Pupil Premium strategy statement

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| 1. Summary information | | | |
| **School** | Portishead Primary | | |
| **Academic Year** | 2018/19 | **Total PP budget** | £42,460 |
| **Total number of pupils** | 452 | **Number of pupils eligible for PP** | 32 including 3 forces & 11 PLAC/ CLA |

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| Current attainment Key Stage 2 SATS 2018 | | | |
| % pupils achieving at least the expected standard by the end of KS2 | |  | | --- | | Pupils eligible for PP  7 children | | |  | | --- | | National average  Pupil premium (2018) | | |  | | --- | | Non-Pupil premium | |
| % achieving the expected standard in reading | 86% |  | 88% |
| % achieving the expected standard in writing | 29% |  | 85% |
| % achieving the expected standard in mathematics | 43% |  | 79% |
| % achieving the expected standard in reading, writing and mathematics | 29% | 51% | 68% |

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| |  | | --- | | % pupils achieving at least the expected standard by the end of KS1 | | |  | | --- | | Pupils eligible for PP | | |  | | --- | | Non-Pupil premium | |
| |  | | --- | | % achieving the expected standard in reading | | 67% | 93% |
| |  | | --- | | % achieving the expected standard in writing | | 67% | 93% |
| |  | | --- | | % achieving the expected standard in mathematics | | 67% | 96% |

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| |  | | --- | | **Current Progress from KS1 – KS2**(End of 2018) | | | | |
| |  | | --- | | % pupils achieving at least the expected standard by the end of KS1 | | |  | | --- | | Pupils eligible for PP | | |  | | --- | | Non-Pupil premium | |  |
| |  | | --- | | % achieving the expected standard in reading | | 43% | 30% |
| |  | | --- | | % achieving the expected standard in writing | | 72% | 78% |
| |  | | --- | | % achieving the expected standard in mathematics | | 29% | 45%(End of 2018) |

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| **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 | ***Meta cognition and self-regulation for pupils***  Many of the pupils that are disadvantaged are on the SEND register. There are also additional pupils across the school that are not on the SEND register but lack confidence in their own ability. |
| B | ***External Support and enrichment***  Many of the disadvantaged pupils require support from outside agencies, the school works with available support for both city and county residents. This includes Speech & Language, Educational Psychology and Counsellors |
| C | ***Gaps in Learning***  Gaps in learning being identified both socially and academically. |

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| **External barriers** *(issues which also require action outside school, such as low attendance rates* | |
| D | ***Mental health and wellbeing***  Some of our families due to ill health or other external factors face challenges with adopting consistent routines with pupils being able to focus on their schooling. % of disadvantaged pupils have been affected by external factors which impact on their school life. These families receive support from our Inclusion leader, learning mentor, mindfulness coach and office staff. |
| E | ***Lack of Parental Support***  Many of our disadvantaged children receive very little or no support with reading at home or completing homework at home. Some have no routines regarding healthy eating or general appearance. |
| F | ***Low attendance***  Some of our disadvantaged pupils have low attendance. This is contributing to lower than expected academic progress. This is a minority of families and school are working closely with the families to increase the attendance. |

