

PUPIL PREMIUM STRATEGY STATEMENT 2019/20

1. SUMMARY INFORMATION					
School:	Butterwick Pinchbeck's Endowed CE Primary School				
Academic Year:	2019/20	Total PP Budget:	£62,040 Plus £7,970 from 2018	Date of most recent PP Review:	July 2019
Total number of pupils:	278	Number of pupils eligible for PP:	47	Date for next internal review of this strategy:	July 2020

2. CURRENT ATTAINMENT	
See 2018/19 Pupil Premium Strategy Evaluated Plan	

3. BARRIERS TO FUTURE ATTAINMENT (for eligible PP including High ability)			
In – school barriers		External barriers	
A	Lack of resilience in learning and aspirational attitudes	D	A number of PP pupils accessing Early Help, Social Care and pastoral support
B	Pupils gap in vocabulary to be able to access learning	E	Attendance rates, although much improved, continue to be monitored for individuals as when they fall, school hours are reduced causing them to fall behind
C	Behaviour/ emotional vulnerability of specific children is having a detrimental impact on their progress		

* Our identified barriers for our disadvantaged children remain the same as the previous two years as academic performance is very cohort specific and can be greatly influenced by the number in the pupil premium cohort

4. 2019/2020 Strategy					
Desired outcome	Chosen action/ approach	What is the evidence and rational for this choice	How will it be implemented	Staff lead	When will it be reviewed?
Quality first teaching and learning across the school (including teachers and teaching assistants).	<p>School has previously taken part in the EEF research (Mobilise project) of effective use of Teaching assistants. It will be continuing to implement some of the strategies as outlined with the project.</p> <p>Additional support in class through deployment of Teaching Assistants.</p> <p>Additional support for eligible pupils for English, Maths, Phonics through small group, 1:1 support</p> <p>A quality broad and balanced curriculum. Staff CPD to develop their subject knowledge.</p> <p>Purchase of further IT resources to support individual learners e.g. Nessy</p>	<p>The EEF Toolkit suggests that when the impact of Teaching Assistants is at its best is when the recommendations from their research are being applied.</p> <p>Needs of individual pupils should be regularly reviewed through Pupil Progress Meetings to ensure good progress is made.</p> <p>Children will be exposed to all areas of the curriculum, giving them broad opportunities to excel not only in core subjects but others (aspirations)</p>	<p>Use of INSET and staff/ TA meetings to deliver training.</p> <p>TAs take part in teacher PPA/ staff training where applicable.</p> <p>Communication strategies in place.</p>	<p>S.T (Head teacher),</p> <p>T.H (SENDCo)</p> <p>Class teachers</p>	Summer Term 2020
Children will demonstrate resilience through a Growth Mind-set	<p>The learning environment will reflect the growth mind-set.</p> <p>Talking partners will be used consistently across the school.</p>	<p>Carol Dweck's research demonstrated the positive impact of learners having a growth mind-set and understanding the learning process.</p>	<p>Review of Marking and Feedback Policy.</p> <p>The school environment will support and remind the children of growth mind-sets.</p>	S.T (Head teacher)	Summer Term 2020

	<p>Children will be given time to reflect on their learning and how they can improve.</p> <p>Opportunities for problem solving and reasoning activities across the curriculum.</p>	<p>Research shows the positive impact on children's learning (particularly instant feedback – verbal or written)</p>	<p>Language used by all adults in school supports Growth Mindset.</p> <p>Review of curriculum. Staff development opportunities.</p>		
<p>Pupils vocabulary will increase to enable them to access learning</p>	<p>Ensure that the teaching of specific words/ technical vocabulary in all lessons, particularly guided/shared reading and topic</p> <p>Teachers to display new/ challenging vocab on working walls (Tier 2).</p> <p>Guided reading/ intervention activities will include vocabulary based questions – authors use/ intent and Tier 2 focus.</p> <p>Teachers plan for shared texts above children's reading age</p> <p>Knowledge Organisers will identify Tier 3 vocabulary</p> <p>Retrieval practice will allow children the opportunity to store words in longer term memory</p>	<p>There has been much research into the impact of poor language acquisition impacts on progress and attainment.</p>	<p>Staff will receive CPD on the teaching of vocabulary.</p> <p>New vocabulary will be specifically taught across the curriculum.</p> <p>The learning environment will support language development.</p> <p>New reading books will be purchased.</p> <p>Use of new library.</p>	<p>Literacy leads (M.G & J.N)</p> <p>S.T (Head teacher)</p>	<p>On-going</p>
<p>Behavioural issues of individuals will be addressed effectively/ Increased PP family engagement to</p>	<p>Identify targeted intervention for identified pupils.</p> <p>Use Learning Mentors to engage with parents/ identified children.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific needs or behavioural issues can be effective.</p>	<p>Ensure identification of target pupils is fair, transparent and recorded.</p>	<p>T.H (SENCo) K.T (Learning Mentor) S.T (HT)</p>	<p>Termly</p>

<p>support children's needs</p>	<p>Focus on positive behaviours.</p> <p>Boxall Profile with individual children. Teaching Assistants to support individual children e.g. Lego Therapy</p> <p>Learning Mentor available to signpost and support families.</p> <p>Use Pastoral Support Plans and Early Help Assessments when necessary to support the child.</p> <p>Learning Mentor to work with identified children in small groups/ individually relating to behaviour strategies and emotional support e.g. ELSA, 1:1 discussion/ activities etc</p> <p>Caring to Learn Project and additional staff training.</p> <p>Good links with external professional to support individual children within school i.e. BOSS, WTT, STAPs, Virtual School</p>	<p>Early intervention for individuals (including other professionals). 'Early Interaction is an Intervention' Dr Karen Treisman 2017</p> <p>If support in put in place at home and communication and links with school are open and honest then the appropriate support can be put in place having more impact.</p>	<p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment/ progress for individualised pupils.</p> <p>Where issues or barriers are identified within school contact will be made with family. Support and strategies discussed (which may include Early Help Assessments).</p> <p>Open door policy for parents if they have any concerns.</p> <p>Work closely with families and external agencies to ensure best possible outcome.</p>		
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<p>Increased attendance rates for PP children</p>	<p>Learning Mentor to closely monitor pupils and follow up quickly on first day absences.</p> <p>Home visits when necessary.</p> <p>Where there are concerns around attendance, Learning Mentor work with families and pupils to make improvements.</p>	<p>We can't improve attainment for children if they are not attending school. This is a key barrier to learning.</p>	<p>Learning Mentor will keep clear records about existing issues around children, actions taken etc.</p> <p>Regular review of attendance data.</p> <p>Celebration of good attendance e.g. reward systems in place</p> <p>Attendance meetings to support good attendance.</p>	<p>K.T (Learning Mentor)</p> <p>S.T (HT)</p> <p>Attendance Governor</p>	<p>Termly - ongoing</p>
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<p>Planned Expenditure for 2019/20: Teaching Assistant Staffing: £13,556 Pastoral Staffing: £46,000 Curriculum resources: £1000 Training/ Resources: £500 Attendance: £700 Swimming cost support: £500 IT: £5000 Educational/ Residential Visits: £500</p>
