

Pupil premium strategy statement (primary) 2019/2020

1. Summary information					
School	Sheringham Community Primary School and Nursery			PP Governor: Jill Steward	
Academic Year	2019/2020	Total PP budget	£134,780 (£146,290)	Date of most recent PP Review	6/2/19
Total number of pupils	544	Number of pupils eligible for PP	95 (17%)	Date for next internal review of this strategy	July 2020

2. Current attainment			
		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths		67%	65% (NA -65%)
% making progress in reading	Attainment - Exs 70 % PP 67%	-3.7	-2.1
% making progress in writing	Attainment - Exs 79 % PP 67%	-3.3	-1.4
% making progress in maths	Attainment - Exs 78% PP 67%	-3.3	-1.4
KS1 Results			National Other
% achieving expected standard in reading, writing and maths		(all 71%) PP 44%	n/a
% achieving expected standard in reading		(all 78%) PP 56%	Tbc
% achieving expected standard in writing		(all 73%) PP 44%	Tbc
% achieving expected standard in maths		(all 79%) PP 56%	tbc
EYFS results			
% achieving GLD		PP 83%	all 77 %

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

In-school barriers *(issues to be addressed in school,*

A.	Close attainment gap in writing with non pp children across all year groups, with a particular focus on KS1 pupils.
B.	Address oral language skills and levels of vocabulary in all children especially PP children across the school (trail Voice 21 in Year 5)
C.	Ensure robust interventions are quality in implementation and outcome.

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

D.	Raise profile of reading in for all children both in school and at home.
E.	Increase number of PP children uptake at Key stage 1

4. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria	End of Year impact
A.	Gap between PP and non-PP attainment and progress in writing to diminish in all year groups especially KS1 measured teacher assessments. All years groups to track difference between PP and non PP groups writing with focused writing moderation – both in school and cluster.	PP and non-PP gap to rapidly improve and close. Attainment for all to improve.	
B.	Ensure that Classroom teachers and support staff can provide strategically targeted academic support based on children's learning needs.	85% of children making expected progress in each year group. Use of AFL and PIXL QLA used to: 'Find the gap and plug the gap' – in learning misconceptions.	
C.	Raised awareness of importance of oracy – the ability to communicate effectively through spoken language	Year 5 children's ability to communicate and use appropriate vocabulary improved Staff aware of the programme Training to be cascaded to staff	
D.	All children have a raised passion for reading both at home and in school	Reading ages improved – average increase of PP reading ages recorded by class teachers on PP progression grids. More children completing class weekly reading challenge across the school. Pupil voice.	
E.	More KS1 families applying for PP funding -	Even numbers of PP children across key stages 1 and 2 rather than current uneven split.	

5. Planned expenditure

Academic year

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>A – Writing</p> <p>Attainment and Progress of PP children will continue to rise and gap difference with Non PP in writing will diminish in all key stages through access to quality teaching.</p>	<p>Introduction of literacy Tree</p> <p>Development of cross curricular writing opportunities within the new curriculum.</p> <p>Writing shared in regular assembly slots</p>	<p>As part of the whole school development of the English provision throughout the school.</p> <p>Fall in KS1 writing results inc. GDS (although these remain above NA)</p> <p>Focus needed on KS2 GDS writing.</p> <p>Pupil Premium should be used to ensure disadvantaged pupils alongside Non-PP pupils access excellent teaching and learning.</p>	<p>Check that quality writing is displayed and shared</p> <p>Twitter and Pobble are used to publish writing (note when PP child's work)</p> <p>Moderation of writing with year groups and with other schools</p> <p>Review of writing assessments at end of year</p>	<p>Staff teams /SMc</p>	
<p>D – Reading</p> <p>Raised profile of importance of reading both in school and in the home for PP and non-PP children.</p>	<p>Reading events – Book and story time learning cafe Book Week Author visits Literacy Tree</p> <p>Weekly class reading challenge</p> <p>Half termly inter class reading sessions</p> <p>Pupil book club</p> <p>Staff children's book club</p> <p>Reading dog in school</p>	<p>Drop in reading attainment results at KS1 and KS2, lower than NA reading results at KS2 at both EXS and GDs and drop in progress at KS2 reading requires a focus on reading across the school.</p>	<p>Reading ages improved – average increase of PP reading ages recorded by class teachers on PP progression grids.</p> <p>More children completing class weekly reading challenge across the school.</p> <p>Pupils attending Book club</p> <p>Inter class reading sessions each half term</p> <p>Pupil voice</p> <p>Review of reading assessments at end of year</p>	<p>Literacy team</p>	

