

**Pupil Premium Strategy 2019-20**

<b>Pupil Premium Champion</b>	<b>Mrs Sarah Sanderson</b>	<b>Pupil Premium Governor</b>	<b>Mrs Lucy Grimshaw</b>
<b>Number of Pupil Premium pupils on roll</b>	<b>138</b>	<b>Pupil Premium as percentage of roll</b>	<b>44%</b>

**What have we identified as the key internal & external barriers to learning?**

<b>Barrier 1</b>	<b>Barrier 2</b>	<b>Barrier 3</b>	<b>Barrier 4</b>	<b>Barrier 5</b>
Sufficient progress from KS1 in Reading, Writing and Maths.	Language deficit - Lack of opportunities for conversation within the home, and lack of experiences, limits language development and understanding.	Lack of cultural capital limits experiences and inhibits access to and engagement with the curriculum.	Lack of aspirations through and across generations of families in the local area results in pupils not regarding attendance at schools as a high priority. The current curriculum is not yet fully engaging some hard to reach pupils so that they desire to attend frequently.	Significant deprivation in the local area presents a barrier for children being ready to learn. Pupils need a curriculum that develops social and emotional self-awareness and supports children to manage their feelings and behaviours
<b>What do we want to achieve?</b>	<b>What do we want to achieve?</b>	<b>What do we want to achieve?</b>	<b>What do we want to achieve?</b>	<b>What do we want to achieve?</b>
The % of PP pupils achieving ARE combined increases so the difference to national other continues to diminish (EoKS2 combined diff to national other - 31% 2018 EoKS2 combined diff to national other - 16% 2019)	Improvements in language acquisition and understanding through quality models and experiences leads to greater understanding in Reading.	A curriculum that is ambitious and delivers cultural capital for all pupils, particularly those who are disadvantaged.	Pupils have high attendance, come on time to school and are punctual	All children to make progress as they feel supported and their emotional needs are being addresses effectively.
<b>What will success look like this year?</b>	<b>What will success look like this year?</b>	<b>What will success look like this year?</b>	<b>What will success look like this year?</b>	<b>What will success look like this year?</b>
- High quality teaching will address children's needs across all				- Children will know where they can get emotional support.



<p>curriculum areas and inconsistencies in quality of teaching.</p> <ul style="list-style-type: none"> <li>-Talk for Writing will be embedded across the school, consistently.</li> <li>-Writing outcomes for PP pupils across the school will have increased.</li> <li>-Effective Maths sessions will be embedded across the school.</li> <li>- Maths outcomes for PP pupils will have increased across the school.</li> <li>- EoKS2 combined for PP will have increased.</li> <li>- Difference between combined PP and national others will have continued to diminish.</li> </ul>	<ul style="list-style-type: none"> <li>- EoKS2 Reading outcomes will see an overall improvement to achieve at least national.</li> <li>- The difference between PP and Non-PP will diminish at EoKS2 (2018 - -25.4% difference)</li> <li>- Staff will be effectively challenging HA pupils in Reading to further support their development.</li> <li>- Higher ability PP pupils will be achieving GDS in Reading.</li> <li>- LA and SEND pupils will be effectively supported through the use of Phonic sessions and other interventions so that they make at least expected progress from their starting point.</li> </ul>	<ul style="list-style-type: none"> <li>- 100% of disadvantaged pupils will have attended at least one extra-curricular club or activity.</li> <li>- At least 80% of disadvantaged pupils will have attended at least one cultural enrichment activity organised through school.</li> <li>- 100% of educational trips will have a dedicated secondary focus which augments other areas of the curriculum through enrichment.</li> <li>- EoKS2 writing outcomes will see an overall improvement to</li> </ul>	<ul style="list-style-type: none"> <li>- Overall attendance for PP pupils will be on an upward trend (94.19% 2018/19)</li> <li>- Persistent absences for PP pupils will have reduced (15.33% 2018/19)</li> <li>- Overall school attendance will have improved to be in line with national.</li> </ul>	<ul style="list-style-type: none"> <li>-Key children are identified by class teachers and referred to the nurture provision in school.</li> <li>- Less behaviour incidents across school due to the support children receive.</li> <li>- Children who are accessing or have accessed the support over the year will be making expected progress from their starting point.</li> <li>- Staff will have evidence of progress in this area through the Boxall profiling.</li> <li>- positive feedback from parents/carers regarding nurture support</li> <li>- pupil voice.</li> </ul>
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## How will we know we are being successful?

