

Pupil premium report

- o Please check that you have published all of the information required.

Pupil premium spending 2019/2020 Austrey CofE primary

SUMMARY INFORMATION			
Date of most recent pupil premium review:	October 2019	Date of next pupil premium review:	October 2020
Total number of pupils:	87	Total pupil premium budget:	£20,100
Number of pupils eligible for pupil premium:	13	Amount of pupil premium received per child:	£1320 LAC £2300

STRATEGY STATEMENT

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The way in which we spend our pupil premium funding is influenced by current research (Sutton Trust, Oxford School Improvement) and OFSTED guidance. We carry out a needs analysis for every child eligible for funding to ensure that spending is targeted to their needs. We recognise that not all pupils who are socially disadvantaged are registered or qualify for FSM - many of our pupils are from low income families whose parents work part-time or in seasonal occupations. We ensure that provision is made for all vulnerable groups, and spend the funding in a wide variety of ways to maximise the benefit to as many pupils as possible.

Objectives

- To raise attainment of all pupils in reading, writing and maths
- To ensure that pupil premium children continue to make accelerated progress in order to close the gap with their peers
- To ensure that all children have equal access to the extended curriculum including trips, music tuition, and other enrichment activities
- To ensure that pupils from poorer socio-economic backgrounds do not suffer barriers which impede their attainment and progress

Assessment information

You can use this report to share results for specific groups of pupils (not just those eligible for pupil premium) if you wish.

Ofsted won't expect you to compare pupils eligible for pupil premium against their peers, this is especially true if you have few pupils eligible. If you have large numbers of pupils who are eligible for pupil premium, you may wish to include this comparison.

EYFS			
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
		School Average	National average
Good level of development (GLD)	1 100%	9 (75%)	72%
Reading	1 100%	10 (83%)	77%
Writing	1 100%	9 (75%)	74%
Number	1 100%	9 (75%)	80%
Shape	1 100%	9 (75%)	82%

YEAR 1 PHONICS SCREENING CHECK		
Pupils eligible for PP	Pupils not eligible for PP	National average
3 (33%)	7(100%)	82%

END OF KS1			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving expected standard or above in reading, writing and maths	2 (50%)	11(82%)	
% making expected progress in reading	2 (50%)	7(70%)	
% making expected progress in writing	2 (50%)	9(90%)	
% making expected progress in maths	2 50%	8(80%)	

END OF KS2			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving expected standard or above in reading, writing and maths	3 (33%)	10 (80%)	
% making expected progress in reading	2 (66%)	4(40%)	
% making expected progress in writing	3 (100%)	8(80%)	
% making expected progress in maths	3 (100%)	8(80%)	
% achieving expected standard or above in reading	3 (33%)	10 (90%)	
% achieving expected standard or above in writing	3 (33%)	10 (90%)	

END OF KS2			
% achieving expected standard or above in maths	3 (66%)	10 (90%)	
% achieving greater depth in reading, writing and maths	3 (0%)	10 (20%)	
% achieving greater depth in reading	3 (0%)	10 (40%)	
% achieving greater depth in writing	3 (0%)	10 (30%)	
% achieving greater depth in maths	3 (0%)	10 (20%)	

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Early skills of mark making and reading are poor this academic year
B	Progress of certain groups in school not always particularly those just under ARE need targeting
C	

ADDITIONAL BARRIERS	
External barriers (issues which require action outside school such as home learning environment and low attendance)	
D	Some parents do not share the benefits of education and what can be achieved with good education

E	Despite the best efforts of school some parents take pupils on holiday in term time.
F	

INTENDED OUTCOMES		
Specific outcomes		Success criteria
A	Improve interventions so they are sharper and much easier to plan and show progress.	Increased rates of progress with intervention pupils
B	Develop a whole school love of reading	Increased attainment and love of reading
C		
D		

Planned expenditure for current academic year

The headings below help you to demonstrate how you plan to use the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

