Pennyman Primary: Pupil premium strategy 2019-20

1. Summary information

School	Pennyman Primary Academy: Mainstream Taught Pupils				
Academic Year	2019/20	Total PP budget	£240,240	Date of most recent PP Review	July 19
Total number of pupils	386	Number of pupils eligible for PP	182	Date for next internal review of this strategy	July 20

2. Attainment and Progress 2018/19

	% of pupils achieving expected standard				
	Whole Cohort	Non Pupil Premium	Pupil Premium	National Disadvantaged	National Other
End of EYFS	55.3	69.9	41.7	56	73
Y1 phonics	81.1	83	80	80	84
Key Stage 1					
Reading	63	71	54		78
Writing	59	71	46		73
Maths	65	75	54		79
Combined	55.6	64	46		
Key Stage 2					
Reading	64.8	72.7	59.4	62	78
Writing	72.2	77.3	68.8	68	84
Maths	70.4	72.7	68.8	67	84
SPAG	64.8	72.7	59.4	67	83
Combined	59.3	72.7	50	51	71

Progress KS2					
Reading	0.62	1.88	1.4	-0.6	0.3
Writing	1.08	1.89	0.75	-0.4	0.2
Maths	1.91	2.67	0.44	-0.6	0.3

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers

A.	Pupils enter the academy significantly below expectation, particularly in language and communication, and personal, social and emotional development.
B.	All year groups have higher proportions of pupil premium than the national average.
C.	Whilst attainment in the academy is at least in line with NA in KS2; accelerated progress of PP pupils is insufficient in closing the gap to ARE and GDS.

Additional barriers

D.	High level of vulnerability for some PP pupils, as well as attendance concerns.

4. Intended outcomes

	Intended outcomes	Success criteria
A.	Significantly improved levels of language and communication and PSED skills across EYFS.	• Indoor and outdoor area provision to meet the needs of all pupils in their independent learning. • PP pupils to make accelerated progress throughout EYFS to narrow the gap to ARE, in order for pupils to achieve GLD in July 19.
B.	Targeted quality first teaching and intervention groups to ensure support and challenge of all PP pupils in core subject areas.	• Half-termly assessment, moderation and pupil progress meetings facilitating the tracking of pupil progress to ensure at least good progress and outcomes in individual and combined core subjects.
C.	Increase progress rates of pupils across KS1 and KS2 and number of pupils achieving GDS, particularly in reading and writing.	• Ensure progress gap between PP and non-PP is narrowed and at least in line with, if not exceeding national averages.
D.	Increase the attendance rates of PP pupils throughout the academy.	• Continue to reduce the number of PA's across the academy, as well as improve attendance rates of individual PP pupils.

5. Planned expenditure

Academic year	2019-2020

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Continue to refine and consolidate on the teaching of phonics delivered through external and internal training in EYFS, KS1 and LKS2.	Improvement in the teaching of phonics to impact on outcomes.	Pupils enter the academy with significantly low levels of communication, language and reading skills.	• SLT to review attainment and progress of all groups of pupils and their achievements against national averages.	SLT/CD	Half termly
Purchase of RWI books to complement and link to the existing RWI scheme and engage reluctant readers. Lexia intervention and subscription	Children make better than expected progress so that attainment in reading improves and the difference between pupils eligible for Pupil Premium and those that are not begins to diminish within year groups.	The 'Improving Literacy in KS1' document from the EEF states that pupils should have the opportunity to apply and practise decoding skills during normal reading activities, and that teachers should support pupils to practise by providing them with texts containing words that can be decoded using the letter-sound patterns they have already been taught. It also states that progress requires motivation and engagement, and access to a range of different genres of texts with a wide range of different content topics.	• The new books will be introduced to staff and training given to demonstrate how they fit into the existing scheme. • Timetable in place for children to attend on a daily basis. Progress is monitored by leader and reports generated to show next steps in learning.	SH/CD TH	Half termly
One to one reading for children who do not read at home.	Accelerated progress in reading across the academy. To develop a love of reading.	We acknowledge that not all children will have had or have the opportunity to develop a love of reading at home, so this has to be taught and encouraged in the academy.	• Pupil voice • Provision mapping • Continued development of a whole school strategy for promoting reading for pleasure.	SH/DF CD/PW Support staff Beanstalk readers	Half termly

Review and refine whole school focus on planning and teaching of writing at EXS and GDS standard; approaches to marking and feedback and contextualised grammar teaching. 'Growth Mindset' training	Progress in writing is accelerated so that the outcomes are aligned with FFT50/20 targets in all year groups. A consistent and robust approach to marking and feedback, which enables children to understand what they can do well and how they can further improve their work. Increase in staff awareness of promoting accelerated progress to next stage in learning.	Writing is the limiting factor in combined measures outcomes in all existing cohorts across the academy. Academy focus on ensuring best possible outcomes for all PP children, and approaches to teaching and intervention to reflect this on a daily / weekly basis.	• SLT to review attainment and progress of all groups of pupils and their achievements against national averages. • Staff INSET - What makes great teaching? • To adopt a consistent approach to Growth Mindset throughout the academy	SLT / PW/CD External training agency	Half termly
Coaching and mentoring of NQTs/RQTs to ensure at least good if not outstanding 'quality first teaching'.	Coaching methods for all to support the increase of good and outstanding teaching across all phases of the academy.	Coaching and mentoring has had a significant impact on the teaching profile, resulting in increasing pupil progress in the core subjects.	• Support with long, medium and short term planning both internally and externally across the trust • Attendance of NQTs/RQTs at Trust Outreach 'drop-in sessions'	Eco	Half termly
Continued leadership development for senior and middle leaders. Leadership time – analysis and evaluation. Monitoring and reviewing of provision and impact on progress and attainment.	Leadership training to develop strategic and forward thinking.	Leadership responsibility includes being acutely aware of the progress of all groups of learners and to be able to forward plan in order to maximise their learning.	• NPQSL, NPQML • External Leadership Development Consultant • Attendance of middle leaders at Trust Outreach 'drop-in sessions'	SLT JS	Half termly

