

Pupil premium strategy statement 2019-20

| 1. Summary information | | | | | |
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| School | North Stainley Church of England Primary school | | | | |
| Academic Year | 2019-20 | Total PP budget | £9240 | Date for next internal review of this strategy | May 2020 Governing Body meeting |
| Total number of pupils | 51 on roll | Number of pupils eligible for PP in school September 2019 | 7 | | |

| 2. Current attainment | | |
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| KS2 2018-19 | | |
| | <i>Pupils eligible for PP at NS school Year 6 2018-19</i> | <i>Pupils not eligible for PP at NS school</i> |
| % achieving in reading, writing and maths | 33% | 60% (National 65%) |
| % achieving expected standard in reading | 50% | 70% (National = 73%) |
| % achieving expected standard in writing | 83% | 80% (National 78%) |
| % achieving expected standard in mathematics | 50% | 60% (National 79%) |
| KS1 2018-19 | | |
| | <i>Pupils eligible for PP at NS school Year 2 2018-19</i> | <i>Pupils not eligible for PP at NS school</i> |
| % achieving in reading, writing and maths | 100% | 100% (National %) |
| % achieving expected standard in reading | 100% | 100 % (National 75%) |
| % achieving expected standard in writing | 100% | 100% (National 69%) |
| % achieving expected standard in mathematics | 100% | 100 % (National 76%) |

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>) | | |
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| A. | Our pupils eligible for Pupil Premium often have low emotional resilience and low self -esteem. Behaviour for learning is often poor compared to other children. | |
| B. | Pupils in receipt of Pupil Premium do not read as widely as other children in school and do not make the expected progress that other children make | |
| C. | A high proportion of pupils in receipt of pupil premium are not making expected progress in writing | |
| D. | A number of pupils in receipt of pupil premium are not making expected progress in maths | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| E. | Family breakdowns are impacting on achievement and attainment and attendance. | |
| F. | A high proportion of pupils in receipt of pupil premium are also on the SEND register and access to outside agency support needs to be ensured | |
| 2. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | <p>Develop emotional resilience and increase self –esteem SDP– improving behaviour for learning and independence through our Christian values. SDP – further develop our school's wellbeing</p> <p>Measured through higher rates of progress for pupils eligible for pupil premium – gap narrowing by July 2020</p> <p>Measured through pupil voice indicators June 2020</p> | <ul style="list-style-type: none"> • Staff training to ensure a whole school approach to ensuring our Christian values are lived out by all pupils with a particular focus on those with low resilience and self esteem (values of resilience, independence and respect-self respect-) • 2x staff will attend compass buzz training level 3 • Whole school understanding main types of mental health disorders • Training in and implementation of a whole school approach to prevention /early indicators of need of mental health issues • Whole school approach to identifying need and support for pupils • 1x staff will attend Wellbeing training • Feedback and training in and implementation of a whole school approach to promoting good mental health and resilience and self-help (5 ways to wellbeing) • PP Pupils identified make good individual progress • Staff confident to deliver group interventions with assessments to show impact of intervention • Staff have skills to deliver 1:1/group interventions with assessment to show impact. • Pupils in receipt of PP will have a positive experience of peer learning and partner work as promoted by a mastery curriculum. • School will engage with the Healthy Schools Award and use award framework to further develop provision (2020-2021) |