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| Desired Outcomes | | |
|  | Desired outcomes and how they will be measured | Success Criteria |
| A | ***Meta cognition and self-regulation for pupils***  Pupils identified as relying on additional support to be encouraged to develop independent skills including those with SEND.  Teaching, marking and feedback to be consistently good or better across the school. Teaching for greater depth and metacognition to be embedded practice across the school through the use of effective learning comments, reflection time and challenge to support children to make age related expectations. | Children to be encouraged to be increasingly self-led. Learning comments and reflection time is embedded in curriculum.  Insight analysis shows that disadvantaged pupils are matching progress of non-disadvantaged in all year groups. End of KS outcomes to show rapid closing of attainment gap.  All disadvantaged pupils to be reaching age related expectation or closing the attainment gap.  National benchmarks show pupils are closing the gap using KS1/ KS2 outcomes. |
| B  RAPP 4.2 | ***External support and Enrichment***  Children to be offered a range of enrichment and extra-curricular activities and to be aided in accessing these.  Children are provided with the support that they need through the use of external agencies. | Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations in reading and writing and maths.  A high proportion of children eligible for PP funding attend at least one extra-curricular club (80%)  Teacher assessment shows impact of vocabulary gains particularly in EYFS and KS1  PP children to be chosen for a wide range of sporting activities.  PP children to attend forest school twice in the year.  All KS2 PP children to be offered homework club |
| C | ***Gaps in learning***  Each individual disadvantaged pupils’ gaps analysed and each pupil to receive closing the gap intervention for reading, writing and maths. Early identification and communication with previous school for children joining mid-year.  Interventions provided by class teachers as part of quality wave one provision and planned intervention groups provided by additional PP maths teachers to accelerate progress for each individual pupil. Including higher attaining pupils. | 100% of 1:1 tuition, group intervention and SEND targets to be achieved.  Gaps addressed and closed. Attainment and progress in reading, writing and maths to show all pupils closing the gap with national benchmark |
| D | ***Mental health and wellbeing***  Children with emotional, social and wellbeing difficulties(and their families) receive mentor support, counselling and targeted interventions from the Family Support Worker or external agencies to reduce incidents and to ensure that they are mentally prepared to learn and therefore can make progress in their learning. The learning environment is developed to enhance pupil attitudes and self –esteem with a values-based approach implemented. | Increase in self-esteem, confidence and resilience is reported.  Measures of well-being and the child’s general happiness and attitude to learning, show the impact of mentoring and interventions.  Regular parent/ teacher meeting for feedback and review.  Values-based education is embedded in the school which has a positive impact on children’s outcomes, mental health and self esteem (Friendship Friday). |
| E | ***Lack of parental support***  There are frequent events planned to encourage parents to engage with the school (phonics workshops, reading evenings, drop-in sessions, open days, three times a year meetings additional to parents evenings.)  There are further opportunities for parents to receive support from school about services which may help with establishing routines in the home (HIF). School provides support with the purchasing of basic equipment and uniform where required. Breakfast is supplied for children as required in order to ensure that all children have a healthy start to the day. Children are also offered free milk and fruit.  Parents are offered financial support for school trips. | All parents attend organised events such as parents evening which will support children’s academic progress. No child ever sits through lessons feeling hungry. All children have access to clean and suitable uniform.  100% of pupils have received and benefitted from funding for activities to promote engagement and provide enrichment opportunities.  100% of feedback from parent meetings is positive overall. |
| F | ***Low attendance***  Work with pupils, families, family support workers, school nurse, teaching staff and secondary schools to ensure a joint approach to improving attendance.  Continue to monitor attendance of PP children and talk to parents about support when absence drops below 95%  Increase the attendance of pupils that have historically low attendance or missing out of education reports when they arrive at the school. | Attendance of PP is in line with/above national average.  Attendance of pupils with persistent attendance difficulties to in line with/ above national average.  Regular parent/ teacher meeting for feedback and review |

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| Planned expenditure | | | | | |
| Academic Year | 2018-19 |  | | | |
| 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?** | **When will you review implementation?** | **Review** |
| **A**  Pupils identified as relying on additional support to be encouraged to develop independent skills including those with SEND.  Teaching, marking and feedback to be consistently good or better across the school. Teaching for greater depth and metacognition to be embedded practice across the school through the use of effective learning comments, reflection time and challenge to support children to make age related expectations. | All staff adopt metacognition approaches (learning comments and reflection) which impacts on pupils attainment and progress.  All staff to recognise independent learners and develop a can do it attitude for all disadvantaged pupils by encouraging independence and incorporating challenge into all lessons.  To teach pupils how to plan, monitor and evaluate specific aspects of their learning | EEF toolkit identifies and research identifies feedback, mastery learning and metacognition as significantly improving children’s progress.  Quality first teaching and catch up sessions impact positively on progress. | SLT to share teaching and learning updates to rapidly identify and address any areas for development.  Regular book checks will look at quality of feedback and marking.  Monitoring of teaching to evidence quality over time of PP teaching.  **Target 80%** of PP pupils to reach age related standard including those with SEND.  **Target 100%** of PP pupils to achieve progress targets | June 2019  Regular monitoring of teaching quality through SLT: Learning walks Book scrutiny Observations Intervention monitoring (entry and exit) termly data analysis and test score analysis. Monitoring of assessment and planning | Monitoring has shown that a few pupils are still not as resilient in learning as they could be. We have bought in an advisory teacher to support children in Year 1 transition into year 2 in order to encourage independence. |
|  |  |  |  | Total budget cost | £2000 |

