



## Howley Grange Primary Pupil Premium Strategy

Academic Year	19-20	Number of Eligible Pupils	33	Date of last Pupil Premium Review	Sept 2019 (Govs)
Total Number of Pupils	419	Expected Pupil Premium Funding	Total £49,060	Date of next Pupil Premium Review	Jan 2020 (Govs) Sept 2020 (Govs)

### Progress and Attainment for pupils eligible for Pupil Premium

The majority of children eligible for pupil premium make good progress in reading, writing and maths.

<b>EYFS</b>	1/2 achieved GLD
<b>Year 1 phonics check</b>	2/2 achieved the phonics check. (1/1 achieved the phonics retakes in Y2)
<b>Year 2 SATS</b>	1/5 achieved expected standard combined reading, writing and maths. (2/5 for reading, 3/5 for writing, 3/5 for maths)
<b>Year 6 SATS</b>	4/6 achieved expected standard combined reading, writing and maths (4/6 EXS+ in Reading, 5/6 EXS+ in Writing, 4/6 EXS+ in Maths) Progress measures in line with national.

### Barriers to future attainment and progress (for pupils eligible for Pupil Premium)

1.	% of disadvantaged, (including SEN disadvantaged) children working at or above age related expectations in reading, writing and maths is not in line with that of non-disadvantaged children.
2.	Low self-esteem, expectations and aspirations are more prevalent among disadvantaged pupils.
3.	Access to educational experiences such as visits, music lessons and participation in physical activities is limited.
4.	Attendance for disadvantaged children does not match that of other pupils.

Desired Outcomes (including how they will be measured)		Success Criteria
1.	Raise % of disadvantaged, (including SEN disadvantaged) children working at or above age related expectations in <b>reading, writing and maths</b> .	Data will show the attainment gap of disadvantaged and non-disadvantaged children will continue to diminish in reading, writing and maths. Pupil voice will evidence confidence, enthusiasm and enjoyment of learning.

2.	Establish higher levels of well-being, self-esteem and confidence for disadvantaged children.	Observations and learning walks will show that disadvantaged are 'emotionally ready' to learn through demonstrating good learning behaviours. Pupil voice will evidence pride in their learning and high aspirations for their futures.
3.	Increased opportunities for disadvantaged children to pursue wide ranging interests.	Disadvantaged children's tracking system will show an increase in attendance at 'out of hours' clubs and extra-curricular activities.
4.	Increase attendance and punctuality for pupil premium children from previous year so more in line with rest of school.	Pupil premium children have same attendance rates as rest of school.

### Planned Expenditure

#### Quality First Teaching for all

Intended Impact	Chosen approach/action	What is the evidence and rationale for this choice?	How we will ensure it is implemented well?	Staff lead/s	Next review	Evidence to show desired outcome has been achieved.
All pupils to have the necessary physical core strength and knowledge to ensure they can correctly form letters and fluidly join their writing.	Expand Kinetic letters knowledge to new members of staff.	Evidence from KS1 monitoring activities shows that Kinetic letters has had a positive impact on children's writing. Pupil voice tells us that children enjoy writing and feel increased pride in their writing ability.	2 teachers will attend introduction to kinetic letters and joining training. Kinetic letter interventions will continue to be used where needed.	SG	Jan 20 (Govs) Sept 20 (Govs)	
Ensure the attainment gap for disadvantaged children continues to diminish across the school.	Provision map for Pupil premium children set up and updated termly.	Timely and swift intervention enables children to maintain at least good rates of progress and diminishes any attainment gaps.	Class teacher to analyse data and identify children in need of intervention. This will then be planned for using provision maps. SLT to measure impact of interventions through progress meetings, learning walks and book monitoring.	SLT	Jan 20 (Govs) Sept 20 (Govs)	
All pupils to have improved number knowledge to increase rates of progress and	Introduce 'Timestable Rockstars' and 'Snappy Maths' across the school. EN to deliver problem	Evidence from question level analysis from KS2 Assessment data has shown that children have gaps in	Rates of progress and attainment in maths across the school will be improved.	RH EN	Jan 20 (Govs) Sept 20 (Govs)	

attainment in maths across the school.	solving and reasoning CPD to teaching staff.	basic number knowledge that is impacting on their ability to progress in Maths.				
Staff to have a robust assessment tool to compare their class against children nationally to support their teacher assessment judgements and therefore impact assessment for learning.	Use of Stars Assessment system across KS2.	The analysis and monitoring of disadvantaged children will be improved and therefore intervention will be focussed as a result of accurate assessment for learning, leading to accelerated progress.	SLT to measure impact of interventions through progress meetings.	EN	Jan 20 (Govs) Sept 20 (Govs)	
Gaps will close quickly due to AFL and addressing misconceptions through gap tasks,	First quality teaching to be at the heart of pupil premium progress.	Teacher is accountable for pupil premium progress and provision map.	Data drops, book monitoring every three weeks, staff meeting time for moderation of work, sharing interventions, research into resources	All staff KT / EN	Jan 20 (Govs) Sept 20 (Govs)	

