

Pupil Premium Strategy September 2019 – July 2020 and Pupil Premium Impact Statement for 2018-19

Pupil Premium is an element of school funding aimed at diminishing the gap in attainment between certain disadvantaged groups of pupils and those who are better off. In funding is calculated on the basis of £1320 for each pupil who has been eligible for free school meals in the past six years, and £2,300 for looked after children in care for more than one day or adopted from care. The funding is provided to schools, who decide how best to spend this according to local needs. We have looked at current research carefully and believe the most effective ways to support disadvantaged children's achievement, and to achieve successful outcomes for disadvantaged children is through having a whole-school ethos of attainment for all. This is fundamental to our practice and involves the effective inclusion of all our children in high quality, everyday personalised teaching.

Pupil Premium Strategy September 2019 – July 2020

1. Summary information

School	RADLEY CE PRIMARY SCHOOL				
Academic Year	2019 - 20	Total Pupil Premium budget	£11,200	Date of most recent Pupil Premium Review	Sept 2019
Total number of pupils	106	Number of pupils eligible for Pupil Premium	7	Date for next internal review of this strategy	Sept 2020

2. Current attainment

2019 SATs Results	All Y6 Pupils at Radley	Pupils not eligible for the Pupil Premium Grant at Radley	Pupils eligible for the Pupil Premium Grant at Radley (figures relate to two children, also on SEN Register)	National Average for Pupils not eligible for the Pupil Premium Grant (figures not yet released)	National Average for Pupils eligible for the Pupil Premium Grant (figures not yet released)
% achieving expected standard in reading	42%	50%	0%	-	-
% achieving expected standard in writing	83%	100%	0%	-	-
% achieving expected standard in maths	75%	80%	50%	-	-
% achieving expected standard in all of reading, writing and maths	33%	40%	0%	-	-

2. Barriers to future attainment (for pupils eligible for Pupil Premium, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	A number of children eligible for Pupil Premium also have complex SEN/D resulting in lower attainment for PP children in Reading, Writing and Maths in Years 4 & 5 than non Pupil Premium children in those year groups.	
B.	Social and emotional skills: group dynamics, engagement in learning, emotional resilience, the ability to be able to resolve conflicts, anxiety levels and sensory processing, confidence and self-esteem.	
C.	Growth mind set to raise expectations.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Parental engagement with school on academic matters for some Pupil Premium children.	
E.	Some children eligible for Pupil Premium do not experience a range of enrichment experiences outside of school, partly as a result of the additional costs attached.	
F.	Challenging home environments for some children. In questionnaire some children stated greatest barrier to their learning as not enough sleep.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All children eligible for PP with SEN/D to make at least expected progress in reading, writing and maths, improved concentration skills – quality and quantity of children’s work will signify the improvement of concentration	Progress for all year groups for Pupil Premium children, including those with SEN/D are in line with or above ‘all pupils’ (Reading, writing, mathematics, GLD, PSC)
B.	Provide support to build children’s social and emotional skills	Children with poor social and communication skills, to successfully build up peer friendships
C.	Provide support to strengthen growth mind set and resilience	A ‘can do’ approach, increased concentration and the resilience to persevere. Outcomes for all year groups for PP children in line with or above ‘all pupils’ (Reading, writing, mathematics, GLD, PSC)
D.	External support and specific engagement leading to improved dialogue between home and school	Improved home/school links; increased parental attendance at parents’ evenings and curriculum events for some parents.
E.	All children who are eligible for PP will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.	Children have experienced residential trips and educational visits, and been encouraged to participate in a range of extra-curricular activities

4. Planned expenditure					
Academic year	2019-2020 Pupil Premium Funding Allocation £11,200				
The three headings below demonstrate how we are using the pupil premium to improve classroom practice, provide targeted support and support whole school strategies					
1. 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	Reviewed?
A: All children eligible for Pupil Premium with SEND to make at least expected progress in reading, writing and maths	Quality First teaching and an inclusive approach to reduce barriers to learning.	Improved outcomes when all children have access to Quality First teaching	A focus on Quality First teaching, for all observations	Grace Slater and Julie Ilsley	Termly
B: Provide support to strengthen growth mind set and resilience	Staff meetings (for teachers and teaching assistants) delivered to address the principles and the practice behind this concept. Staff increase the amount of risk and “desirable difficulties” in lessons to raise levels of resilience and challenge.	Work on meta-cognition and self-regulation with children proven to accelerate progress (EEF toolkit + 8 months)	Timetabled into a cycle of Staff Meetings / TA Meetings	Grace Slater and Julie Ilsley	Termly
C: Provide support to build children’s social and emotional skills	PSHE lessons with focus on social and communication skills for all children. Circle of friends where appropriate. Inclusive classroom environments. Allocated TA time for additional support for PP children	Improved outcomes when children are socially adept (See above)	Observations show how teachers are addressing the social and communication skill requirements.	Grace Slater and Julie Ilsley	Termly

