

Salford Primary School Pupil Premium Strategy Statement 2019-20

1. Summary information					
Academic Year	2019-2020	Total PP budget	£22,960	Date of most recent PP Review	July 2019
Total number of pupils	433	Number of pupils eligible for PP	18	Date for next internal review of this strategy	Nov 19

July 2019

EYFS end of year	PP School (2 Pupils)	Other Pupils School	School Gap	PP National (2018)	Other national (2018)	National Gap (2018)
Good Level of Development (2 pupils)	50%	87%	-27%	57%	74%	-17%

	School PP at expected standard	School Other at expected standard	School gap	Other national at expected standard	Gap between school PP and national other
Year 1 phonics (1 Pupil)	100%	95%	+5%	TBC%	TBC%

Progress KS2 2019	Reading	Writing	Maths
Disadvantaged (3 pupils)			
Non-disadvantaged (National)	TBC	TBC	TBC
Gap			

Attainment KS2 2019	Reading	Writing	Maths
Disadvantaged (3 pupils)	100%	100%	100%
Non-disadvantaged (National)	TBC	TBC	TBC
Gap			

Attainment KS1 2019	Reading	Writing	Maths
Disadvantaged (1 pupil)	0%	0%	0%
Non-disadvantaged (National)	TBC	TBC	TBC
Gap			

*Because of the low numbers of disadvantaged children at our school, comparisons with National Figures are not statistically valid.

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	In EYFS, Y2, Y3 and Y5 (2018-19) pupils eligible for pupil premium are not achieving as highly as their peers in writing.
B.	A small minority of pupil premium children are making less progress in maths (particularly Y2 and Y5 2018-2019) and reading (particularly Y2, Y3 and Y5 2018-2019)
C.	The social and emotional health and well-being needs of pupils which affects engagement in learning experiences and own self-esteem.

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Frequency and consistency of home learning experiences affecting progress in reading, writing and maths. Pupil's speech and language skills are under developed on entry to primary school (EYFS – Yr 1) and this limits progress in communication, language and literacy.
E.	Some pupils eligible for the Pupil Premium have lower attendance rates in comparison with the majority of pupils who maintain an above average attendance and when they are in school, may not have brought some equipment they need from home (eg uniform, swimming and PE kits)

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve pupils' writing skills and develop confidence for pupils to use these across the curriculum – focus in particular on children in Y1, Y3, Y4 and Y6 who are currently off-track, so that they meet the expected standard for the year group.	Pupils eligible for pupil premium will make rapid progress in writing. There will be an increase in the proportion of pupils achieving the expected standard and greater depth in Yr 1-6. Differences will diminish between PP and other pupils from end of year 2018/19 to 2019/20. Writing outcomes in NoMoreMarking assessments will increase, demonstrating pupils' improved writing ability.
B.	Pupils who are eligible for pupil premium and were low/middle prior attainers at KS2 will make good progress in their maths (Y3 and Y6) and reading (Y3, 4 and 6) across Key Stage 2. They will meet the expected standards for the year group.	Pupils eligible for pupil premium will receive targeted support from TAs and Teachers. This work will be based on ongoing assessment data. In end of year group tests, pupils who are eligible for the pupil premium will feel well prepared for these tests and gaps between them and their peers will diminish when comparing 2018-19 outcomes to 2019-20 outcomes.
C.	Improve attitudes, esteem and outcomes for some pupils eligible for the Pupil Premium who are experiencing difficulties in their home lives and find emotional regulation difficult.	Thrive/360 tool assessments will provide evidence that gaps in emotional development have been addressed and good progress has been made from their starting points. Pastoral interventions / in class support will be given to children who need it and this will enable them to regulate their emotions and access learning. Enrichment opportunities will have been targeted to specific children to match their interests and/or boost experiences and self-esteem.

D.	<p>Improve frequency and consistency of home learning experiences which may be affecting progress in reading, writing and maths, including those for pupils whose speech and language skills are under-developed on entry to primary school (EYFS – Yr 1) which limits progress in communication, language and literacy.</p>	<p>Pupils eligible for pupil premium will be assessed on entry to EYFS. This will enable early identification of need where required and targeted support, in partnership with parents/carers. Across Yr 1 – 6 those pupils eligible for the Pupil Premium, who have speech and language barriers, will receive a tailored package of intervention and support. Additional support will be given to ensure parents have the right tools to support at home – including projects to enthuse such as 'get caught reading.' This will be evidenced in Reading Records and (for some children) individual reward charts. School will liaise with parents to make sure children have access to home learning resources like Doodlemaths.</p>
E.	<p>Improve attendance for some pupils eligible for the Pupil Premium have lower attendance rates and make sure they have the equipment they need to access all areas of school life (uniform, PE and swimming kits, kit for after-school clubs).</p>	<p>Careful tracking and reporting of attendance by the Head teacher and Office Manager will show improved attendance for Pupils with low attendance rates. Attendance rates of PP children for 2019/20 will be better than 2018/19 (ie greater than 74% good or outstanding attendance). Leaders and teaching staff will liaise with parents re equipment to make sure all children have what they need. Report to Deputy Head/Head when this is not possible to facilitate from within school. Children will have the appropriate clothing and equipment for all activities.</p>