Barrier	What will success look like this year?	What will our interim reviews show?		
		Review 1	Review 2	Review 3
1. Progress from KS1	<ul style="list-style-type: none"> <li>-Writing outcomes for PP pupils across the school will have increased.</li> <li>- Maths outcomes for PP pupils will have increased across the school.</li> <li>- EoKS2 combined for PP will have increased.</li> <li>- Difference between combined PP and national others will have continued to diminish.</li> </ul>	<p><b>End of Autumn 2:</b></p> <ul style="list-style-type: none"> <li>- Work in Writing Books is of a high standard.</li> <li>- Monitoring of the Writing books demonstrates that standards have improved across the school for PP pupils.</li> <li>- The amount of PP pupils who are on track for ARE in the core subjects will have increased.</li> </ul>	<p><b>End of Spring 2:</b></p> <ul style="list-style-type: none"> <li>- Work in Writing Books continues to show high quality.</li> <li>- Monitoring of Teaching and Learning demonstrates that Teachers have high expectations for all pupils.</li> <li>- It is evident in books that PP pupils are receiving feedback that moves their learning forward.</li> </ul>	<p><b>End of Summer 2:</b></p> <ul style="list-style-type: none"> <li>- EoKS2 combined for PP will have increased on previous year.</li> <li>- Difference between PP and other will have continue to diminish.</li> <li>- PP pupils achieving ARE in Maths will have increased.</li> <li>-There will have been an increase in HA PP pupils achieving GDS.</li> </ul>



		<ul style="list-style-type: none"> <li>- The amount of PP pupils on track for ARE combined will have increased.</li> <li>- There has been an increase in the amount of PP children on track for ARE across the school.</li> <li>- Differences between PP and others is diminishing across the core subjects.</li> </ul>	<ul style="list-style-type: none"> <li>- The amount of PP pupils on track for ARE in the core subjects will continue to increase.</li> <li>- The amount of PP pupils on track for ARE combined will continue to rise across the school.</li> <li>- Differences between PP and others will continue to diminish across core subjects.</li> </ul>	<ul style="list-style-type: none"> <li>- Work demonstrates that pupils of all abilities are challenged well and make strong gains in their learning.</li> <li>- Children are able to talk about their learning positively and</li> </ul>
2. Language deficit	<ul style="list-style-type: none"> <li>- EoKS2 Reading outcomes will see an overall improvement to achieve at least national.</li> <li>- Staff will be effectively challenging HA pupils in Reading to further support their development.</li> <li>- Higher ability PP pupils will be achieving GDS in Reading.</li> <li>- LA and SEND pupils will be effectively supported through the use of Phonic sessions and other interventions so that they make at least expected progress from their starting point.</li> </ul>	<p><b>End of Autumn 2:</b></p> <ul style="list-style-type: none"> <li>- Pupils are beginning to discuss their learning effectively, some pupils question and respond to questions with depth giving reasoned responses.</li> <li>- Most pupils read widely and often resulting in work indicating that they have improved comprehension skills.</li> <li>- Pupil voice indicates that most pupils enjoy reading</li> <li>- All HA PP pupils on track for ARE in Reading.</li> <li>- LA and SEND pupils accessing RWI sessions will have made progress, at least in line with advisor's expectations.</li> </ul>	<p><b>End of Spring 2:</b></p> <ul style="list-style-type: none"> <li>- Pupils are able to discuss their learning effectively using a range of key vocabulary discussed during their learning.</li> <li>- Pupils are able to respond to questions with increasing depth and reasoning.</li> <li>- There will continue to be an increase in HA PP pupils on track for GDS in Reading.</li> <li>-LA and SEND pupils accessing RWI will continue to make good progress, with some pupils exiting the programme and continuing to progress in Reading skills.</li> <li>- Pupil voice will continue to indicate that most pupils enjoy reading for pleasure.</li> </ul>	<p><b>End of Summer 2:</b></p> <ul style="list-style-type: none"> <li>- Pupils will be able to discuss their learning with increasing confidence.</li> <li>- Pupils will demonstrate an understanding of the key vocabulary for their learning and there will be some evidence of this in their books.</li> <li>- The amount of HA PP pupils achieving GDS in Reading will have increased.</li> <li>- The amount of PP pupils achieving ARE at the EoKS2 will have increased in line with national.</li> <li>- The majority of Pupils in receipt of RWInc make good progress and exit the programme.</li> </ul>
3. Lack of cultural capital	<ul style="list-style-type: none"> <li>- 100% of disadvantaged pupils will have attended at least one extra-curricular club or activity.</li> <li>- At least 80% of disadvantaged pupils will have attended at least one cultural enrichment activity organised through school.</li> <li>- 100% of educational trips will have a dedicated secondary focus which augments other areas of the curriculum through enrichment.</li> </ul>	<p><b>End Autumn 2:</b></p> <ul style="list-style-type: none"> <li>- As a result of an ambitious curriculum for all, all pupils, particularly Disadvantaged pupils and pupils with SEND are beginning to make strong gains in their learning.</li> <li>- At least 50% of disadvantaged pupils will have attended at least one cultural enrichment activity-</li> </ul>	<p><b>End Spring 2:</b></p> <ul style="list-style-type: none"> <li>- As a result of an ambitious curriculum for all, all pupils, particularly Disadvantaged pupils and pupils with SEND are beginning to make strong gains in their learning.</li> <li>- At least 80% of disadvantaged pupils will have attended at least one cultural enrichment activity – organised through school.</li> </ul>	<p><b>End of Summer 2:</b></p> <ul style="list-style-type: none"> <li>- Work across the curriculum demonstrates that pupils are performing at age related expectations and above.</li> <li>- 100% of disadvantaged pupils will have attended at least one cultural enrichment activity – organised through school.</li> </ul>



