

Pupil premium strategy statement: 2018-19

Platts Heath Primary School

1. Summary information					
School	Platts Heath Primary School				
Academic Year	2018/19	Total PP budget	£19,380	Date of most recent PP Review	September 2018
Total number of pupils	74	Number of pupils eligible for PP	8	Date for next internal review of this strategy	September 2019

2. Current achievement (% of children at expected or above) 2017-18						
Year	PP Reading	Non PP reading	PP Writing	Non PP writing	PP Maths	Non PP Maths
1	0%	100%	0%	100%	33%	100%
2	100%	67%	0%	67%	0%	67%
3	50%	87%	50%	87%	25%	75%
4	67%	64%	33%	64%	33%	73%
5	25%	80%	25%	80%	50%	80%
6	0%	94%	0%	67%	0%	87%

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

<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>

A.	<p>Pupils with low expectations for themselves who become frustrated and give poor effort Children entering school in Reception or during a school term who have poor speech, language, literacy and/or mathematical skills Children who are of more able ability who would benefit from higher level QFT/small group support to develop a greater depth to their learning</p> <p>PP pupils joining the school with lower communication and interaction, English and/or Maths skills than non PP peers. Oral language skills & language development in Nursery, Reception & KS1 are often lower for pupils eligible for PP than for other pupils. This may slow reading/writing progress in subsequent years.</p>
B.	PP pupils low motivation or 'availability to learn' due to lower emotional wellbeing than other pupils.
C.	PP pupils lower starting points academically and socially.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	<p>PP pupils with attendance below 96% - Attendance for PP pupils last year 2017-18 was 88.11% Parents struggling to support their children emotionally and educationally PP pupils limited educational and life experiences due to social, cultural or financial barriers Some families and pupils (mostly eligible for PP) would benefit greatly from additional support and nurture and thereby improve overall engagement with school</p>

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Reception, Key Stage 1 and lower Key Stage 2 classes to support pupils in the development of reading and writing.	Pupils eligible for PP in Reception, KS1 and lower KS2 classes make accelerated progress by the end of the year so that the % of pupils eligible for PP meeting progress expectations equals or exceeds that of non-PP pupils.
B.	Higher rates of progress in Years 2, 4 & 6 in maths for PP pupils.	Teacher assessment and Pupil Progress Meetings will identify accelerated progress in maths for PP pupils in these years
C.	Higher rates of progress in Years 2, 3, and 6 writing for PP pupils.	Pupils eligible for PP make as much progress as non-PP eligible pupils, in writing. Measured by teacher assessments and successful moderation practices established.
D.	Higher rates of progress in Years 3, 4, 5 and 6 reading for PP pupils.	Pupil survey will indicate that KS2 PP children are more engaged with and enthusiastic about their reading. Teacher assessment and Pupil Progress Meetings will identify improvements in performance of identified PP pupils.

E.	Increased attendance rates for PP pupils	Reduction in the number of persistent absentees among PP pupils to below 10%. Overall PP attendance to improve in line with other pupils.
F.	PP pupils will be more emotionally ready to learn.	Pupil survey will indicate that PP children are more engaged with and enthusiastic about their learning. PP pupils will be more motivated by and engaged in learning. Pupil progress meetings will identify improvements in performance of PP pupils.
G.	To enhance the development of early writing and imaginative play in the outdoor area for children in receipt of PP	Progress in physical development and writing will increase for EYPP pupils

4. 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?	Staff lead	When will you review implementation?
A For PP children in Reception, KS 1 and lower KS 2 with limited language skills to receive targeted interventions to ensure accelerated development of their expressive language, reading and writing skills.	To continue to employ Read, Write, Inc to assess and implement strategies for identified PP children to enable them to develop their expressive language, access the curriculum and accelerate their progress in reading and writing.	Children in last academic year who were identified through assessments to have limited language skills have developed skills through specific focused interventions, thus enabling them to access the curriculum and make accelerated progress in reading and writing from their individual starting points.	High-quality provision from TAs, Reassessment at end of academic year.	SENCo EYFS	July 2019 Total budgeted cost £500
B, C, D Improved attainment and diminishing the difference	Beanstalk charity reading, software to analyse barriers and accelerate progress. Manipulatives for all	Children who were identified for Beanstalk charity were more confident with reading and in social situations. Having a listening 'ear' helped boost morale. Software used -= Phonics play helped with reading and phonics.	High-quality provision from all adults, regular discussion about interventions that worked and why Parent workshop to explain content and to encourage attendance. Sessions monitored by SLT.	Teachers and HT	July 2019 Total budgeted cost £5500