<p>C Raised awareness of importance of oracy – the ability to communicate effectively through spoken language</p>	<p>Implementation of four strands of Voice 21 programme in Year 5: Physical, Linguistic, Social and emotional and Cognitive development.</p> <p>Early dissemination of Voice 21 across school and training for all staff.</p>	<p>Recognition of poor oral language and communication skills as barrier to learning for all children, especially disadvantaged children requires this to be a priority for development.</p> <p>Activities to extend pupils expressive vocabulary should be taught with opportunities for the practise of new vocabulary. EEF</p>	<p>Assessment of pupil vocabulary skills Pupil voice.</p>	<p>JTU</p>	
<p>A, B & D Levels of attainment to be raised through focused intervention provided by teaching assistant support staff.</p> <p>20% £65, 653</p>	<p><u>Teaching Assistants</u> TAs running interventions and support in addition to class support 1:1 PIXL TRUGS RWINC Numicon</p>	<p>Pupil Premium should address the needs of pupils as early as possible. It should focus on gaps in learning be evidence based through teacher assessment and diagnostic testing.</p> <p>Teaching assistants to support children who are not achieving ARE, making progress and diminish the difference between PP and non-PP children in RWM.</p> <p>Support may be in the form of in class support, small group work PIXL therapies or 1:1 scoop work.</p> <p>This will be evidenced through termly PIXL assessments, feedback to teachers for Pupil Progress Meetings, pupil voice etc...</p>	<p>Assessments are used to identify appropriate pupils, guide areas for focus and track pupil progress. Effective interventions ensure the right support is being provided to the right child.</p> <p>Teachers to observe TAs in sessions and through performance management process.</p> <p>Monitoring of interventions throughout the year by all staff: Intervention review proforma to be completed by support staff and teaching staff to ensure that interventions are strategically targeted to address learning gap and the final impact of the support.</p> <p>SENDco and PP lead to regularly monitor and ensure that all children have both quality of opportunity and quality provision.</p>	<p>JTW/JTU</p>	

<p>A, B & D</p> <p>Further develop the role of Learning Champions to enable maximum impact upon progress.</p> <p><u>Learning Champions</u> Levels of attainment to be raised through focused intervention and scoop support.</p> <p>75% £24, 930</p>	<p>Learning Champions to deliver short focused interventions to in small groups. Scoop sessions will provide lesson follow up support to overcome misconceptions.</p>	<p>Learning Champions to support in class with individuals or groups who may need challenge or have misconceptions throughout a lesson.</p> <p>PP and non-PP pupils to have delivery of additional learning in English and Maths at EYFS, KS1 and KS2 to boost levels of attainment and or progress.</p>	<p>Exit and entry assessments at the start and end of each half term/term will give record of impact. (Headstart, RWInc assessments, Phonic screening) LC lead to meet with Learning champions regularly to ensure that year groups are working in collaboration with them to support and review data Maths and English subject leads to observe LC sessions at least once per term. PP lead focused monitoring through observations of sessions Evidence of gap closing between PP and Non-PP children in reading, writing and maths</p>	<p>LC/JAM/JTU</p>	
<p>A, B & D</p> <p>PIXL Levels of attainment to be raised through focused intervention. Focused and accurate assessment to support diminishing the difference.</p> <p>£2, 600 + renewal £2,600</p>	<p><u>PIXL</u> Intervention therapies to be more widely used to support the progress and attainment of all children across all key stages.</p> <p>Assessments to be used throughout the year from years 1-6 and full use to be made of QLA analysis.</p>	<p>All teachers will use assessment system with full QLA which will allow for fuller understanding of gaps in learning enabling for strategically targeted support to be given to PP pupils in order to diminish the difference.</p> <p>QLA analysis will inform misconception and learning gaps and subsequently inform areas for intervention therapies group work.</p> <p>Use of teaching resources will in addition support quality first teaching.</p> <p>Well-being resources to support the development and nurture of the character of the whole child.</p>	<p>Training for teaching assistants in the use of therapies.</p> <p>Teaching assistant monitoring as above.</p> <p>Pupil progress meeting and pupil asset data to be informed by diagnostic assessments</p> <p>Leaning walks and observations of resources in use, quality first teaching.</p> <p>PIXL team in place to meet throughout year with PIXL associate. JTU, JPe, SMc</p>	<p>PIXL team/ RCA</p>	
Total budgeted cost					£95,783

