

# Pupil premium strategy statement (primary)

1. Summary information					
School	St. Margaret's C of E Primary School, Withern				
Academic Year	2019-2020	Total PP budget	£38,051	Date of most recent PP Review	July 2019
Total number of pupils	77	Number of pupils eligible for PP	15	Date for next internal review of this strategy	July 2020
2. Current attainment					
9 children in Year 6 (2018/2019) (2 children were pupil premium 22%)			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving scaled score of 100+ in reading, writing and maths			100%	65%	
% achieving scaled score of 100+ in reading			100%	73%	
% achieving scaled score of 100+ in writing			100%	78%	
% achieving scaled score of 100+ in maths			100%	79%	
1. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> )					
A.	67% of Year 1 pupils eligible for pupil premium did not pass the Year 1 phonics screening check in June 2019.				
B.	35% of pupils eligible for pupil premium across the whole school did not start in EYFS at our school setting. 83% of pupils eligible for pupil premium who did not start in EYFS at our school setting, are also receiving support for SEND (17% with an EHCP).				
C.	41% of pupils eligible for pupil premium across the whole school are also receiving support for SEND (6% with an EHCP).				
2. External barriers ( <i>issues which also require action outside school, such as low attendance rates</i> )					
D.	Poor attendance for disadvantaged pupils overall, 93.76% compared to 96.24% for non-disadvantaged pupils based on 2018/2019 data. Lower engagement of parents of pupils eligible for pupil premium funding, based on poor attendance of parents at parent consultations throughout the academic year 2018/2019: <ul style="list-style-type: none"> <li>November 2018 = 100% for disadvantaged and 100% for non-disadvantaged.</li> <li>March 2019 = 94% for disadvantaged and 100% for non-disadvantaged.</li> </ul>				
3. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A.	<ul style="list-style-type: none"> <li>100% of Year 2 children re-taking the phonics screening check in June 2020 will pass.</li> <li>The percentage of pupil premium pupils passing the phonics screening check in Year 1 this year will increase from 33% to 100%.</li> </ul>			<ul style="list-style-type: none"> <li>Focussed 1:1 and small group interventions starting in September 2019 for Year 2 pupil premium pupils who did not pass the phonics screening check.</li> <li>Small group interventions for Year 1 pupil premium pupils who have been assessed and flagged up as being 'on watch' with regards to not passing the phonics screening check.</li> </ul>	

<b>B.</b>	-	-
<b>C.</b>	<ul style="list-style-type: none"> <li>By the end of KS2, 100% of pupils eligible for pupil premium with SEND will achieve the expected standard in at least two out of the three subject areas of reading, writing and maths.</li> <li>Across the school, targeted interventions will be put in place for those children with SEND and who are eligible for pupil premium funding to improve outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Specialist teaching team involvement with all children with SEND. Strategies offered to class teachers to support learning both in and out of the classroom.</li> <li>Pupil passports updated 3 times per year (Nov, Mar, Jul) by class teachers and SENDCo.</li> <li>Additional strategies put in place in classrooms such as visual timetables, regular staff routine, additional time, overlays for reading.</li> <li>1:1, wave 2 and wave 3 interventions for all pupils eligible for pupil premium and receiving SEND support.</li> <li>Accelerated Reader Programme (ARP) to be analysed half termly to monitor progress of specific pupils in reading.</li> <li>Termly reports highlighting progress made towards key objectives for all groups based on NFER test outcomes.</li> </ul>
<b>D.</b>	<ul style="list-style-type: none"> <li>Target for specific pupils to improve their attendance over the course of the next academic year. Attendance for all pupils eligible for pupil premium funding to be above 95% for the academic year 2019/2020.</li> <li>Higher levels of engagement of parents with their child's learning across the school. 90% of parents whose children are eligible for pupil premium funding to attend parent consultations twice a year.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance policy to be updated in September 2019.</li> <li>School taxi/bus offered to children who would otherwise struggle to attend school regularly.</li> <li>Monitoring of attendance for disadvantaged pupils termly.</li> <li>Reporting to Governors during Governor housekeeping every meeting.</li> <li>Rewarding/celebrating attendance in school.</li> <li>Attendance for whole school on school monthly newsletter.</li> <li>Individual attendance noted on termly reports to parents.</li> <li>Two parent consultations offered during autumn and spring terms for all parents, with the option of a revised date or alternatively a telephone conversation, if the meetings cannot be made in person.</li> </ul>

