

Pupil premium strategy statement

1. Summary information					
School	Pyrford C of E Primary School				
Academic Year	2018-2019	Estimated Total PP budget	£46000	Date of most recent PP Review	March 2015
		Estimated Early Years Budget	£300		
Total number of pupils	480	Number of pupils eligible for PP	42	Date for next internal review of this strategy	Sep 2019

2. Current attainment		
		<i>Pupils not eligible for PP</i>
	Awaiting confirmation of data. Will be updated once received.	
% achieving the expected standard in reading Y2		
% achieving the expected standard in writing Y2		
% achieving the expected standard in maths Y2		
% achieving the expected standard in reading Y6		
% achieving the expected standard in writing Y6		
% achieving the expected standard in maths Y6		
% achieving GLD YR		
% achieving phonics Y1		

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.	PP pupils who have EHCPs or who are pre EHCP with moderate or severe learning difficulties – measuring progress is challenging as pupils work significantly below ARE.
B.	Pupils with layered vulnerabilities e.g. SEN and PP/PP+, PP/PP+ and SEN and EAL, PP/PP+ and EAL. Clear identification of needs.
C.	Emotional or behavioural needs impacting on learning in school.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

D.	Challenges in accessing support from external agencies such as CAMHS, SALT etc.	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP pupils will make at least expected progress and some will make accelerated progress to diminish the difference between PP and all other children.	PP children making expected progress.
B.	Clear systems in place to identify primary needs of children with multiple vulnerabilities and correct support is put into place.	Where appropriate, PP children participate in intervention programmes run within school. Support is effectively utilised to support the learning of PP children.
C.	PP children are able to access emotional wellbeing support from dedicated pastoral TA.	100% of children who work with TA supporting emotional and behavioural needs demonstrate progress through use of Boxhall Profile. Teachers of identified children to report that access to learning in the classroom has improved following intervention.

Planned expenditure					
Academic year		2018/2019			
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					
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?
All staff have a clear understanding of the needs of the children in their class, particularly those with layered vulnerabilities including PP+, and consistently deliver quality first teaching to support these needs in the classroom.	<p>Class teachers to meet with SLT (includes Inclusion Leader) on a termly basis to discuss strategies for supporting identified children.</p> <p>Teaching assistants available to deliver support under the direction of the phase leader.</p> <p>Planning demonstrates work is pitched correctly to meet the needs of all learners.</p>	<p>All children should receive quality first teaching from a teacher in the classroom alongside targeted interventions to accelerate progress.</p> <p>Teaching assistants should work alongside class teachers to deliver targeted support in order to accelerate progress.</p>	<p>Monitoring of planning, teaching and books.</p> <p>Inclusion leader/SENCO available to discuss strategies for specific children.</p> <p>Staff meeting time utilised to keep all staff informed about best practice.</p> <p>Pupil progress is monitored and PP children discussed.</p>	SLT	Termly

PP will make at least expected progress and some will make accelerated progress to diminish the difference between PP and all other children.	<p>Class teachers aware of PP children.</p> <p>Planning demonstrates work is pitched correctly to meet the needs of all learners.</p> <p>Class teachers will ensure PP children have access to high quality intervention and opportunities to enrich learning.</p>	<p>Profile of PP children is raised within school.</p> <p>Teachers are aware of PP children and ensure that they make expected or better progress.</p>	<p>PP register kept up to date and shared with relevant staff.</p> <p>Pupil progress is monitored and PP children discussed as a priority during pupil progress meetings.</p> <p>Monitoring of planning, teaching and books.</p>	All staff	Termly
Total budgeted cost					£3000
ii. 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?
<p>Interventions chosen in school are evidence based and are targeted to the needs of individual children.</p> <p>Children who access intervention programmes show progress in core subject areas.</p> <p>Children accessing intervention programmes meet individual targets set for them.</p>	<p>Trained TA to run: Write Away Together Success @Maths SALT programmes led by SALT therapist First Class @ Number Project X Code TRUGS Alpha to Omega Toe by Toe</p> <p>Teacher to deliver intervention 4x ams per week.</p> <p>Create personalised learning opportunities by providing support from a teaching assistant in a</p>	<p>Research based interventions provide high quality measurable support.</p> <p>Timely intervention ensures support is in place to diminish the difference.</p>	<p>Inclusion Lead/SLT to monitor impact of interventions and to ensure interventions are appropriate and meet the needs of learners.</p>	Inclusion Lead	Termly