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| <p>B.</p> | <p>SDP: To create a rigorous curriculum for reading, phonics.</p> <p>Pupils in receipt of Pupil Premium will read widely, be supported to develop reading skills, accessing high quality books in school</p> <p>Measured through higher rates of progress in reading for pupils eligible for pupil premium</p> <p>Pupil voice indicates increasing enjoyment of reading</p> | <p>Pupils heard to read by additional adult 2 x week – notes relating to end of year outcomes recorded.</p> <p>Small group weekly reading comprehension to increase collaborative learning through peer and partner talk.</p> <p>Focused weekly reading comprehension to increase independence when reading and answering questions through rigour and consistency in teaching RWI and Cracking Comprehension.</p> <p>RWI programme daily in school and to increase spelling and decoding.</p> <p>Whole school review of the teaching of reading and the reading scheme.</p> <p>Increase the profile of reading for PP children through:</p> <ul style="list-style-type: none"> ½ termly showing/ reading events to ensure access to all PP children Ensure PP children access world book day. Library to be restocked and catalogued, to seek expertise for inspiring stories/authors from Gill Edwards from The Little Ripon Bookshop Whole school CPD – Supporting phonics and reading in the classroom attended by all staff Motivate readers, helping pupils who are struggling by rewards and incentives through a whole school approach. Direct teaching of skills in reading comprehension |
| <p>C.</p> | <p>Pupils in receipt of pupil premium will make improved progress in writing through inspired teaching.</p> <p>SDP: To increase expectations for handwriting and presentation.</p> <p>SDP: To create a rigorous curriculum for reading, phonics.</p> <p>Measured through higher rates of progress for pupils eligible for pupil premium.</p> | <p>High quality teaching to teach pupils in Y1/2 to understand and use skills and processes in their writing: Focus on ARE for punctuation and handwriting.</p> <p>Improving presentation through a whole school consistent approach to teaching and learning of handwriting, consistent high expectations and rigour when implementing these expectations.</p> <p>Speed up writing for some PP students.</p> <p>Using correct language when referring to EGPS</p> <p>Using RWI rigorously to improve spelling and phonics outcomes.</p> |
| <p>D.</p> | <p>SDP: To Provide a structured and mastery approach to mathematics that is developed for the mixed age classroom that ensures a small steps approach.</p> <p>Pupils in receipt of PP to access a mastery approach to mathematical reasoning thus becoming an integral part of all maths learning.</p> <p>Pupils in receipt of PP to increase joy of learning in maths.</p> <p>Measured through higher rates of progress for pupils eligible for pupil premium June 2020</p> <p>Measured through pupil voice</p> | <p>All staff will attend maths mastery CPD April 2020</p> <p>PP daily post teaching in maths</p> <p>PP pupils use mathematical language in reasoning seen in book scrutiny</p> <p>Pupils enjoy using technology hit the button and sum dog to practice and enhance learning 1 hour per week in school and access at home</p> <p>On-going assessment through high quality questioning</p> <p>KS2 know times tables off by heart</p> |
| <p>E.</p> | <p>Pupils will be supported through family breakdowns and supported afterwards</p> <p>Measured through attendance figures in line with national</p> | <p>2 x staff attend Compass training re: emotional health level 3</p> <p>1 x staff member attend wellbeing training</p> <p>Whole school approach to prevention /early indicators of need of mental health issues</p> <p>Whole school approach to promoting good mental health and resilience and self help</p> <p>PP Pupils identified make good progress</p> <p>Whole school approach to identifying need and support for pupils</p> <p>Whole school understanding main types of mental health disorders</p> <p>Staff confident to deliver group interventions with assessments to show impact of intervention</p> <p>Staff have skills to deliver 1:1/group interventions</p> |

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| | | Increased scrutiny and intervention with poor attendance and incentivise good attendance. Follow up poor attendance and pupils who are consistently late. |
| F. | SEND pupils in receipt of pupil premium will have access to outside agency support Pupil voice | School staff well trained through access to outside agency support and able to give best support to pupils Parents confident in supporting pupils at home Pupils make good progress Pupils enjoy coming to school Attendance is good |

3. Planned expenditure

Academic year

2019-20

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.

Quality of teaching for all and targeted support

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| A. Pupils in receipt of PP will develop emotional resilience and increase self-esteem SDP– improving behaviour for learning and independence through our Christian values. SDP – further develop our school's mental health and wellbeing | Staff CPD developing emotional resilience and mental health 2 x level 3 Compass Buzz training for 1 x staff Wellbeing and to feed back to all staff 5 ways to wellbeing. 4 hours additional adult support per week –individual support. | Pupil emotional health and resilience identified as priority. School embraced Growth Mindset 2016-17– all staff attended equivalent to 3 day training over the course of the year. Whilst the whole school approach is positive pupils in receipt of PP need more personalised and continued intervention for mental health and well-being and developing resilience Pupils need to be taught how to take responsibility for their own learning gain in self-esteem and independence | Timetabled Observations Pupil feedback Pupil progress meetings | Headteacher | July 2020 |