3. Planned expenditure					
Academic year	2019-2020				
i. 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?
A. Improve pupils' writing skills and develop confidence for pupils to use these across the curriculum – focus in particular on children in Y1, Y3, Y4 and Y6 who are currently off-track, so that they meet the expected standard for the year group.	<p>Conferencing with teacher/TA to plan, edit and improve writing.</p> <p>Writing profile to be increased across the school with additional initiatives eg writing outside, cross-curricular opportunities.</p> <p>Children in receipt of PP will be supported to read on a daily basis where possible to improve reading fluency and support writing.</p> <p>New Handwriting Package purchased to use in EYFS and KS1.</p> <p>Spelling Shed additional resource to support children's spelling improvement.</p>	EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	<p>Training/planning for opportunities during staff meetings/phase planning meetings.</p> <p>Use of NoMoreMarking to assess children's outcomes and increase understanding of all staff about different year groups' expectations.</p> <p>Children will be priority readers and records will show regular reading and progress through reading books.</p> <p>Results in Spelling Shed will improve.</p>	<p>Head Teacher</p> <p>Inclusion Leader/Class teachers</p> <p>English Leader</p>	<p>Termly – SLT meeting reviews,</p> <p>English leaders in school with WMAT lead teacher</p>
Total budgeted cost					£5,245

ii. Quality 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?
<p>B. Pupils who are eligible for pupil premium and were low/middle prior attainers at KS2 will make good progress in their maths (Y3 and Y6) and reading (Y3, 4 and 6) across Key Stage 2 and will meet expected standard for the year group.</p>	<p>Daily 1:1 reading support tailored to child's interests and reading ability.</p> <p>Additional Intervention groups – Year 6 – targeting low/middle prior attainers who are eligible for Pupil Premium.</p> <p>TA – focusing on pupils in closing the gaps interventions</p> <p>Morning TA support - Providing daily pre/post tutoring, instant verbal and written feedback, flexible teaching groups.</p> <p>Use of resources like Doodlemaths and TT Rockstars to support maths.</p> <p>Spelling Shed, Pearson Phonics Bug, Read Write Inc Intervention and Talk Boost to be used to support English when appropriate.</p>	<p>EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>TA knows these pupils very well. This approach enables targeted learning and emotional support.</p> <p>Early intervention research – SEN approach. EEF toolkit provides evidence that earlier identification of need and targeted support is effective to close learning gaps.</p>	<ul style="list-style-type: none"> • Lesson observations • Book Scrutiny • Termly data tracking and Pupil Progress Meetings 	<p>DS/ES/GG</p> <p>Class teachers</p> <p>TAs</p>	<p>Termly</p>
					<p>£13,500</p>

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>C. Improve attitudes, esteem and outcomes for some pupils eligible for the Pupil Premium who are experiencing difficulties in their home lives and find emotional regulation difficult.</p>	<p>Thrive/360 tool programme for individuals and groups delivered by Thrive practitioner and TAs</p> <p>Use of 1:1 mentoring for individuals following programmes advised by support agencies, including Parent Support advisor for practical assistance and signposting to Family Services.</p> <p>Enrichment opportunities will be targeted to specific children to match their interests and/or boost experiences and esteem.</p>	<p>Proven research for the use of Thrive. Assessments, action plans and support for child at home and at school establishes emotional connections in the brain and reduces barriers to learning.</p> <p>EEF Toolkit suggests programmes which have a clear structure and expectations and provide training and support for mentors are most effective in areas such as attitudes to school, attendance and behaviour.</p>	<ul style="list-style-type: none"> • Thrive/360 tool plans and review data • Pupil conferencing feedback and parental feedback • Behaviour log monitoring • Inset briefing for all staff – Term One 	GG/ES	Termly
<p>D. Improve frequency and consistency of home learning experiences which may be affecting progress in reading, writing and maths, including those for pupils whose speech and language skills are under-developed on entry to primary school (EYFS – Yr 1) which limits progress in communication, language and literacy.</p>	<p>EYFS pupils' needs identified and interventions put in place as required. Communication with PreSchool settings to encourage early intervention.</p> <p>Pupils eligible for pupil premium will be assessed on entry to EYFS. This will enable early identification of need where required and targeted support, in partnership with parents/carers. Across Yr 1 – 6 those pupils eligible for the Pupil Premium, who have speech and language barriers, will receive a tailored package of intervention and support.</p> <p>Additional support will be given to ensure parents have the right tools to support at home – including projects to enthuse such as 'get caught reading.' This will be evidenced in Reading Records and (for some children) individual reward charts. School will liaise with parents to make sure children have access to</p>	<p>Data from 2018-2019 provided evidence that early intervention and identification of speech and language needs in EYFS had a positive effect on outcomes for pupils in this phase and into KS1.</p> <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	<p>Speech and Language target review and tracking of provision map</p>	<p>GG</p> <p>ES/DS</p> <p>Class teachers</p>	Termly