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Intervention across KS1 and KS2, ensuring timely and focused intervention boosters for all PP children PiXL intervention and subscription Purple Mash subscription Spelling Shed Intervention and subscription Times Table Rock Stars subscription Lexonik intervention and subscription	Opportunity for pre teaching and misconception sessions to support addressing gaps in learning to allow pupils best opportunity for success.	Data analysis of all / PP children readily available to staff ensure awareness of needs of groups f pupils and early identification of support for progress and attainment.	• Completion of whole school provision map each half term • Intervention timetables completed by each year group • Monitoring of intervention across the academy • Pupil progress meetings • Lunchtime clubs for those children unable to access internet at home to use Spelling Shed, Times Table Rock Stars • Lunchtime breakout room	SH/DF/CA LG	Half termly
Employment of a behaviour support assistant Employment of a parent support advisor and learning mentor	To support children both in the classroom and outside to access their curriculum entitlement. To engage and support parents and children	Some children display levels of inappropriate behaviour and need support to build self-confidence and resilience.	• Timetable to allocate support across the academy to enable all vulnerable leaners access to relevant behaviour support. • Coffee mornings, art clubs for parents and children	AJ LH MK/LH	Half termly
			Total budgeted cost		**£84,580.00**

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attendance tracking for vulnerable PP children (CPOMS subscription)	Increased attendance rates of vulnerable / PP children. First day response in place.	Good attendance leads to at least good access to the curriculum offer, influencing positively on pupil's potential in outcomes and progress.	• EWO / DHT lead on attendance. • Daily monitoring by EWO with weekly meeting with DHT. • Attendance is a main priority in the academy and reported half-termly to Challenge Board. • All attendance concerns and actions recorded on CPOMS.	SH / MK	Half Termly
Breakfast Club provision	No profit-making club with a nutritional breakfast and social activities to prepare them for the academy day.	Children who have had breakfast and a settled start to the day will display a readiness to learn which will support their opportunities of success.	• Breakfast club key offer of the wider academy day. • Promoted on a half-termly basis and on website. • Appointed Breakfast Club lead in place, with link SLT member.	TH / CA	Termly

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Implement and monitor the updated behaviour policy (CPOMS subscription)	Increased expectations of indoor and outdoor behaviour, resulting in improved behaviour. Swift actions to manage emerging behaviour patterns.	High expectations of learning behaviour allow opportunity for all pupils to be successful. Early identification of low-level disruption and behaviour patterns allow for strategies and support to be put in place.	• AHoA lead on behaviour review and implementation, with daily / weekly monitoring in place. • CPOMS system used to record on going low level and extreme behaviours.	CA / All staff	Weekly / Half termly
Poverty proofing to remove barriers for learning (CPOMS subscription)	Increase staff awareness of wider child.	Wider pupil issues can have negative impact on readiness to learn.	• Use of CPOMS by all staff reflecting all relevant contextual information, which may influence learning.	KB	Half Termly
Pastoral and welfare support to remove barriers to learning.	Support PP pupils in readiness for learning and target intervention to remove barriers to learning through a team approach.		• All staff to be aware of any barriers to learning; support pastoral care and targeted activities. Counselling, pastoral support will target individual pupils through referral process using the graduated response.	MK / LH / GH / CA/BP	Weekly / Monthly
Emotional health support to understand any barriers to learning.	Access to specialist services in response to needs beyond in school resources e.g. OT, Specialist Teaching Service, L&L, Ed Psych		• Wider professional assessments of any significant barriers to learning will support and inform effective provision in the classroom and appropriate interventions.	MK / CA KB (L&L) BP	Monthly SEN review meetings.
				Total budgeted cost	**£75,977.00**

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Curriculum enrichment activities through trips, residential visits, music, school choir, performance. Outstanding P.E provision, incorporating themes of health and well-being. Free after school Clubs Holiday Clubs Eco Club Uniform support	All pupils enjoy a broad and balanced curriculum offer, which enriches their understanding of topics and wider life skills and opportunities.	Subsidise the cost of trips and experiences reduces the financial pressure on families and ensures pupil opportunity is accessible for all members of the community.	• Monitoring the PP pupils who attend visits and experiences, paying the contribution requested of them, where appropriate. • Specialist music provision • Specialist P.E. provision from sport coaches	SH / DF / EP/ CN / MK JS / SN JS /SN / teaching and support staff JS / SN / MK HP MK	Termly
				Total budgeted cost	**£79,683.00**