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| <p>B. Pupils in receipt of Pupil Premium will read widely, be supported to develop reading skills, accessing high quality books in school.</p> <p>Children in receipt of PP will be inspired by ensuring access to events, challenges and rewards all linked to promoting the joy of reading.</p> | <p>Staff CPD in phonics and the teaching of reading.</p> <p>Pupils timetabled reading with an adult and in a small group. Pupils access and mark reading comprehensions alongside an adult during post learning Better reading support partners targeted support.</p> <p>Further develop phonic skills, phonic assessment baseline in September 2019. Motivate readers, helping pupils who are struggling Research towards and the purchase quality phonic reading books. Promote reading through events and incentives.</p> | <p>Rationale focused on matching phonic phase assessment to phonic phase reading book (OFSTED declining feature)</p> <p>Advice from outside support and agencies linked to dyslexic children.</p> | <p>Timetabled Observations Pupil feedback Pupil progress meetings</p> | <p>English subject leader</p> | <p>Review June 2020</p> |
| <p>C. Pupils in receipt of pupil premium will access a more consistent and rigorous approach to spelling and phonics in order to apply this learning to improve their writing.</p> <p>Pupils in receipt of PP will meet increased expectations for handwriting and presentation.</p> | <p>All staff to access CPD in the delivery of phonics and spellings teaching through the RWI programme</p> <p>Follow up work with PP children in post teaching focus on EGPS</p> <p>Partner work when editing writing.</p> <p>Instant feedback, editing and improving of all written work with a particular focus on presentation.</p> | <p>Some of the pupils need targeted support to meet the end of year targets, particularly in Y2</p> <p>Post teaching interventions are effective in our school in all curriculum areas with an instant righting of misunderstanding.</p> <p>Partner work and peer marking and editing allow children's independence to develop.</p> | <p>Organise timetable to ensure staff delivering provision have sufficient preparation time and time to deliver post teaching interventions.</p> <p>Organise leadership time for staff leading these areas to have sufficient time to improve their subject areas and specialisms.</p> | <p>Headteacher</p> | <p>Review July 2020</p> |

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| <p>D. Pupils in receipt of pupil premium will access a more structured and mastery approach to mathematics that is developed for the mixed age classroom and ensures small step approach.</p> | <p>PP daily post teaching in maths PP pupils use mathematical language in reasoning seen in book scrutiny Pupils enjoy using technology sum dog, hit the button learning 1 hour per week in school and access at home Target learning times tables off by heart LKS2 Access to training through CPD in school.</p> | <p>Evidence of improved learning through a mastery approach to learning including collaboration and partner work. Maths Hub NCETM research</p> | <p>Organise time for feedback from Mastery courses to whole staff team.</p> <p>Timetabling of pre and post teaching</p> <p>Learning walks to establish progress. Pupil voice and book scrutinies to establish progress in teaching and learning.</p> | | <p>Review July 2020 on going into 2021</p> |
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| <p>E. Pupils will be supported through family breakdowns and supported afterwards</p> | <p>2 x staff attend Compass training re: emotional health level 3 1 x staff member attend wellbeing training.</p> <p>Whole school approach to prevention /early indicators of need of mental health issues Whole school approach to promoting good mental health and resilience and self help PP Pupils identified make good progress Whole school approach to identifying need and support for pupils Whole school understanding main types of mental health disorders Staff confident to deliver group interventions with assessments to show impact of intervention Staff have skills to deliver 1:1/group interventions Increased scrutiny and intervention with poor attendance and incentivise good attendance. Follow up poor attendance and pupils who are consistently late.</p> | <p>We want to provide extra support to enable pupils to be able to focus, listen and concentrate having shared worries with a listening adult.</p> <p>We want children to have improved behaviour for learning (OFSTED point for possible decline) through the consistent validation of our Christian values and positive behaviour endorsement across the school.</p> | <p>Extra teaching time and preparation time paid for out of PP budget</p> <p>Progress overseen by SENCO overseen by HT.</p> <p>CPD for TAs supporting the sessions.</p> <p>Engage with parents and pupils before intervention and during intervention to ensure everyone has an understanding and is committed.</p> | <p>HT/ SENCO</p> | <p>July 2020</p> |
| <p>F. SEND pupils in receipt of pupil premium will have swift access to outside agency support</p> | <p>School staff well trained through access to outside agency support and able to give best support to pupils Parents confident in supporting pupils at home through access to outside agencies signposted at school Support for parents themselves – signposted by school Pupils make good progress Pupils enjoy coming to school Attendance is good</p> | <p>Swift access = early intervention</p> <p>Staff member to be given time to establish sign posts and to inform parent where support can be accessed.</p> | <p>Pupil concerns a regular agenda item in staff meetings and weekly team meetings</p> <p>Staff to meet with parents when concern arises Working together with families for the best for all pupils</p> <p>SENCo to refer to appropriate agency in a timely manner</p> | <p>HT JB</p> | <p>July 2020</p> |
| Total budgeted cost | | | | | <p>£9240</p> |