	<ul style="list-style-type: none"> <li>- EoKS2 writing outcomes will see an overall improvement.</li> </ul>	<ul style="list-style-type: none"> <li>organised through school (Years 3 4)</li> <li>- 100% of trips will have been planned with additional focus on enrichment.</li> <li>- Writing outcomes for PP pupils will be increasing.</li> </ul>	<ul style="list-style-type: none"> <li>- At least 80% of Disadvantaged pupils will have accessed at least one after school club.</li> <li>- There will have been an increase in the % of PP pupils accessing Music services.</li> <li>- Writing outcomes for PP pupils will continue to increase.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupil voice will demonstrate children are positive about their enrichment activities.</li> <li>- All disadvantaged pupils will have taken part in an after school club.</li> <li>- There will have continued to be an increase in the % of PP pupils accessing Music services.</li> <li>- Writing outcomes for PP pupils will be at least in line with national.</li> </ul>
4. Attendance	<ul style="list-style-type: none"> <li>- Overall attendance for PP pupils will be on an upward trend (94.19% 2018/19)</li> <li>- Persistent absences for PP pupils will have reduced (15.33% 2018/19)</li> <li>- Overall school attendance will have improved to be in line with national.</li> </ul>	<p><b>End Autumn 2:</b></p> <ul style="list-style-type: none"> <li>- Pupils are beginning to be more resilient learners. They show good attitudes to learning and pride in their work and school.</li> <li>- Attendance overall is in line with national.</li> <li>- The attendance of disadvantaged pupils is in at least in line with that seen nationally for that groups of pupils.</li> <li>- PA is in line with that seen nationally.</li> </ul>	<p><b>End of Spring 2:</b></p> <ul style="list-style-type: none"> <li>- The vast majority of pupils are resilient learners. They show good attitudes to learning and pride in their work and school</li> <li>- The attendance of disadvantaged pupils is in at least in line with that seen nationally for that groups of pupils</li> <li>- PA is better than that seen nationally</li> </ul>	<p><b>End Summer 2:</b></p> <ul style="list-style-type: none"> <li>- Attendance overall is above national</li> <li>- The attendance of disadvantaged pupils is in at least in line with that seen nationally for that groups of pupils</li> <li>- PA is better than that seen nationally.</li> </ul>
5. Emotional Well- being	<ul style="list-style-type: none"> <li>- Children will know where they can get emotional support.</li> <li>-Key children are identified by class teachers and referred to the nurture provision in school.</li> <li>- Less behaviour incidents across school due to the support children receive.</li> <li>- Children who are accessing or have accessed the support over the year will be making expected progress from their starting point.</li> <li>- Staff will have evidence of progress in this area through the Boxall profiling.</li> <li>- positive feedback from parents/carers regarding nurture support</li> <li>- pupil voice.</li> </ul>	<p><b>End Autumn 2:</b></p> <ul style="list-style-type: none"> <li>- All children will be able to identify where they could go for emotional support.</li> <li>- Children identified and taken part in nurture support in school will have improved attendance and academic progress will be increasing.</li> <li>- Behaviour incidents in school will continue to be on a reducing trend.</li> <li>- Boxall profiles will have been completed and analysed for all pupils accessing nurture provision.</li> </ul>	<p><b>End Spring 2:</b></p> <ul style="list-style-type: none"> <li>- All children will be able to identify where they could go for emotional support.</li> <li>- Children identified and taken part in nurture support in school will have continue to have improved attendance and academic progress will be increasing.</li> <li>- Behaviour incidents in school will continue to be on a reducing trend.</li> <li>- Boxall profiles will have been completed and analysed for all pupils accessing nurture provision and interventions adjusted.</li> </ul>	<p><b>End Summer 2:</b></p> <ul style="list-style-type: none"> <li>- All children will be able to identify where they could go for emotional support.</li> <li>- All children will be positive about their learning experiences.</li> <li>- Children identified and taken part in nurture support in school will have continue to have improved attendance and academic progress will be increasing.</li> <li>- Behaviour incidents in school will continue to be on a reducing trend.</li> <li>- Boxall profiles will have been completed and analysed for all</li> </ul>