2. 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	Reviewed?
<p>A: All children eligible for PP with SEN/D will make at least expected progress in reading, writing and mathematics</p>	<ul style="list-style-type: none"> • All children will know and understand how to make progress in their learning through teacher feedback and self-reflection, as a result of the whole school Quality First teaching approach. • Extra TA time allows PP pupils to discuss their progress in greater detail, and consider ways to make additional progress. • Individual and small group English and Maths support/interventions for targeted children <ul style="list-style-type: none"> ○ WAT – Write Away Together ○ RWI – Read, Write, Inc ○ Power of Two 	<p>Effective feedback proven to be one of the most effective means through which progress can be made (EEF toolkit: +9 months)</p> <p>Specific and targeted interventions and small group tuition proven to accelerate progress (EEF toolkit: +4 months)</p>	<ul style="list-style-type: none"> • Assessment data monitored to evaluate progress after each targeted intervention. • Comparative progress analysis of PP and non PP children reading/writing/maths • Pupil Premium children focus for: observations; work scrutiny; pupil interviews + Learning Walks. • Termly pupil progress meetings with headteacher. • Individual strategies to enhance learning for children at risk of not making expected progress. 	<p>Julie Ilesley (SENCo)</p>	<p>Termly</p>
<p>B: Provide support to strengthen growth mind set and resilience</p>	<ul style="list-style-type: none"> • Integral part of school ethos – assemblies; class expectation • Groups of children are supported by TA. through discussion and reflection. 	<p>Accelerated progress of those children with a resilient approach to their learning.</p>	<ul style="list-style-type: none"> • A focus for Lesson Observations • Staff Meeting time for discussion and revisiting of the concept 	<p>Julie Ilesley (SENCo)</p>	<p>Termly</p>
<p>C: Provide support to build children’s social and emotional skills</p>	<ul style="list-style-type: none"> • Break time buddy system for individuals who struggle to form friendships or who struggle to play in large groups. • Circle of Friends • PSHE sessions 	<ul style="list-style-type: none"> • Children able to communicate effectively with their peers, able to engage more effectively with learning activities. • Happier, more confident children 	<ul style="list-style-type: none"> • PSHE Learning Walks • Monitoring of break and lunch time incidents 	<p>Julie Ilesley (SENCo)</p>	<p>Termly</p>
Total budgeted cost					<p>£9,950</p>

3. 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	Reviewed?
D: External support and specific engagement leading to improved dialogue between home and school	Parental attendance at parents' evenings and curriculum events for some parents.	Home / school engagement	PP parents given priority access to times at Parents' Evenings, additional arrangements made available	Grace Slater	Termly
E: All children to have the opportunity to access wider curriculum, attend residential visits and broaden experiences in a rich curriculum.	Subsidise cost of visits and activities for PP pupils, including residential visits; funding provided to ensure all are included. PP pupils given priority for places in after school clubs. Forest School and Outdoor Gardening sessions for PP children	Arts/ Sports/ Outdoor Adventure learning have proven to accelerate progress (EEF toolkit: +2 months).	Children engaging in a range of enrichment opportunities will be logged and tracked on individual PP case studies. Case studies will be completed termly in order to build up the impact over time and the parent and pupil voice will be used to help inform the ongoing program of events and activities on offer.	Grace Slater Class Teachers	Termly
Total budgeted cost					£1,250

Pupil Premium Impact Statement for 2018-19

5. Review of expenditure £12,860

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
A: All children eligible for Pupil Premium with SEN/D to make at least expected progress in reading, writing and maths	Quality First teaching and an inclusive approach to reduce barriers to learning. Interventions as appropriate	End of year analysis for children eligible for PP with SEN/D making at least 'Expected' progress for 2018-19 (4 children): <ul style="list-style-type: none"> • Reading 75% • Writing 75% • Maths 75% Two of these four children made accelerated progress in all of reading, writing and maths, and a further child made accelerated progress in maths. Interventions reviewed and shown to be value for money: progress made by all children eligible for PP with SEN/D even if not always commensurate with 'Expected'.	Approach to continue, with careful monitoring. Additional 1:1 support to be put in place where progress not reached at least at 'expected'.	See 'Targeted Support' section below
B: Provide support to strengthen growth mind set and resilience	Staff meetings (for teachers and teaching assistants) delivered to address the principles and the practice behind this concept. Staff increase the amount of risk and "desirable difficulties" in lessons to raise levels of resilience and challenge.	Work on meta-cognition and self-regulation with children, and 1:1 support with TA to embed this approach appear to have increased resilience and the desire to 'have another go' in 8/9 children	To continue as part of the school's ethos for all children, as an implicit part of mind-set.	See 'Targeted Support' section below