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>E</p> <p>More KS1 families applying for PP funding</p>	<p>Inform key stage 1 parents of the advantages for their children and the school of signing up for PP funding. Provide support in completion of the PP application form. PSA to identify and encourage families who may be eligible to apply for funding.</p>	<p>The difference in numbers at KS2 outweighs those and KS1.</p>	<p>Monitoring of the number of PP children at KS1</p> <p>Meet with PSA to discuss and identify families who may be eligible</p>	<p>JTU /DBE</p>	
<p>Parent Support Advisor Provide support for families with attendance through the Family Support Worker</p> <p>Ensure that parents engage and work in partnership with the school.</p> <p>£ 8815</p>	<p>Parent Support Advisor to develop relationships with both children and families of pupil premium.</p> <p>To provide support and counselling for children and parents.</p> <p>Provide support with attendance issues.</p> <p>To identify and encourage families to apply for PP funding.</p>	<p>Early family support to be available to families in need. PSA to identify families who may be eligible to apply for PP funding and offer support with application.</p> <p>PSA to be available for FSM application form completion. PSA to contact families regarding attendance issues and families with persistent absentees</p> <p>Links to be made between home/ school and any other outside agencies necessary.</p> <p>PSA to take lead in FSP meetings.</p> <p>PSA to work closely with families in weekly drop in sessions.</p>	<p>Regular in touch meetings with PSA/PP lead and DSL</p> <p>Review of PP numbers at both key stages</p>	<p>DBE/JTU/JA M</p>	

<p>C Talk Boost Children with delayed S+L skills make rapid progress.</p> <p>£2500</p>	<p>To provide an experienced trained TA to run the intervention sessions in YR. All PP children in YR who need this will have access to at least a 10-week session.</p>	<p>Address gaps in communication and language skills to increase confidence in Speech and language. Engagement of parents in supporting language and development at home.</p>	<p>Diagnostic completed at beginning and end of programme and shared with parents. Weekly reports and homework activities for children and parents</p>	<p>EYFS team</p>	
<p>Increased awareness of PP pupil voice views. Survey Monkey</p>	<p>Carryout regular pupil voice questionnaires throughout the school year with PP groups to gain a full understanding of opinions of provision.</p>	<p>Pupil voice gives an awareness of the children's views on all aspects of school life the use of survey monkey questionnaires gives quantitate data with full analysis and allows for qualitative soft outcome comments.</p>	<p>Survey to be written and implemented results to be accessed and analysed by PP lead feedback to be given to SLT, staff and governors.</p>	<p>PPG PP lead All teachers</p>	
Total budgeted cost					£11 315
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 lead	When will you review implementation ?
<p>Attendance Maintain and improve high attendance rates for pupils eligible for PP.</p> <p>£500</p>	<p>Provide 0.2 release time for attendance lead to contact PP parents and create attendance plans in line with attendance policy.</p> <p>Attendance awards.</p>	<p>Reduction in low attendance and persistent absentee among the PPG will be in line with non-PPG and in line with national average. Reduce gap of persistent absentees for PPG to be in line with national average. Overall PPG attendance to improve to at least 95.5%.</p>	<p>Measured by termly attendance data and evaluation of engagement programmes.</p>	<p>RCA</p>	