	<p>small intervention group or on a 1:1 basis.</p> <p>Provide resources for teaching.</p>				
<p>Clear systems in place to identify primary needs of children with multiple vulnerabilities and correct support is put into place.</p>	<p>Provide support from a teaching assistant in a small intervention group or on a 1:1 basis. Provide resources for teaching.</p> <p>Class teachers to meet with Inclusion leader/SENCO on a termly basis to discuss strategies for supporting identified children.</p> <p>Pupils with multiple vulnerabilities are a focus of pupil progress meetings and needs are carefully identified.</p> <p>CPD opportunities provide clarity on different vulnerabilities for all staff.</p>	<p>Children with multiple vulnerabilities do not always make the same progress as and so need to be a focus. Identifying primary needs can be challenging with multiple vulnerabilities.</p> <p>Timely intervention ensures support is in place to diminish the difference.</p>	<p>Inclusion Lead/SLT to monitor impact of interventions and to ensure interventions are appropriate and meet the needs of learners.</p> <p>Pupil progress is monitored and PP children discussed.</p>	<p>SLT/MLT All staff</p>	<p>Termly</p>
Total budgeted cost					£19500
iii. Other approaches					
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?
<p>PP children are able to access emotional wellbeing support from dedicated pastoral TA.</p>	<p>Designated pastoral TA to work with PP children with emotional needs.</p> <p>Allocated time for TA to</p>	<p>Emotional and behavioural needs are having a detrimental impact on the learning and wellbeing of some PP children.</p>	<p>Log of support maintained by designated TA.</p> <p>Feedback from pupils and staff indicate a positive impact on</p>	<p>SENCO/Inclusion Lead</p>	<p>Termly</p>

	<p>deliver personalised intervention focusing on emotional needs.</p> <p>Training for TA in supporting children with a range of vulnerabilities.</p>		<p>behaviour and learning.</p> <p>Boxhall Profile shows progression in SDQ.</p>		
All children access external clubs where possible school trips/residential each year.	School to provide funding to PP families for club attendance and school trips/residential.	Evidence suggests that enrichment opportunities have a positive impact on learning.	Monitoring of PP attendance at external clubs and school trips/residential.	SLT	Termly
Total budgeted cost					£24000

3. Review of expenditure				
Previous Academic Year		2017/2018		
i. Quality of teaching for all				
Action	Intended outcome	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
See above	All staff have a clear understanding of the needs of the children in their class, particularly those with layered vulnerabilities, and consistently deliver quality first teaching to support these needs in the classroom.	Progress made towards success criteria. Teachers reported that they were able to better meet needs of children following INSET. Most teaching assistants report they were more confident in understanding needs of PP children.	This approach will be continued this year, as outcomes are still relevant. Consideration needs to be taken when planning INSET for TAs as not all attend. Training to be carried out during term time to ensure all TAs benefit.	500
See above	Pp will make at least expected progress and some will make accelerated progress to diminish the difference between PP and all other children.	This target will be fully reviewed once the data has been verified for KS1 and KS2.	This target will be fully reviewed once the data has been verified for KS1 and KS2.	800
ii. Targeted support				

Action	Intended outcome	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
See above	Children who access intervention programmes show progress in core subject areas and meet individual targets set for them	This target will be fully reviewed once the data has been verified for KS1 and KS2.	This target will be fully reviewed once the data has been verified for KS1 and KS2.	23000
See above	Clear systems in place to identify primary needs of children with multiple layers of vulnerabilities and correct support is put into place	Progress made towards success criteria. Teachers reported that they were able to better meet needs of children following INSET. Teachers have requested further support with regards to PP+ children.	This approach will be continued this year, as outcomes are still relevant. Updated training and resources required for PP+.	10000
iii. Other approaches				
Action	Intended outcome	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
See above	For children to feel confident in dealing with challenging feelings and situations they may face	All success criteria met. Teachers report a significant impact on children who have worked with pastoral TA.	This approach will continue. Boxhall profile will be purchased in order to more effectively measure progress.	10000

See above	School to provide funding to PP families for club attendance and school trips/residentials	5 families were supported this year enabling all PP children to access day trips and those who wanted to/were able to access school residentials.	This target will be ongoing as it is still relevant.	600
N.B. Costs have been rounded to ensure salaries of individuals cannot be determined.				