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| **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?** | **When will you review implementation?** | **Review** |
| **B External support and Enrichment Children to be offered a range of enrichment and extra-curricular activities and to be aided in accessing these.** Support the costs associated with trips out of school, and activities where a voluntary contribution is requested. Children are provided with the support that they need through the use of external agencies. | Trip contributions (especially towards Year 6 and Year 4 camps)  Cost - £500  Supporting the costs of sports clubs, homework club and additional sporting opportunities providing the opportunity for pupils to develop wider skills across the curriculum.) Cost - £0 | Trips enhance learning opportunities for children and inspire learners. Pupils’ academic performance can improve if pupils access a wide variety of enrichment. The Sutton Trust toolkit identifies Arts participation, outdoor learning and sports participation as having positive effects on pupil outcomes. | PP lead to monitor attendance on trips and to evaluate uptake at extracurricular clubs Line management meetings with LSAs to monitor support staff interventions. | December 2018, April 2019 July 2019 Pupil progress reviews termly Target reviews for SEND/ PP | Three pupils who are PP have been assessed to unpick learning difficulties. They have been added to the SEND register.  75% of PP children have attended homework club this year.  Paid £100 per year 6 for camp. Paid £85 for Year 4 camp.  All PP children have been invited to at least three sporting events in the year.  All PP children have attended forest school led by a forest school specialist at Gordano school. |
| **C Gaps in learning**  Each individual disadvantaged pupils’ gaps are analysed and each pupil to receive closing the gap intervention for reading, writing and maths. Interventions provided by class teachers as part of quality wave one provision and planned intervention groups provided by additional PP teachers to accelerate progress for each individual pupil. Including higher attaining pupils. | 1:1 tuition and small group intervention planned and delivered by teaching staff, PP teachers and SENCO. Ever 6 teacher - £16000 (to deliver interventions in the am to KS1 and KS2 for Reading, Writing and maths catch up)  CLA/ PLAC teacher- £7000  (to provide academic interventions)  To raise attainment, accelerate progress and quickly close gaps in reading in KS1/ KS2. | Targeted intervention work with PP teachers. This work is carried out either 1:1 or in small group sessions on specific programmes to boost attainment with our identified group of children (To include an extra 1:1 read for each PP child). Research of successful strategies to quickly address pupils’ gaps in grammar, spelling and punctuation, mathematics skills and comprehension skills. Additional teaching staff will result in provision being implemented for a wider range of children. | 100% of pupils targeted for intervention to make progress and gaps to be closed and monitored over a 6 week period. Higher attaining pupils to reach a greater depth in reading, writing and maths at the end of KS. Target 86% achieving or exceeding expected level combined in KS2 SATs 2019 Target 66% of PP students achieving their age-related expected standard. | June 2019 Pupil progress reviews termly Target reviews with SEND/ PP Detailed gaps analysis by each teacher on Insight. | 8 children have moved from expected to greater depth.  3 children have gone from expected to below and in the spring data- we have analysed their gaps and changed the intervention for this term.  All PP children have access to additional reading slots in the week. |
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|  |  |  |  | **Total budgeted cost** | **£25000** |

