

Tonwell St Mary's CE Primary School Pupil Premium Strategy Statement 2019-20

1. Summary information					
School	Tonwell St Mary's CE Primary School				
Academic Year	2019-20	Total PP budget	£6600	Date of most recent PP Review	Jul 19
Total number of pupils	39	Number of pupils eligible for PP	5	Date for next internal review of this strategy	Dec 19

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

In-school barriers	
A.	Pupils who are eligible for PP are making expected progress in Key Stage 2. This cohort do not often make more than expected progress, meaning fewer PP pupils are meeting above age related expectations compared to their peers.
B.	Lower attainment in reading, writing and maths for PP KS1 pupils
C.	Social and emotional difficulties for some PP pupils linked to home circumstances resulting in low self-esteem, difficulty building friendships, limited concentration in class and problems socialising with others
External barriers	
D.	Attendance repeatedly below 96% and persistent absenteeism
E.	Limited access to extra-curricular activities
F.	Difficulties accessing resources and uniform needed for school

3. Desired outcomes

	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	A higher percentage of pupil premium children will make more than expected progress in reading, writing and maths across KS2	All PP pupils will make expected or above expected progress across KS2.
B.	Improve achievement for English and maths in KS1 so all children make expected or above expected progress across the Key Stage	All PP pupils will make expected or above expected progress in reading, writing and maths across KS1.
C.	Ensure no PP pupils are persistent absentees	All PP pupils will have over 90% attendance. Most will have over 96%.
D.	Enhance self-esteem and social skills through access to extra-curricular activities	All PP pupils will speak positively about activities.
E.	Provide resources and uniform needed for school	All PP pupils will make good progress.

4. Planned expenditure					
Academic year		2019-2020			
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?/Measure the effect?	Staff lead	When will you review implementation?
Improve achievement for English and maths in KS2 so all children make expected or better progress across the Key Stage	<ul style="list-style-type: none"> ➤ KS2 to be taught separately as Y3/4 and Y5/6 every morning for English and maths to enable more frequent opportunities for feedback, small group instruction and individualised instruction. ➤ Teaching and Learning Advisors (TLAs) for English and maths to provide bespoke CPD for subject leaders and new KS2 teacher. ➤ PP lead to analyse books termly and meet with class teachers to discuss individual targets and in class strategies. ➤ Mentoring – PP pupils to meet weekly 1 to 1 with a member of the SLT with specific short term targets 	<p>Education Endowment Foundation Teaching and Learning Toolkit includes 'Feedback' + 8 months' difference, 'Small Group Tuition' + 4 months' difference and 'Individualised Instruction' + 3 months' difference to pupil progress.</p> <p>Supporting the attainment of disadvantaged pupils November 2015 sites 'high quality teaching for all' as the third most important factor in 'Building Blocks for Success'</p>	<p>Formal, whole school pupil progress meetings every term will be used to track progress in English and maths. PP pupils will be tracked as a group as part of this.</p> <p>Data and pupil progress will be presented to governors termly. Governors will ask challenging questions and compare data to national averages.</p> <p>New PP Governor to meet termly and monitor progress towards desired outcomes, look at PP books, conduct pupil voice</p>	Headteacher /KS2 staff /PP lead/PP link governor	<p><u>December Review 2019</u></p> <p>Child C - Positive progress in reading, writing and maths. Reading, writing and maths attainment are ARE.</p> <p>Child D - Positive progress in reading, writing and maths. Reading, writing attainment are above ARE. Maths attainment ARE.</p> <p>Child E - Positive progress in reading, writing and maths. Reading, writing and maths attainment are ARE.</p> <p>April 2020</p> <p>July 2020</p>

