progress for specific pupils</p> <p>Pupil voice regarding feedback</p>	HT/AHT/SL	<p>Data - Autumn 2 Spring 4 Summer 6</p> <p>Intervention every 6 weeks</p> <p>Pupil voice termly.</p>

	Feedback to pupils is clear and action points discussed				
Pupils with specific learning needs are not making accelerated progress and not achieving ARE	Interventions for pupils with specific learning needs have timetabled / specific interventions which address IEP actions at least 3 times per week.	Small group/ 1:1 and feedback can increase pupil progress and accelerate progress to close gaps.	Monitoring of notes for each intervention session taught.  Review the progress of pupils using Pums/Pira/Gaps – use of Hodder scores. Use the information to identify specific areas that need accelerated progress.		Autumn 2 Spring 4 Summer 6  IEP review meeting.  Pupil Progress Review Autumn 2 Spring 4 Summer 6
<b>Total budgeted cost</b>					25,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupils make accelerated progress to achieve ARE	T/TA's Small group interventions which address specific need of pupils.	T/TA support 1:1 or small group can increase pupil progress.  Feedback can support pupils understanding how well they are doing and next steps.	Monitoring learning walks. Pupil Progress meetings.  Puma/Pira/Gaps analysis show progress of pupils and identifies specific targeted interventions	SENCo	Termly
Close specific gaps in learning for SEND pupils	T/TA small group 1:1 interventions addressing IEP targets and identified gaps in literacy and maths.	As above	As above	SENCo	Termly
<b>Total budgeted cost</b>					2,200
<b>iii. Other approaches</b>					

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Low attendance/lateness	Engagement with parents to increase attendance/promptness of pupils	Attendance has a direct impact upon pupils' achievement and learning. When pupils attend regularly gaps are reduced and pupils maintain or increase their achievements.	Monitoring of attendance and identify pupils who are below 90%. Conversations with parents regarding attendance	HT	Each Term
Increase the % of pupils experiences outside of the National Curriculum	Subsidise clubs including Breakfast Club and Wrap Around, music lessons and residential trips	Increased self-esteem. Experiences equal to their peers.	Club, music and residential list to ensure opportunity for all. Impacts on the quality of family life.	HT	Termly
Pupils have a uniform and ready for school	School Uniform	All pupils feel part of the school community.	Parents to be informed of this facility	HT	Termly
<b>Total budgeted cost</b>					8,000

## 1. 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? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>KS1 PP small group support to develop Reading Writing</p> <p>Reduced class size in Maths to accelerate progress</p> <p>Phonic/reading skills are developed through targeted extra reading and phonic sessions</p>	<p>KS1 results are in line with national results for reading, writing and maths</p>	<p>KS1 results were above national. 90% reading, 90% writing, 90% maths. 66% of PP pupils achieved expected results in reading, writing and maths</p> <p>The reduction of class size in maths contributed to the results.</p> <p>Phonics results were below our target. PP pupils did not achieve the expected standard due to other specific learning needs</p>	<p>Through the tracking systems, gaps that start to appear need to be addressed rapidly using interventions over 6 weeks which are over and above the daily sessions.</p> <p>The reduction of class sizes for Maths using MNP hasn't accelerated progress. School has reviewed and establish a new approach using Mastery approach.</p> <p>PP with SEND are not making the expected progress – need to use the information.to track the progress using Hodder scores.</p>	7,000
<p>Daily reading and phonic work for those pupils not reading as regularly at home. Interventions support the progress of pupils requiring accelerated progress</p>	<p>Year 1 Phonics results continue to be above national</p>	<p>Phonic results were below expected standards. Pupils experienced extra support in reading and writing</p>	<p>Progress was not as expected. Interventions were not focused to accelerate progress needed.</p>	2,000
<p>KS2 PP small group support to develop Reading Writing</p> <p>Reduced class size in Maths to accelerate progress</p>	<p>KS2 results are in line with national results for reading, writing and maths</p>	<p>KS 2 results were in line with national. PP with SEND did not make the accelerated progress. Progress difficult to confirm based on the tracking system.</p> <p>Maths progress has improved but not at the pace required, Gaps have not</p>	<p>Use of Hodder scores to show progress from lower starting points for SEND PP group.</p> <p>Review the teaching of Maths across school to close gaps.</p>	7,000 14,000

<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
PP oral language skills are developed through Speech and Language intervention	Pupils' language skills through conversations and a range of tasks has improved.	Pupils' vocabulary skills in EYFS improved through tasks enabling pupils to retell well known stories. Vocabulary	AIP to increase pupils vocabulary knowledge -Tier 2 through a range of approaches which will improve the knowledge of all pupils across school.	2,000

<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To develop pupils Growth Mindset	Improve emotional wellbeing/ learning attitudes through Growth Mindset tasks	PSHE/Growth Mindset tasks and activities completed and reinforced throughout school. Most pupils are able to talk about their learning and how a challenge is learning and requires effort.	Attitudes to learning will continue through the PSHE sessions	200
Parents approached whose attendance falls below 90% or there are punctuality issues	Attendance for PP children is in line with national	Attendance 90% ensures that pupils progress and there are limited gaps in their learning	Target families each term with attendance below 90%. Illness throughout school impacted upon this target – chicken pox, flu like symptoms	
Pupils attend Breakfast Club and After School Club	Pupils have breakfast ready for the start of the day. Pupils are able to access homework support Free for PP Develop their social skills	Pupil attended the facilities available in the morning and in the evening, these numbers include PP. Improved social skills for all. Increased punctuality and readiness for school. Parents accessing these facilities impacts upon the quality of the whole family.	PP punctuality for some children to be targeted.	8,800
Subsidised trips and attendance at Clubs	Children experience opportunities to access facilities outside of the curriculum	All pupils accessed residential trips	Target pupils to access Clubs.	3,500

## **7. Additional detail**

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)