<p>Learning Cafes Greater parental engagement/Participation from PP parents in Learning Cafes.</p> <p>£500</p>	<p>Contribution to the resourcing of the cafes to ensure quality. Continue to run quality cafes throughout the year in range of subjects and across year groups.</p>	<p>Parenting Course to be re-run 'Keeping up with the children'</p> <p>Breaking down barriers with parents and encouraging participation in school life and children's learning will contribute to a learning ethos within the home.</p> <p>Take cafes into the community: year groups to run cafes away from the school site to encourage more parental engagement. EG: bedtime story café in Bodham, History café at the MO.</p> <p>Norse run Cooking Cafes in new school kitchen to encourage further health eating.</p>	<p>Feedback from parents. Children's voice.</p> <p>Parental engagement / participation monitored</p>	<p>KCO</p>	
<p>Nurture Base Support Provide nurture sessions in school for PP children allowing them time to engage and discuss difficulties that may affect work at school.</p> <p>75% £15 970</p>	<p>Children to be offered 1-2-1 support to engage with support team and discuss difficulties which may be affecting school /home and consequently achievements in school. Breakfast club is provided where necessary. Emergency nurture when needed.</p>	<p>New ELSA member to be trained. New Horticulture/outdoor learning to be offered 3 times per week 18 children a week accessing this provision via the Inclusion route. Forest School will be running in blocks of 12 weeks 5 afternoons per week 10 children per session equalling 150 per year. Timetabling of activities for lunch club to support further structure. Inclusion /SG meetings scheduled fortnightly to discuss access and referral. Inclusion meetings set fortnightly and timetabled. Inclusion learning walks to be established.</p>	<p>Entry and exit pupil opinion questionnaires completed to gain impact of provision</p> <p>SENDco to review nurture support and complete a termly report of provision impact.</p>	<p>JTW</p>	
<p>Wider Opportunities. Clubs Increase percentage of children accessing</p>	<p>Provide a wide range of clubs across all Key stages Provide clubs at differing</p>	<p>Last year 36 different clubs at different time of day were offered - 484 club places were held across the school of these 93 are held by PP children: 19%.</p>	<p>Pupil voice</p>	<p>All staff</p>	

after school clubs. £1000	times of day. Provide transport to/from clubs.	Aim is to continue and improve on this uptake.			
Wrap around Care PP can access before and after school care. £2000	Bright Stars – before and after school club to offer sessions to families who need support.	PP families are able to access this service for various reasons eg: CP, work	PP families are able to access before and after school care as and when needed and not subject to affordability. PSA to share provision of wrap around care with families in need		
Educational Visit support Subsidising the cost of school visits both day trips and residential visits £1500	100% of pupil premium pupils to attend all educational visits should they wish to.	Not all PP children are able to access some of the more expensive residential trip offered by the school, we feel that they should have the same opportunities as all children and therefore offer assistance with these trips. Other trips may also be subsidised accordingly.	Each case is discussed by PP lead, class teacher and head teachers on a case by case basis.		
Forest Schools PP children will have access to outdoor learning opportunities 50% £5654	Trained staff in Forest School provision to work with PP and nurture children throughout school week.	PP children will have access to outdoor learning opportunities which will increase confidence levels and provide exciting and varied learning experiences.	Forest School staff will feedback soft outcomes to class teachers and nurture staff as a result of sessions. Teachers will report positive outcomes in learning as a result of Forest School experiences.	JTW	
Aspirations Fair PP children to gain an understanding of a wide range of careers available to them. £50	Plan and run an event at school involving local businesses/ professionals /colleges to raise the aspirations of all pupils.	PP children will have the opportunity to meet with and talk to people whom they would not have the opportunity to talk to and find out about different experiences that may be available to them after school.	Year 6 children to take control of fair and write inviting people to the fair and involve them in the setting up of the event. Ensure that a wide range of people are invited to the fair. Gather children's voice opinions before and after the fair.	Year 6 Team	
PP Contingency Fund Fund to support PP children with essentials that may enhance their daily life within school. £300	Pot of money set aside to be able to offer support to PP families/ children with day to day essentials making school life easier	By offering support PP children are able to fully participate in school life, attendance, attitude towards learning and ultimately progress may be improved. This may be PE kit, footwear or other essentials.	Monies will be allocated at the discretion of the head teachers and the PP lead on a case by case basis.	ZLa	
Total budgeted cost					£27 474

6. Review of expenditure				
Previous Academic Year				
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
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
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