#### 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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To achieve above the national average for pupils achieving greater depth in reading, writing and maths at the end of KS1 and KS2.	<ul style="list-style-type: none"> <li>To support pupils in developing fluent reading capabilities and develop comprehension skills through use of the ARP.</li> <li>To teach writing composition strategies through modelling and supported practice (IPEEL).</li> <li>To ensure children have a reason to</li> </ul>	<p>This approach is based on the most recent published research into effective classroom practise from the EEF (Education Endowment Foundation) Guidance Reports on "Improving Literacy" for KS1 and KS2.</p> <p>ARP research from the EEF.</p>	<p>Staff meetings will focus on ensuring all classes have memorable experiences and these will be recorded by the Senior Teacher half termly.</p> <p>Additional CPD opportunities for new staff on the use of IPEEL.</p>	Head Teacher	Jan 2020 April 2020 July 2020

	<p>write and someone to write to through use of memorable experiences.</p> <ul style="list-style-type: none"> <li>To develop pupils' language capability to support their reading and writing through explicit teaching of vocabulary.</li> <li>To use greater depth interventions to target specific children across the school.</li> <li>Singapore No Problem books for all children in Years 1 to 6 – focus on greater depth and problem solving/reasoning.</li> <li>Involvement in a Maths Hub.</li> </ul>	Vocabulary trial from 2017/2018 data.	<p>Coaching opportunities will be put in place to monitor the use of vocabulary teaching and assessment across the school.</p> <p>Monitoring of the progress of individual pupils termly/half termly throughout the year during pupil progress meetings and through NFER/AR online assessment data.</p> <p>Qualified teachers will run interventions for greater depth maths every week, starting in September 2019 for years 3 to 6.</p>		
To continue to improve outcomes in Maths, specific focus on geometry.	<ul style="list-style-type: none"> <li>Weekly geometry lessons (30mins) for all children for the entire academic year.</li> <li>Distributed practise and assessment.</li> <li>Qualified teacher to deliver outdoor geometry sessions.</li> </ul>	Data from the Year 6 SATs results 2018/2019 showed that the school achieved 93% compared to 77% nationally and 71% compared to 48% nationally for position and direction and properties of shapes (respectively).	Weekly and distributed diagnostic assessment results will be recorded via a written system that can be accessed by all staff in school and monitored by the senior teacher and Head Teacher on a half termly basis.	PP Head Teacher and Senior Teacher	July 2020
To offer CPD opportunities to all teaching staff.	<p>This outcome will be achieved in a variety of ways including:</p> <ul style="list-style-type: none"> <li>All teaching staff to have 1 hour a week research time, with a specific focus linked to the SDP.</li> <li>Involvement in the Mobilise project for the second year on curriculum.</li> <li>Regular CPD opportunities will be attended by teachers, e.g. KYRA NQT training, mastery in maths and vocabulary training.</li> <li>Time out of the classroom for the senior teacher, in order to allow for greater monitoring of pupil premium funding.</li> </ul>	<p>Due to the success of the Mobilise project over recent years, namely Teaching Assistants and Cognition, as a school we have decided that we are going to continue for a second year for curriculum.</p> <p>Performance related pay has been shown to have little effect on teachers; however CPD has been shown to have positive effects (EEF). Professional development, recruitment and retention, support for early career teachers is vital.</p>	<p>External PPA cover agencies, such as Junior Jam will be used throughout the year to free up teachers to have additional time out of the classroom for research. This time will be used to develop the school's use of knowledge organisers and elaborative questions in relation to these.</p> <p>The Head Teacher will closely monitor the successfulness of the research time throughout the year.</p>	Head Teacher	July 2020
To accelerate reading progress across years 2 to 6.	<p>To implement the Accelerated Reader Programme (ARP) across years 2 to 6 for the second year.</p> <p>To increase the number of books in our school library in order to engage children in reading and to develop our new school library further.</p>	<p>The EEF found that Year 7 pupils who were offered Accelerated Reader made 3 months of additional progress in reading compared to other similar pupils and pupils eligible for free school meals displayed an additional 5 months progress.</p> <p>External KS2 data from 2018-2019</p>	<p>The senior teacher in school will take the lead on the project which continues to form part of the SDP.</p> <p>The implementation will be monitored according to the school's monitoring and evaluation schedule.</p>	Senior teacher	Jan 2020 April 2020 July 2020