**Allocated PP Funding- £23,000**

### Other Approaches – Targeted Support

Intended Impact	Chosen approach/action	What is the evidence and rationale for this choice?	How we will ensure it is implemented well?	Staff lead/s	Next review	Evidence to show desired outcome has been achieved.
Increase rates of reading progress and attainment for disadvantaged children.	<p>Increase in reading resources (Oxford Reading Tree) for Foundation stage and KS1 that are phonetically decodable.</p> <p>Introduction of Accelerated Reading for Years 3-6.</p>	<p>Review of current reading provision for foundation and KS1 found gaps in resources.</p> <p>Question Level Analysis of 2019 KS2 Sats showed that our children did not finish</p>	<p>AL and SG completed an audit to gather starting point. This will be completed again in January to ensure a consistent and systematic approach to reading.</p> <p>Rates of progress and attainment in maths across the school will be improved.</p>	SG	Jan 20 (Govs) Sept 20 (Govs)	

	Use of Project X to engage reluctant readers.	<p>the reading paper.</p> <p>Project X has been used previously for children on the SEN register with very positive results dramatically increasing their reading age.</p>	<p>Classteacher to monitor and track impact of Project X.</p>			
Increase rates of maths progress and attainment for disadvantaged children.	Power of 1 / Plus 2	<p>Power of 1 / Plus 2 has been used previously for children on the SEN register with very positive results increasing their maths ability.</p>	<p>SENCO to train SEN support teaching assistant and other teaching assistants, and monitor and track impact of Power of 1 / Plus 2.</p>	CR	<p>Jan 20 (Govs)</p> <p>Sept 20 (Govs)</p>	
Disadvantaged children to have a champion on the SLT who monitors provision and reports to Govs.	Deputy Head teacher to act as disadvantaged pupils champion on SLT.	<p>Disadvantaged children are a relatively small group in our school. Being such a small cohort enables us to personalise interventions and support provided to ensure the highest possible outcomes for disadvantaged children.</p>	<p>KT to act as disadvantaged pupil champion on the SLT.</p> <p>Deputy Head to take up the role of vulnerable children's champion on the SLT, responsible and accountable for the identification, provision and outcomes of this group, (including FSM attendance) and reporting to Govs.</p>	KT	<p>Jan 20 (Govs)</p> <p>Sept 20 (Govs)</p>	
Class teacher will be able to identify any pupil premium children who require nurture/well-being work by trained T.As.	<p>Specialised nurture support to be provided by Peter Yates, targeting specific groups to raise self-esteem and confidence.</p> <p>Focused TA support to provide nurture and learning interventions.</p> <p>Boxhall profile to be completed with all pupil premium children attending nurture group.</p>	<p>Research has shown that children need to be emotionally and physically supported in order for any academic interventions and high quality teaching and learning to have maximum impact.</p>	<p>Repeat Boxhall profile to measure impact of nurture work</p>	KT/ DW/ PY	<p>Jan 20 (Govs)</p> <p>Sept 20 (Govs)</p>	

Increased opportunities for disadvantaged children to pursue wide ranging interests.	Target funding for out of hours' clubs and activities for disadvantaged children.	Enjoyment and success of out of hours' activities raises children's confidence and self-esteem. Educational visits widen children's experiences and interests.	Review out of hours' provision and curriculum enhancements. Liaise with parents/carers of disadvantaged parents.	KT / JC	Jan 20 (Govs) Sept 20 (Govs)	
Pupil premium children will feel proud to be part of committees such as digital leaders, anti-bully buddies	Pupil premium children will be present on school committees.	Pupil premium children do not always have the self-esteem to put themselves forward for committees.	Committee leaders will encourage pupil premium children to be part of their committees.	KT / JA/ SG	Jan 20 (Govs) Sept 20 (Govs)	
Non- attendance or lateness of Pupil premium children will be picked up quickly.	Attendance of Pupil premium children will be monitored weekly  Use of CPOMs to track pastoral concerns /attendance of disadvantaged children.	Monitoring of attendance will determine whether support needs to be offered, either through attendance clinic, the offer of breakfast club, advise from the school nurse or through an early help referral. Research shows that poor attendance impacts negatively on Pupils attainment. Pupil premium children will not be at a disadvantage to the other Pupils due to poor attendance.	KT/JP to monitor and track FSM attendance on a monthly basis and identify those at risk of falling below 96%, Discuss barriers and how we can support with parents.  Offer of attendance at breakfast club on a Tuesday / Thursday morning to help encourage a positive start to the day. This would be a personalised plan depending on children's needs.  Attendance clinics to be used if no improvement.	KT	Jan 20 (Govs) Sept 20 (Govs)	
Behaviours for learning will be improved.	Further improve behaviours for learning through the introduction of a new behaviour system which acknowledges the 'always good.'	Children on the pupil premium register do not always display the appropriate behaviours for learning.	The new behaviour system will be used consistently across the school.	KT	Jan 20 (Govs) Sept 20 (Govs)	

**Allocated PP Funding-23,420**