	home learning resources like Doodlemaths and Spelling Shed.				
E. Improve attendance for some pupils eligible for the Pupil Premium have lower attendance rates and make sure they have the equipment they need to access all areas of school life (uniform, PE and swimming kits, kit for after-school clubs).	<p>Fortnightly monitoring of PP attendance by Head/ PP champion. Regular reporting in newsletter and end of year reports to parents.</p> <p>Twice a term review and attendance meetings held.</p> <p>PP champion to work to support families. Parent Support advisor to give practical assistance.</p> <p>Nurture time for PP children who struggle to come in to school in the mornings.</p> <p>Leaders and teaching staff will liaise with parents re equipment to make sure all children have what they need. Report to Deputy Head/Head when this is not possible to facilitate from within school.Children will have the appropriate clothing and equipment for all activities.</p>	<p>Previous monitoring of attendance by CME0 showed improved attendance when attendance is tracked and meetings are held.</p> <p>Parental voice showed they value a staff member to support them with attendance issues.</p>	<ul style="list-style-type: none"> Tracking grid from ES Reports from CME0 Parent feedback PP children settle more quickly to learning in the mornings DS/ES to check equipment needs regularly with teachers/parents 	DS/ES/SLT	Termly
					£4215
Total budgeted cost					22960

4. Review of expenditure				
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
A. Improve pupils' writing skills and develop confidence for pupils to use these across the curriculum – focus in particular on children in Y1, Y3, Y4 and Y6 who are currently off-track, so that they meet the expected standard for the year group.	<p>Conferencing with teacher/TA to plan, edit and improve writing.</p> <p>Writing profile to be increased across the school with additional initiatives eg writing outside, cross-curricular opportunities.</p> <p>Children in receipt of PP will be supported to read on a daily basis where possible to improve reading fluency and support writing.</p> <p>New Handwriting Package purchased to use in EYFS and KS1.</p> <p>Spelling Shed additional resource to support children's spelling improvement.</p>			

ii. Targeted support

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<p>B. Pupils who are eligible for pupil premium and were low/middle prior attainers at KS2 will make good progress in their maths (Y3 and Y6) and reading (Y3, 4 and 6) across Key Stage 2 and will meet expected standard for the year group.</p>	<p>Daily 1:1 reading support tailored to child's interests and reading ability.</p> <p>Additional Intervention groups – Year 6 – targeting low/middle prior attainers who are eligible for Pupil Premium.</p> <p>TA – focusing on pupils in closing the gaps interventions</p> <p>Morning TA support - Providing daily pre/post tutoring, instant verbal and written feedback, flexible teaching groups.</p> <p>Use of resources like Doodlemaths and TT Rockstars to support maths.</p> <p>Spelling Shed, Pearson Phonics Bug, Read Write Inc Intervention and Talk Boost to be used to support English when appropriate.</p>			

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<p>C. Improve attitudes, esteem and outcomes for some pupils eligible for the Pupil Premium who are experiencing difficulties in their home lives and find emotional regulation difficult.</p>	<p>Thrive/360 tool programme for individuals and groups delivered by Thrive practioner and TAs</p> <p>Use of 1:1 mentoring for individuals following programmes advised by support agencies, including Parent Support advisor for practical assistance and signposting to Family Services.</p> <p>Enrichment opportunities will be targeted to specific children to match their interests and/or boost experiences and esteem.</p>			
<p>D. Improve frequency and consistency of home learning experiences which may be affecting progress in reading, writing and maths, including those for pupils whose speech and language skills are under-developed on entry to primary school (EYFS – Yr 1) which limits progress in communication, language and literacy.</p>	<p>EYFS pupils' needs identified and interventions put in place as required. Communication with PreSchool settings to encourage early intervention.</p> <p>Pupils eligible for pupil premium will be assessed on entry to EYFS. This will enable early identification of need where required and targeted support, in partnership with parents/carers. Across Yr 1 – 6 those pupils eligible for the Pupil Premium, who have speech and language barriers, will receive a tailored package of intervention and support.</p> <p>Additional support will be given to ensure parents have the right tools to support at home – including projects to enthuse such as 'get caught reading.' This will be evidenced in Reading Records and (for some children)</p>			

	<p>individual reward charts. School will liaise with parents to make sure children have access to home learning resources like Doodlemaths and Spelling Shed.</p>			
<p>E. Improve attendance for some pupils eligible for the Pupil Premium have lower attendance rates and make sure they have the equipment they need to access all areas of school life (uniform, PE and swimming kits, kit for after-school clubs).</p>	<p>Fortnightly monitoring of PP attendance by Head/ PP champion. Regular reporting in newsletter and end of year reports to parents.</p> <p>Twice a term review and attendance meetings held.</p> <p>PP champion to work to support families. Parent Support advisor to give practical assistance.</p> <p>Nurture time for PP children who struggle to come in to school in the mornings.</p> <p>Leaders and teaching staff will liaise with parents re equipment to make sure all children have what they need. Report to Deputy Head/Head when this is not possible to facilitate from within school.Children will have the appropriate clothing and equipment for all activities.</p>			