	To train new staff in the implementation of Accelerated Reader to improve understanding of the programme and allow a greater understanding of data analysis to take place.	showed that overall pupil outcomes have been improved after the initial implementation of AR. This data identified that 89% of pupils achieved the expected standard in reading, an increase of 9% since 2017-2018. With regards to reducing variation in performance, 100% of pupil premium pupils achieved the greater depth standard in reading.			
<b>Total budgeted cost</b>					£20,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To improve phonics outcomes in the Year 1 phonics screening assessment.  100% of Year 2 pupil premium children re-taking the phonics screening check in June 2020 will pass.	To continue to implement the ABRA phonics scheme, following our involvement in the ABRA research trial, funded by the EEF, last year starting in Spring 2020.  To use focussed intervention, starting in September, for Year 1 and Year 2 pupils identified as being below expected in their phonics outcomes.  Additional intervention put in place in the Spring term to target children who are making less than expected progress within the normal classroom setting for phonics.	The EEF found two-three months of additional progress with a larger impact on pupils eligible for free school meals when the ABRA scheme was used.  Previous success with 1-1 (and wave 2 and 3) intervention at our school.	ABRA training has been passed onto the new teacher and TA in the Year 1 classroom. The Head Teacher will oversee the implementation of the programme.	SI/JC  Head Teacher	July 2020
To improve reading, writing and maths outcomes for disadvantaged SEN pupils at the end of KS1 and KS2.	Identify children who need targeted support / who are not on track to meet their targets and identify the support they need through diagnostic assessments, NFER test outcomes and pupil progress meetings.  Implement wave 2 and 3 intervention and 1-1 tuition (where possible) to address the gaps in learning.	Previous success with 1-1 (and wave 2 and 3) intervention at our school.  Use of EEF evidence based research for diagnostic assessments.	Organise timetable and intervention timetable to ensure staff delivering provision have sufficient preparation and delivery time and follow EEF guidance.  EEF guidance discussed during INSET days.  Careful targeted support addressing the gaps and next steps needed.	Head Teacher	Jan 2020 April 2020 July 2020
<b>Total budgeted cost</b>					£5,000

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To extend experiences and learning of the wider world.	<p>To provide additional individual / small group music lessons in pupils' chosen instruments (from a selection).</p> <p>To subsidise class visits and provide experiences and learning of the wider world.</p> <p>All disadvantaged pupils to have access to swimming lessons for two terms per year, once per week.</p> <p>To offer milk to disadvantaged pupils free of charge.</p>	<p>Research has shown that by boosting confidence in another less academic area of the curriculum, this has a beneficial effect on confidence in more academic areas of learning such as English and maths.</p> <p>EEF research shows that providing real life experiences and giving children a purpose and audience for their writing improves pupil outcomes.</p> <p>All pupils must be able to swim at least 25 metres before leaving primary school in accordance with new guidelines.</p>	<p>Regular pupil interviews with children having music tuition to assess the successfulness of the implementation.</p> <p>Writing outcomes will be monitored half termly to ensure providing audiences and a purpose for writing is having a positive effect.</p> <p>Senior teacher to monitor the experiences offered by each class across the school half termly.</p>	<p>Head Teacher</p> <p>Senior Teacher</p>	June 2020
Higher levels of engagement of parents with their child's learning across the school, particularly with reading and writing.	<p>To use parent consultations, coffee mornings, newsletters and homework books.</p> <p>To implement the Accelerated Reader Programme which provides additional data regarding pupils' attainment in reading that can be shared with parents.</p> <p>Two parent consultations offered during autumn and spring terms for all parents, with the option of a revised date or alternatively a telephone conversation, if the meetings cannot be made in person.</p>	Involving parents within their child's learning is a key component to academic success as the DfE has stated that parental involvement in a child's schooling between the ages of 7 and 16 is a more powerful force than family background, size of family and level of parental education.	Additional parent involvement opportunities will be sought, alongside current methods of implementation that have worked well in the past, e.g. phonics booklets for EYFS parents.	<p>Senior Teacher/ Head Teacher</p> <p>EYFS lead</p>	June 2020
Target specific disadvantaged pupils to improve their attendance over the course of the next academic year to above 95%.	<p>School taxi/bus offered to children who would otherwise struggle to attend school regularly.</p> <p>Termly monitoring of attendance for disadvantaged pupils.</p> <p>Reporting to Governors during Governor housekeeping every meeting.</p> <p>Rewarding/celebrating attendance in school.</p> <p>Attendance for whole school and individual</p>	The Department for Education (DfE) published research in 2016 which found that the higher the overall absence rate across KS2, the lower the likely level of attainment at the end of KS2. Pupils with no absence are 1.3 times more likely to achieve the expected standard at the end of KS2 and 3.1 times more likely to achieve above the expected standard than pupils that missed 10-15% of all sessions.	<p>The senior teacher will monitor attendance of all pupils in the school termly, with a specific focus on the disadvantaged pupils identified in September 2019.</p> <p>A revised attendance policy will be shared with Governors and added to the school website in September 2019.</p>	Senior teacher	<p>Jan 2020</p> <p>April 2020</p> <p>July 2020</p>