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| **Other approaches** | | | | | |
| **Well-being outcomes** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **When will you review implementation?** | **Review** |
| D Mental health and wellbeing Children with emotional, social and wellbeing difficulties(and their families) receive support and targeted interventions from external agencies to reduce incidents and to ensure that they are mentally prepared to learn and therefore can make progress in their learning. | Inclusion leader: To work with parents to improve relationships between school and home. To take on early help system.  Friendship Fridays discussing values and providing time for mindfulness.  CLA/ PLAC teacher to provide social and emotional interventions Cost £7000  Develop targeted SEMH interventions for identified students. A mindfulness coach to provide sessions for targeted pupils. School nurse to work with identified pupils. Values-based education is fully embedded and the learning environment is developed aligned to this. Cost - £400 | A high proportion of PP children and their families have identified SEMH needs.  Children’s self –esteem and well –being is of crucial importance. Children need to feel comfortable and secure in their environment in order to access education and make progress. The development of ethical language and emotional intelligence will assist the children with their social and academic development | Regular liaison with external agencies  Three times a year PP meetings with children and parents  Safeguarding/ inclusion weekly meeting to highlight vulnerable children  Team around the child meetings | June 2019 | Mindfulness sessions are already providing impact within the classrooms. In Reception and Year 4 children are using mindfulness strategies when they feel ‘fizzy’.  25/31 parents attend the Summer PP meeting. |
|  |  |  |  | Total budget cost | £7000 |
| **Enrichment and engagement** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **When will you review implementation?** | **Review** |
| **E Lack of parental support**  Frequent events planned to encourage parents to engage with the school (reading evenings, drop-in sessions, open days) There are further opportunities for parents to receive support from school about services which may help with establishing routines in the home. School provides support with the purchasing of basic equipment and uniform where required. Breakfast supplied for children as required in order to ensure that all children have a healthy start to the day. Milk and fruit is provided as well at break time. | Enable pupils to engage in school life fully including healthy lifestyles and resources to access learning Children to be involved in enrichment within school including accessing all afterschool clubs, trips and overnight residential trips. Pupils develop life skills that they can apply into everyday life. All PP offered free breakfast club- 25 mins childcare and free breakfast. All PP children offered milk and fruit at breaktime. Funds for additional resources needed such as talking tins to aid PP children etc Budget available to allocate book bags, uniform, school shoes/ any other necessary equipment. Cost - £500 | Sign posting parents to appropriate services and support has enabled pupils to interact and share concerns with school reducing any barriers.  Ensuring children are well fed has reduced the number of children saying they are hungry. It has also reduced poor learning behaviours that are caused due to hunger. | Monitoring impact of enrichments Pupils, parent and staff feedback to the success of engagement and interaction. | June 2019  Termly review of spending (HT/Bursar) Termly individual provision mapping review | 5 families have opted for free breakfast club.  9 children have free milk and fruit. |
| F **Low attendance** Work with pupils, families, EWO, school HIF, teaching staff and secondary schools to ensure a joint approach to improving attendance. Continue to monitor attendance of PP children and talk to parents about support when absence drops below 95% Increase the attendance of pupils that have historically low attendance or missing out of education reports when they arrive at the school. | Headteacher, Inclusion leader and attendance manager to continue to work to support families where children’s attendance is having an impact on progress. | During the previous year a proportion of pupil premium children have attendance below 95%. Action has been taken however school cannot achieve successful outcomes if the pupils do not attend. The work already done in supporting families has been shown to have improved attendance in the school for some key pupils. | Work with parents and carers to improve punctuality/ attendance. Support families to promote early engagement with school learning. Early identification of children with attendance issues. Parent meetings to promote attendance with the attendance officer. Regular review of attendance data. Work with HIF, social services and secondary schools to support the families. Target 95% of PP children to have attendance above 95%. Target persistent attendance families to stay above 90% | June 2019 | The attendance manager has supported one PP family to ensure their child attends regularly. The child’s attendance has increased in the Spring term because of this intervention. |
|  |  |  |  | Total budged cost | £500 |
| **Lessons learned from review** | * 1. tuition with PP teachers has had a positive impact this year and all children have made sustained progress and at time accelerated progress.   Need to promote and think of an inclusive way of distributing milk and fruit.  The children enjoyed forest school and all children managed their behaviours during forest school. Need to offer this to children who struggle to manage their emotions in the afternoons. | | | | |
| **Additional details** |  | | | | |