		- Positive feedback from parents and carers during parent questionnaire regarding behaviour in school and support.	-Positive feedback from parents and carers during parent questionnaire regarding behaviour in school and support.	pupils accessing nurture provision and interventions adjusted. -Positive feedback from parents and carers during parent questionnaire regarding behaviour in school and support.
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<b>When will we undertake the next full impact review of our strategy &amp; spending?</b>	<b>Impact will be reviewed at least termly.</b>
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**How much money do we have to address the identified barriers to learning?**

<b>Number of Eligible Pupils</b>	131	<b>Total Pupil Premium Budget</b>	£200,560 (Predicted Spending: £209,079)
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**How will we spend this money to address the identified barriers to learning?**

<b>Identified barrier and what we hope to achieve</b>	<b>Approaches to be implemented</b>	<b>What evidence do we have that this approach has the potential to be successful?</b>
	Quality of Teaching for all	'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.' The EEF Guide to Pupil Premium
1. Progress from KS1	Talk for Writing – continued CPD and support for Staff from Outstanding primary school and Literacy Specialist.	EEF – Improving Literacy in Key Stage 2 – document states: Teaching writing composition strategies through modelling and supported practice. There is extensive evidence to support this method of teaching and this is part of the Talk for Writing sequence, in which teachers are receiving specific CPD.
	Effective Maths – CPD rolled out across the school for implementing Effective Maths and its specific techniques from Maths Specialist and Effective Maths Creator.	EEF – Improving Mathematics in Key Stage 2 and 3. Use Manipulatives and representations. This is a fundamental aspect of Effective Maths.
	Greater depth – CPD on how to challenge the more able pupils in school	Training to be delivered by Independent School Advisor , due to her experience and knowledge of the Primary curriculum.
	Scaffolding training for staff and support staff (F Riley)	In Standard 4, the framework states that guides, scaffolds and worked examples can help pupils apply new ideas but should be gradually removed as pupil expertise increases. The Early Career Framework (DfE, January 2019)

	<p>Additional management time for Disadvantaged champion – monitor interventions, complete data tracking, upskill by attending Disadvantaged networking</p> <p>Management time for DHT – Monitoring: Quality of Teaching and Learning.</p>	To ensure we can follow a plan-do-review cycle. Enabling timely monitoring and then change where necessary, with the learners needs/progress at the forefront.		
	Year 5 and Year 6 – 4 classes. EEF + 3months.	EEF + 3months. This had a positive impact on Y6 last year and due to the high numbers of disadvantaged in Y5, and the need for accelerated progress, has moved to include Y5 and y6 this academic year.		
	Targeted support			
	Lexia – for Reading intervention	A number of previous studies of Lexia have found promising results and the balanced approach, combined with the initial diagnostic assessment, is well aligned to the evidence summarised in the EEF’s guidance report.		
	Pixl therapies – TAs to be trained and then deliver pixl therapies across year groups.	Using pixl to assess and then complete the Gap analysis provides staff with clear areas of need for each pupil. This can then be supported through the ‘therapies’ section of the Pixl website.		
	Times table Rockstars and Purple Mash subscriptions	Improving Mathematics in KS2 and KS3 (EEF) ‘Use stories and problems to help pupils understand mathematics’ ‘Encourage pupils to take responsibility for, and play an active role in, their own learning’ ‘Ensure that pupils develop fluent recall of facts’		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 20%;"><b>Budgeted Cost</b></td> <td>£165,189</td> </tr> </table>	<b>Budgeted Cost</b>	£165,189	
<b>Budgeted Cost</b>	£165,189			
2. Language deficit	Quality of Teaching for all			
	Quality texts for whole class reading – with a clear focus on language development and understanding words in context.	EEF Guide for Pupil Premium states: language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment.		
	Curriculum training for Teachers, so that they are aware of the need to teach key vocab and make explicit the transferrable vocabulary in their topic/ theme. Curriculum CPD. School Advisor to support	Evidence suggests that vocabulary and knowledge is key to closing that gap [for disadvantaged pupils]		
	Targeted Support			