	classes on school monthly newsletter. Individual attendance noted on termly reports to parents.				
<b>Total budgeted cost</b>					£5,000

## 5. Review of expenditure

Previous Academic Year

2018/2019

### 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
<p>To increase the number of pupils achieving the greater depth standard in reading and writing at the end of KS1 and KS2.</p>	<p>To support pupils in developing fluent reading capabilities.</p> <p>To teach writing composition strategies through modelling and supported practice (IPEEL).</p> <p>To ensure children have a reason to write and someone to write to through use of memorable experiences.</p> <p>To develop pupils' language capability to support their reading and writing.</p>	<p><b>KS2:</b> 22% of the year 6 cohort from 2018/2019 achieved the greater depth standard in writing, 2% above the national average. 44% of the year 6 cohort from 2018/2019 achieved the greater depth standard in reading, 16% above the national average.</p> <p><b>KS1:</b> 17% of the year 2 cohort from 2018/2019 achieved the greater depth standard in writing, 1% above the national average. 25% of the year 2 cohort from 2018/2019 achieved the greater depth standard in reading, 1% below the national average.</p> <p>Wave 2 and wave 3 intervention opportunities were provided to pupils with the potential to achieve greater depth in KS2.</p> <p>The Accelerated Reader Programme (ARP) has been implemented to all pupils in years 2 to 6 (see below for further details on impact).</p> <p>All new staff have been trained in the use of the IPEEL writing scheme (EEF recommended), in addition to short burst assessments in writing, class teachers have been able to scaffold writing through modelling and the teaching of composition strategies across the school.</p> <p>All classes have had memorable experiences, related to all areas of the curriculum, with a particular focus on writing (see below for further details on impact).</p> <p>As a school, we have continued to place a heavy emphasis on teaching vocabulary and providing pupils with repeated exposure of new words in accordance with the vocabulary trial we were involved in last year. Coaching was put in place to monitor the implementation of vocabulary and as a result our school scored 87% for vocabulary on the KS2 SPaG paper, 10% above the national average.</p>	<p>We are happy with the impact of this approach. As a result, next year we intend to continue using:</p> <ul style="list-style-type: none"> <li>• IPEEL writing scheme</li> <li>• ARP</li> <li>• Memorable experiences</li> <li>• Teaching of vocabulary</li> </ul> <p>We intend to extend the intervention provision for greater depth pupils in KS1 and KS2.</p> <p>We will also look deeper into the research behind short burst assessments in writing in order to tighten the teaching of writing across the school.</p>	<p>£11,872.76</p>

<p>To improve outcomes in Maths, specific focus on geometry.</p>	<p>Weekly geometry lessons (30mins) for all pupils.</p> <p>Distributed practise and assessment.</p>	<p>Data from the Year 6 SATs results 2018/2019 showed that the school achieved 93% compared to 77% nationally and 71% compared to 48% nationally for position and direction and properties of shapes (respectively).</p> <p>All pupils have had access to weekly geometry lessons. Key objectives have been revisited after set time periods, namely 24 hours, 1 week, 1 month and 3 months. In addition, regular assessments have been recorded on a shared central system which all teachers, including the Head Teacher and senior teacher, can access and monitor. For the summer term, a qualified teacher has delivered these sessions, something the school has not had the opportunity to put into place before.</p>	<p>We are happy with the impact of this approach and will continue with the weekly outdoor geometry sessions next year, with a qualified teacher.</p>	<p>£3,383.09</p>
<p>To offer CPD opportunities to all teaching staff.</p>	<p>This outcome will be achieved in a variety of ways including:</p> <ul style="list-style-type: none"> <li>• All teaching staff to have 1 hour a week research time, with a specific focus linked to the SDP.</li> <li>• Two members of staff will be involved in the Mobilise projects: cognition and curriculum.</li> <li>• NPQSL course undertaken by the senior teacher in school to help improve leadership.</li> <li>• Regular CPD opportunities will be attended by teachers, e.g. Young Journalist and National Theatre Company.</li> </ul>	<p>All teaching staff have received an hour a week of research time to develop ideas linked to the SDP including use of assessment and curriculum design.</p> <p>In addition, two members of staff have attended half termly Mobilise meetings with other local schools and have distributed the research/learning within staff meetings (Professional Learning Communities). As a result, we are in the process of re-designing our curriculum, an on-going project that will take place over the next two years. We have started by introducing knowledge organisers for science, R.E., geography and history with a particular focus on dual coding. For assessment, we now have diagnostic questions for all year groups in maths for the key objectives, with alternative questions that can be used when revisiting material.</p> <p>From staff questionnaires, it can be noted that having access to CPD opportunities such as the Young Journalist Academy and NPQSL award has had a positive effect on the happiness and well-being of teaching staff in school.</p>	<p>Due to its success this year, we will aim for all teaching staff to access 1 hour a week research time next year by continuing to employ external PPA cover agencies such as Junior Jam.</p>	<p>£1,628.46</p>