<p>D For PP children's progress and attainment in reading to be at national average and better at end of KS 1 and KS 2</p>	<p>To enhance the teaching of reading in the school by having regular reading sessions as well as class reading to an adult.</p> <p>Books that are specific interest for LA readers bought.</p>	<p>All year groups except Year 1 PP children achieved lower than the non-PP children. Reading records for some indicate lower engagement at home. Therefore use of Beanstalk reading and TA regular reading boosts reading sessions The demands of the new curriculum in reading mean that quality first teaching of reading is essential and high quality interventions will promote this. Research (John Hattie, Sutton Trust toolkit) have shown that small group interventions with highly qualified staff are effective in promoting pupil progress.</p>	<p>Small group reading programme for all children plus any child not hitting national benchmarks at KS1 in reading. Monitoring of interventions through 6 weekly reviews. Regular learning walks of reading across the school. Parent workshops on reading. Reading competition throughout school</p>	<p>Teachers HT TA's</p>	<p>July 2019</p> <p>Total budgeted cost £2000</p>
Total budgeted cost					£8,000

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?
E For attendance of PP pupils to be in line with national average or better.	Regular meetings with Education officer – Let's get better scheme	The Education officer will work with parents and carers to improve the punctuality and attendance of children, particularly those from vulnerable groups. They will also support families to promote early engagement with the school and their children's learning. This approach is to increase the possibility of improving outcomes for children by them attending school regularly.	Meetings to ensure early identification of children with attendance issues. Systematic calling/texting for children who have not attended school. Workshops and parent meetings (with Governors) to promote attendance Regular review of attendance data	HT/ Office Manager	July 2019 Total budgeted cost £none – unless support package required
F For PP children with emotional difficulties to receive targeted interventions to ensure they make progress in their learning.	To employ councillor if/when required. Use of positive play therapy to engage children	Use of councillor to address emotional needs. Positive play therapy has worked before to boost self-confidence, resilience and achievement for pupils.	Meetings to ensure early identification of children with behavioural difficulties. Regular analysis of behavioural data and actions are put into place for key individuals. Observations of learning and behaviour of pupils through learning walks. Case Studies of pupils. Regular liaison with external agencies	HT	July 2019 Total budgeted cost £1800

G For all children in receipt of PP to have enhanced opportunities to develop their early writing and imaginative play through outdoor learning.	To set up purposeful role-play experiences to encourage early writing and mark-making skills.	The children in YearRin receipt of PP enter school with little experience of role-play, mark-making and writing. Enhancing the outdoor areas to encourage the development of these skills, promotes the importance of these in all areas for the children.	Promote the use of the enhanced areas through using children's interests, role modelling, peer modelling and directed activities.	Nursery Teacher, Key Workers	July 2019 Total budgeted cost £2000
Total budgeted cost					£3800
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?
F Continue to develop ability of PP pupils to concentrate in the mornings. Improve attendance and punctuality.	Continue to provide breakfast for individuals who may not necessarily access this at home before school.	Children are more alert	Termly review of attendance and wellbeing/engagement in learning.	HT SENCo	July 2019 Total budgeted cost £200
Enable all pupils to access first hand learning experiences.	Subsidise all school trips to ensure all PP pupils access different learning experiences.	PP pupil participation in termly day visits, swimming, after school clubs, residential trips and holiday clubs. Subsidising is the fairest way to ensure all pupils participate in educational visits. Subsidies have included provision of extra staffing.	Need to promote that the visits are subsidised and offer payment plans for anyone who requires it.	HT SENCo	July 2019 Total budgeted cost £5,000
Total budgeted cost					£5200