<p>C: Provide support to build children's social and emotional skills</p>	<p>PSHE lessons with focus on social and communication skills for all children.</p> <p>Inclusive classroom environments.</p> <p>Training of an Emotional Learning Support Assistant (ELSA)</p>	<p>Unit of PSHE lessons had the building of children's social and emotional skills as a focus</p> <p>Circle of Friends set up for a child and PP children engaged with this.</p> <p>Support provided through training of an Emotional Learning Support Assistant (ELSA)</p>	<p>Approach to be continued.</p> <p>Our ELSA has moved on to another post, but the school will implement the strategies passed on through the ELSA training.</p>	<p>See 'Targeted Support' section below</p>
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>A: All children eligible for PP with SEN/D will make at least expected progress in reading, writing and mathematics</p>	<ul style="list-style-type: none"> • All children will know and understand the immediate Next Steps in their learning through teacher feedback and self-reflection, as a result of the whole school Quality First teaching approach. • Extra TA time allows PP pupils to discuss their Next Steps in greater detail, and consider ways to make additional progress. • Individual and small group English and Maths support/interventions for targeted children <ul style="list-style-type: none"> ○ WAT – Write Away Together ○ RWI – Read, Write, Inc 	<p>Additional TA time for effective feedback for PP children</p> <p>End of year analysis for PP children with SEN/D making at least 'Expected' progress for 2018-19 (4 children):</p> <ul style="list-style-type: none"> • Reading 75% • Writing 75% • Maths 75% <p>Two of these 4 children made accelerated progress in all of reading, writing and maths, and a further child made accelerated progress in maths.</p> <p>Interventions reviewed and shown to be value for money: progress made by all children eligible for PP with SEN/D even if not always commensurate with 'Expected'.</p>	<p>Approach to continue with those interventions proven to accelerate progress</p>	<p>See total below</p>

<p>B: Provide support to strengthen growth mind set and resilience</p>	<ul style="list-style-type: none"> Integral part of school ethos – assemblies; class expectation Groups of children are supported by TA. through discussion and reflection. 	<p>Work on meta-cognition and self-regulation with children, and 1:1 support with TA appear to show increased resilience and the desire to ‘have another go’ in 8/9 children</p>	<p>To continue as part of the school’s ethos for all children, as an implicit part of mind-set</p>	<p>See total below</p>
<p>C: Provide support to build children’s social and emotional skills</p>	<ul style="list-style-type: none"> Training of an Emotional Support Teaching Assistant (ELSA) Attractive provision of an ELSA/children work space Children timetabled to work with ELSA – PP children prioritised Break time buddy system for individuals who struggle to form friendships or who struggle to play in large groups. PSHE sessions 	<p>Unit of PSHE lessons had the building of children’s social and emotional skills as a focus</p> <p>Circle of Friends set up for a child and PP children engaged with this.</p> <p>Support provided through training of an Emotional Learning Support Assistant (ELSA)</p> <p>ELSA area created</p>	<p>Approach to be continued.</p> <p>Our ELSA has moved on to another post, but the school will implement the strategies passed on through the ELSA training.</p> <p>Break time buddy system / Circle of Friends to continue</p>	
				<p>Total cost: Approximately £10,060</p>
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>D: External support and specific engagement leading to improved dialogue between home and school</p>	<p>PP parents given priority access to times at Parents’ Evenings, additional arrangements made available at times outside of Parents Evenings to accommodate parental chosen times. Use of parent Mail and telephone invitations</p>	<p>Home / school engagement improved as a result of increased flexibility about meeting times, and pro-active engagement by staff.</p>	<p>Approach to continue</p>	<p>See total below</p>

<p>E: All children to have the opportunity to access wider curriculum, attend residential visits and broaden experiences in a rich curriculum.</p>	<p>Subsidise cost of visits and activities for PP pupils, including residential visits; funding provided to ensure all are included.</p> <p>PP pupils will be given priority for places in after school clubs.</p> <p>Forest School and Outdoor Gardening sessions for PP children</p>	<p>All PP children given priority in after school clubs and Cycling Training</p> <p>All PP children participated in all visits, and experiences offered</p> <p>Priority given for PP children to attend Forest School and Gardening Club</p>	<p>Approach to continue</p>	
				<p>Total cost: Approximately £2,800</p>

6. 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