<p>To accelerate reading progress across years 2 to 6.</p>	<p>To implement the Accelerated Reader Programme (ARP) across years 2 to 6.</p> <p>To increase the number of books in our school library in order to engage children in reading.</p> <p>To attend training opportunities to improve understanding of the programme and allow a greater understanding of data analysis.</p>	<p>Through implementation of the ARP in years 2 to 6, reading has had more of a focus in school this year. Additional reading time has been timetabled every day and intervention offered to pupils making less than average progress in reading on the ARP with a specific focus on disadvantaged pupils. 75% of pupil premium pupils were making average or above average progress compared to 67% of the whole school by July 2019, thus a reduction in variation between pupil premium and non-pupil premium pupils</p> <p>The EEF found that Year 7 pupils who were offered Accelerated Reader made 3 months of additional progress in reading compared to other similar pupils and pupils eligible for free school meals displayed an additional 5 months progress. At St. Margaret's, external KS2 data from 2018-2019 showed that overall pupil outcomes have been improved after the initial implementation of AR. This data identified that 89% of pupils achieved the expected standard in reading, an increase of 9% since 2017-2018. With regards to reducing variation in performance, 100% of pupil premium pupils achieved the greater depth standard in reading.</p> <p>Throughout the year we have invested £800 in new books to support the implementation of the ARP.</p> <p>In addition, all staff involved in the implementation of ARP have attended a full day of training and the implementation lead has also had additional training specifically focussed on data analysis.</p>	<p>The senior teacher will continue to monitor and evaluate the successfulness of the ARP next year. We also hope to invest in a new library space, where the children can enjoy reading in a quiet, safe environment.</p>	<p>£2,162.74</p>
<p>To improve phonics outcomes in the Year 1 phonics screening assessment.</p>	<p>To take part in the ABRA research trial funded by the EEF.</p> <p>To use focussed intervention during Autumn Term 2 to target children who are making less than expected progress within the normal classroom setting.</p>	<p>Two training sessions were attended by two members of staff prior to starting the ABRA trial in school and the 20 weeks of delivering the programme occurred. In addition, focussed interventions took place in terms 2 and 5.</p> <p>The EEF found two-three months of additional progress with a larger impact on pupils eligible for free school meals. At St. Margaret's 67% of pupils passed the phonics screening assessment, 33% of pupils eligible for free school meals passed.</p>	<p>Although the trial has ended, elements of the training and delivery will be adopted when teaching phonics next year. Additional intervention will be put in place from September for Year 2 children who did not pass the phonics screening check in Year 1.</p> <p>Small group interventions will take place starting in September for those children who have been highlighted as being 'on watch' for not passing the phonics screening check.</p>	<p>£0</p>
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p>To improve reading, writing and maths outcomes for disadvantaged SEN pupils at the end of KS2.</p>	<p>Identify children who need targeted support / who are not on track to meet their targets and identify the support they need through diagnostic assessments, Cornerstones test outcomes and pupil progress meetings.</p> <p>Implement wave 2 and 3 intervention and 1-1 tuition (where possible) to address the gaps in learning.</p> <p>1:1 support during afternoon sessions for an SEND pupil in Year 6.</p>	<p><b>KS2:</b> 100% of the disadvantaged SEND pupils in the Year 6 cohort from 2018/2019 achieved the expected standard in writing, reading and maths.</p> <p>After identifying a pupil in Year 6 who required extra support with both academic and behaviour issues in school, 1:1 support was put in place for the whole school day. This involved providing 1:1 academic intervention for part of the afternoon each day.</p> <p>35% of the disadvantaged pupils across the school are also SEND. After analysing test scores and also diagnostic assessments, it was found that 83% of these pupils were working below age expected in one or more areas of the curriculum. Therefore a range of wave 2 and 3 interventions were put in place including: Accelerated Reader; reading comprehension and maths. Additional support was also provided in lessons for writing.</p> <p>Test outcomes have shown progress has been made by all disadvantaged pupils receiving intervention; however these children are not yet working at the expected standard for their year groups so intervention will need to be funded into next year.</p>	<p>Due to the success of intervention over the past few years, we will certainly be continuing to allocate funding for the 1:1, wave 2 and wave 3 interventions next year, particularly for those disadvantaged pupils with SEND.</p>	<p>£9,074.27</p>