<p>Improve attainment for KS1 PPG pupil in reading, writing and maths</p>	<ul style="list-style-type: none"> ➤ Teaching and Learning Advisors (TLAs) for English and maths to provide bespoke CPD for KS1 teacher. ➤ PP lead to analyse books termly and identify individual targets and in class strategies to share with teachers. 	<p>Education Endowment Foundation Teaching and Learning Toolkit includes 'Feedback' + 8 months' difference, 'Small Group Tuition' + 4 months' difference and 'Individualised Instruction' + 3 months' difference to pupil progress.</p> <p>Supporting the attainment of disadvantaged pupils November 2015 sites 'high quality teaching for all' as the third most important factor in 'Building Blocks for Success'</p>	<p>Formal, whole school pupil progress meetings every term will be used to track progress in English and maths. PP pupils will be tracked as a group as part of this.</p> <p>Data and pupil progress will be presented to governors termly. Governors will ask challenging questions and compare data to national averages.</p> <p>New PP Governor to meet termly and monitor progress towards desired outcomes, look at PP books, conduct pupil voice</p>	<p>KS1 teacher/PP lead</p>	<p><u>December Review 2019</u> Child A - Positive progress in reading, writing and maths. Reading and writing attainment below ARE. Maths attainment is just within ARE. Child B - Positive progress in reading, writing and maths. Reading, writing and maths attainment is just within ARE.</p> <p>April 2020 July 2020</p>
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Total budgeted cost					<p>£600 TLA time</p> <p>£1560 PP Lead Cover (equivalent to 1 hour per week)</p>
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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?/Measure the effect?	Staff lead	When will you review implementation?
<p>Improve achievement for English and maths in KS1 and KS2 so all children make expected or better progress across the Key Stages.</p>	<ul style="list-style-type: none"> ➤ Reading catch up each week with a member of staff – pupils should be reading 5 times a week. ➤ Reading comprehension groups with teaching assistant weekly. ➤ Individualised instruction for maths based on diagnostic maths tests and teacher use of AfL. 	<p>Education Endowment Foundation Teaching and Learning Toolkit includes 'Reading Comprehension Strategies' + 6 months' difference and 'Individualised Instruction' + 3 months' difference to pupil progress.</p>	<p>Formal, whole school pupil progress meetings every term will be used to track progress in English and maths. PP pupils will be tracked as a group as part of this.</p> <p>Data and pupil progress will be presented to governors termly. Governors will ask challenging questions and compare data to national averages.</p>	<p>Headteacher /KS2 staff</p>	<p><u>December Review 2019</u> All children have made expected progress over the Autumn term and are on track to reach their end of year targets. KS1 PPG children now have an extra 20 minutes 4 times a week working with a TA on their individual targets. KS2 PPG children have an extra 45 minutes once a week working with a TA on their individual targets.</p>

					<p>April 2020</p> <p>July 2020</p>
<p>Ensure no PP pupils are persistent absentees</p>	<ul style="list-style-type: none"> ➤ Attendance policy review ➤ Attendance reported at every GB meeting ➤ Individual plans written for any children with prior PA ➤ Catch up on any work missed ➤ Offer free place at breakfast club to PP families to ensure children start school on time and eat a healthy breakfast. 	<p>Supporting the attainment of disadvantaged pupils November 2015 sites 'addressing behaviour and attendance' as the second most important factor in 'Building Blocks for Success'</p>	<p>Attendance to be a standing item reported to the Governing Body</p> <p>SLT to monitor attendance every fortnight, track figures for PP pupils and respond accordingly using the attendance policy and SDP. SLT to contact home immediately if pupil is not in.</p>	<p>Headteacher /Deputy Headteacher</p>	<p><u>December Review 2019</u> Breakfast club is now being used by more of the PPG children and this is helping to improve punctuality in the morning. Attendance letter sent out to all parents at the October parent consultations with a highlight of each child's current attendance.</p> <p>Attendance for the Autumn Term Child A – 97.6% Child B – 94.4% Child C – 96.5% Child D – 91.0% Child E – 95.1%</p> <p>April 2020</p> <p>July 2020</p>

Enhance self-esteem and social skills through access to extra-curricular activities	<ul style="list-style-type: none"> ➤ Funded support for PP children to attend KS2 residential ➤ Funded support for children to attend extra-curricular activities e.g. 1:1 cycling, football 	Education Endowment Foundation Teaching and Learning Toolkit includes 'Outdoor Adventurous Learning' + 4 months' difference to pupil progress.	Termly governor learning walks to include pupil voice with PP pupils to gather evidence for impact of these activities.	Headteacher	<p><u>December Review 2019</u> 2 PPG children attended KS2 residential trip. Children have taken part in the Taize service at St Albans, VolkerWessels career in engineering visit, Hertford museum workshop, Scooter ability with road safety talk, NSPCC workshop and local trips out in the village.</p> <p>April 2020</p> <p>July 2020</p>
Total budgeted cost					<p>£400 Residential Trip and extra-Curricular Activities</p> <p>£2185 Teaching Assistant to support English and maths input</p> <p>£1755 Breakfast Club Places</p>
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?/Measure the effect?	Staff lead	When will you review implementation?
Provide resources and uniform needed for school	<ul style="list-style-type: none"> ➤ Funded support to PP children to buy uniform and resources needed for school. 	<p>Education Endowment Foundation research states that 'Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos'</p> <p>Supporting the attainment of disadvantaged pupils November 2015 sites 'whole school ethos of attainment for all' as the first most important factor in 'Building Blocks for Success'</p>	<p>Formal, whole school pupil progress meetings every term will be used to track progress in English and maths. PP pupils will be tracked as a group as part of this.</p> <p>Data and pupil progress will be presented to governors termly. Governors will ask challenging questions and compare data to national averages.</p>	Headteacher	<p><u>December Review 2019</u> Funding has been given for uniform and breakfast club.</p> <p>April 2020</p> <p>July 2020</p>

Total budgeted cost

£100 Uniform and school resources