	Pixl therapies	Using pixl to assess and then complete the Gap analysis provides staff with clear areas of need for each pupil. This can then be supported through the 'therapies' section of the Pixl website.
	Read, Write, Inc phonics training for all support staff. Continued support from a beacon RWI school. Resources for these sessions. 2 day RWI training course.	EEF + 4 months Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.
	<b>Budgeted Cost</b>	£10,907
3. Lack of cultural capital	Quality of Teaching for all	
	School to source a wide range of clubs for children to access. Yoga Boxing Dance etc.	To provide a full and broad range of Arts, Cultural and Sporting activities for pupils across KS2.
	Visitors in to school – specialists. MakerEd, STEM workshops,	Visitors to school, are specialists in their chosen area. They are able to bring the curriculum to life for the children and provide ideas for Teaching staff.
	School Visits – London	Ensuring that disadvantaged children are exposed to cultural experiences and background knowledge that those from better-off homes take for granted.
	<b>Budgeted Cost</b>	£3092
4. Attendance	Quality of Teaching for all	
	Increased positive communication between home and school through the use of Class Dojo	Parental engagement +3months To share positive experiences of learning and children's work. Share information with parents/carers about up and coming events in school or curriculum learning.
	Targeted Support	
	Specific EWO employed by the school to oversee attendance.  Admin attendance support	Continuous analysis of individual pupil attendance and of the whole school can give scope for strategic planning. By identifying those levels which the school considers are indicators of persistent absenteeism or irregular attendance, it is possible to identify the extent of the problem. The school can then target time provided by the education welfare officer and pastoral staff more effectively. (Strategies for schools to improve attendance and manage lateness)
	Breakfast Club	Research has shown that nearly a third (32%) of children in the UK regularly miss breakfast before school and this affects concentration and energy levels.
	<b>Budgeted Cost</b>	£9392



5. Emotional Well- being	Quality of Teaching for all		
	PSA employed by the school to aid communication between school and parents/carers.		EEF Parental Engagement. + 3 months EEF Guidance states: 'Communicate carefully to avoid stigmatising, blaming, or discouraging parents. Focus on building parents' efficacy— that they are equal partners and can make a difference.' Our PSA works as a close link between parents and teachers to help support a positive relationship and build on this.
	Re-brand of the school's nurture provision due to the increase in SEMH needs.		EEF toolkit Social and Emotional Learning +4 months.
	Targeted Support		
	ELSA sessions		EEF toolkit Social and Emotional Learning +4 months. EEF Guidance on Social and Emotional learning states that it is important for schools to ensure that they teach self-awareness – expand the child's emotional vocabulary and support them to express their emotions. It also states that we should teach self-regulation techniques for self-calming and positive self-talk. Both of which are provided for children during the ELSA sessions, which is a planned series of lessons to teach skills in a dedicated time.
	Boxall profiling for assessing		EEF guidance on Social and Emotional learning states that it is essential to assess the child's Social and Emotional Learning needs. The school have adopted the Boxall profiling method for this.
<b>Budgeted Cost</b>	£20,499		



**Did we achieve what we set out to achieve this year?**

Barrier & what we said success would look like	What did we spend our money on and how much did we spend?	How successful were we and to what extent did each of our chosen approaches contribute to this success?
1.		
2.		
3.		





EAST RIDING

OF YORKSHIRE COUNCIL

4.		
5.		