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p>To extend experiences and learning of the wider world.</p>	<p>To provide additional individual / small group music lessons in pupils' chosen instruments (from a selection).</p> <p>To subsidise class visits and provide experiences and learning of the wider world.</p> <p>All disadvantaged pupils to have access to swimming lessons for two terms per year, once per week.</p> <p>To offer milk to disadvantaged pupils free of charge.</p>	<p>This year, the number of disadvantaged KS2 pupils who have taken up the school's offer of subsidised music tuition has risen to 33%. From the Year 6 cohort who accepted the tuition, 100% achieved the expected standard (or above) in reading, writing and maths. From pupil interview data, it can also be noted that these pupils enjoy their music lessons and feel that it offers them 'something different and exciting in school'.</p> <p>Furthermore, 100% of disadvantaged pupils have had their class visits and trips (memorable experiences) entirely subsidised in addition to their weekly swimming lessons.</p> <p>100% of the Year 6 cohort met all of the national requirements for swimming by the end of the year.</p> <p>Pupil premium pupils are also offered free milk, of which we have had an 80% uptake.</p>	<p>We will continue to offer individual and small group music tuition to all disadvantaged pupils in KS2.</p> <p>Swimming lessons and school trips and visits will continue to be subsidised for all disadvantaged pupils.</p>	<p>£3,780.68</p>
<p>Higher levels of engagement of parents with their child's learning across the school, particularly with reading and writing.</p>	<p>To use parent consultations, coffee mornings, newsletters and homework books.</p> <p>To implement the ARP, which provides additional data regarding pupils' attainment in reading.</p>	<p>During the year, we have run a number of different sessions in school which parents have been invited to attend. These included pumpkin afternoon, MacMillan coffee afternoon, Harvest festival, Easter event and the Nativity. Parent consultations are still held twice a year and data is shared with parents within a written report three times a year in accordance with the national curriculum objectives. We had a 96% uptake of parents across both parent consultations. Over 50% of parents attended a parents' event detailing changes to the way the curriculum is being taught in school, namely the introduction of knowledge organisers.</p> <p>Homework is sent home weekly and parents have been encouraged to respond in this book or their child's reading record with any comments for the class teacher.</p> <p>The school newsletter is sent out via email to all parents and Governors monthly.</p> <p>During celebration assemblies, which we hold weekly on a Friday, we encourage children to share their extra-curricular achievements, e.g. swimming and music certificates. We have also introduced an achievement wall in school all visitors to school can view.</p> <p>The ARP has been implemented to all pupils in years 2 to 6 (see above for further details on impact). All parents are given regular updates regarding their child's progress on the ARP during parent consultations.</p>	<p>In addition to parent consultations, newsletters, homework books and coffee mornings, we intend to keep increasing parental engagement next year, by offering additional parent workshops throughout the year.</p>	<p>£0 See ARP costs above.</p>

## 6. Additional detail

'The EEF Guide to the Pupil Premium' report published in June 2019 has been used as the base for this strategy. A tiered approach to Pupil Premium spending will assist our school in achieving a balance between improving teaching, targeted academic support and wider strategies.

Please note that the focus of the pupil premium spending this academic year has been largely focussed on the whole school, as research suggests (Becky Allen, Oct 2018) that the additional pupil premium funding that schools receive should not only target the pupils eligible for free school meals, but should take into account other social influences, e.g. time and experience that parents are able to offer their child. See article:

<https://rebeccaallen.co.uk/2018/09/10/the-pupil-premium-is-not-working/>