Improve intervention groupings and precision teaching	Develop a range of bespoke training aimed at TAs and teachers to improve small group intervention	Although a number of interventions take place in school, they are very much ad hoc. We need to develop schemes and programs TAs and teachers can use to improve progress further.	PPM will identify SEN groups and this will be discussed in meetings Book Looks Learning walks Pupil questionnaires	HT DHT SENDco	Termly
Develop reading for pleasure across the whole school community	To develop a love of reading in all stakeholders and improve attainment as a result	By allowing pupils to explore books in a non-threatening way this will have a huge impact on standards.	Parent and pupil questionnaire Completion of wow days and stay and read days Overhaul of all book areas and library to encourage reading Develop after school reading club	Karen Cotton	Termly
Total budgeted cost:					£6274
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Intervention session for English and maths	Pupils will close the gap with their peers and make better progress.	Intervention has had a positive impact on pupil's progress in the past. Small group teaching allows pupils to access learning more confidently	Termly PPM held with teachers Tracking grids and intervention timetables to monitored by SLT	Class teachers	Reviewed termly when assessments take place
Total budgeted cost:					£5200

Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Forest school provision to support vulnerable pupils	Develop self-confidence and self-esteem through the provision of outdoor learning	Outdoor learning has a benefits for pupils well-being and social and emotional skills Small group work will boost self-esteem whilst still working on educational skills	Feedback from Forest schools lead Regular check in against Boxall profiles Pupil questionnaires	Forest schools lead	Termly
Enrichment programs	To provide pupils with opportunities to develop their educational and vocational skills	A number of pupils do not have access to the curriculum without school contributing to the cost. Full access to the curriculum is an entitlement for all	A detailed folder of funds to be collated by office manager	Headteacher	Termly
Total budgeted cost:					£ 8,500

Review of expenditure from previous academic year 2018-2019

The headings below help you to demonstrate how you used the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies

PREVIOUS ACADEMIC YEAR				
Total amount:				
Quality of teaching for all				
Action	Intended outcome	Impact	Lessons learned	Cost
Close the gap in the progress in reading and writing for PP children so that it is as good as the progress made in mathematics.	The school will look at elements of the Power of Reading program to improve attainment in reading, especially in EYFS and Key Stage 1.	The percentage of pupils attaining a Good level of development in reading was 85% this was a big increase on the previous year when only 50% achieved this. Attainment in reading at KS1 at ARE was slightly up on the previous year and above the national. The percentage of pupils reaching GD also rose to 23% a 6% increase on the year before.	Although we were pleased with the outcomes for reading, we now need to embed further the Power of reading so that it is having a long term impact on reading across school.	£4,360
Writing/reading strategies needs to be developed to support PP pupils to make accelerated progress in reading and writing	That in reading and writing rates of progress are improved and where possible more than 12 month's progress is made from starting point to close the gap.	5 out of 13 pupils made 12 or more month's progress in reading from starting points. 6 out of 13 pupils made 12 or more month's progress in writing from starting points.	Although targeted interventions and strategies to teaching certainly had a positive impact on speeding up rates of progress in reading and writing. Not all children made accelerated progress in these subjects. This was particularly the case in Year 6 due in part to poor support from home. We will look at data and chat to teachers about what worked well and what needs tweaking for new academic year.	£6457
Targeted support				

Action	Intended outcome	Impact	Lessons learned	Cost
Other approaches				
Action	Intended outcome	Impact	Lessons learned	Cost
Pupils to have wider experiences in order to live like in all its fullness.	That pupils who do not always get the opportunities to undertake extra activities are supported to do so.	We have had a number of pupils taking part in music concert at the end of the year 1 pp child as a direct result of spend has joined Tamworth FC girls team All pupils enjoyed a whole school visit to the Hippodrome in Birmingham Pupils have benefitted from pre learning books for topics	We feel as a school this is an important part of what we do to give every child the opportunity to take part in all school activities to develop well-being and feeling included within school.	£3500
Improve Early Intervention strategies with hard to reach parents, and support them at home and school so this has a positive impact on pupil outcomes.	Develop quicker access to early help without stigma	We are supporting a couple of families through Early Help but in all honesty probably no more than we would usually have and PP money probably didn't help much.	As a school we are increasing our liaison with Early Help generally and although we felt PP money might help it hasn't and we would not use the funds next year for this.	£800