

Pupil premium strategy statement (primary) 2018-2019

1. Summary information					
School	Amotherby Community primary School				
Academic Year	19/20	Total PP budget	13800	Date of most recent PP Review	July 2019
Total number of pupils	198	Number of pupils eligible for PP	11	Date for next internal review of this strategy	July 2020

2. Current attainment		
Year 6 SAT results 2019	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	5%	50%
% making progress in reading	-5.35	-28.02
% making progress in writing	-19.32	-31.5
% making progress in maths	-24.36	8.15

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Increasing percentages of children coming into school with below typical communication and language barriers to their learning.
B.	Lack of engagement of parents for pupil premium children to support resilience
C.	Limiting life-enhancing experiences – musically and culturally.
External barriers	
D.	Some of pupil premium children are identified as having emotional needs Factors which limit children's experiences of broader educational experiences

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Due to children experiencing good quality teaching and learning on a daily basis. Children will achieve at least national expectations.	Pupil Premium children will achieve in line with national expectations.
B.	Develop resilience, confidence and independence strategies in children across school. This will be seen by children making at least expected progress in Reading, Writing, Maths and SPAG.	To support learners in developing learning behaviours to enable them to succeed and make at least the expected progress from their starting points.
C.	Use a variety of strategies to implement and buy resources to develop early communication and language from Base Line in EYFS	To achieve GLD at least in line with national expectations.
D.		

5. Planned expenditure					
Academic year		19/20			
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?
For all PP children and non PP children EYFS to Y6 to achieve their predicted and expected outcomes in Reading, SPAG Writing and Maths by the end of the Academic July 2019.	<p>To employ GTAs to support small groups in class and provide intervention work during pre- teach and catch up programs.</p> <p>To purchase resources to support Maths mastery teaching across the school</p>	<p>To accelerate learning, close any gaps and maximise progress for all children.</p> <p>To improve the progress of Maths from 0.6 by the end of KS2.</p>	<p>Monitor all children's progress termly.</p> <p>Staff attend training with Maths Mastery specialist. Maths Subject lead to observe lessons and do book trawls with all year groups.</p>	<p>HT</p> <p>Maths Lead</p>	<p>Progress meetings throughout the year, feedback to Standards and Performance Committee at FGB meetings.</p> <p>Termly with observations of Maths in December 2018.</p>
Total budgeted cost					£11800
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?

To support Educational visits residential and non-residential. To provide instrumental lessons for children in Y2 and Y5	To support PP children with the costs of trips. To provide full inclusivity for PP children.	To ensure children by the end of the academic year make expected progress in foundation subjects and the vast majority of children are at ARE. 2019 Writing PP 5 % of children achieved the expected progress Non PP 50% achieved the expected progress.	To be built in to our curriculum . To monitor children's writing	HT	On a termly basis and at the end of the year. July 2020
To provide inspiring writing experiences and improve outcomes for writing for all children.	To invite authors into school to do writing workshops. Play In a day experiences for children	To enhance children's life experiences to give confidence and build resilience.			£2000
Total budgeted cost					
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?
To ensure that PP and non - PP girls by the end of Year 6 achieve expected national outcomes for Maths and Writing	Purchase 16 ipads to support the Reflect Ed Project for PP and non PP children to identify mistakes and improve their strategies toward learning , to have a go at using other approaches.		For member of staff to maintain lead Reflect Ed project throughout the school. To support staff and ensure parental engagement.	HT	On a termly basis and by the end of July 2020.
Total budgeted cost					£13800

6. Review of expenditure

Previous Academic Year

2017-2018

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
<p>Dedicated GTA hours to deliver Phonics and specific reading interventions in KS1. Dedicated GTA hours to deliver specific SPAG and small group writing support in class KS2.</p>	<p>GTA to work in all classes with targeted small groups of learners to improve outcomes for all children.</p>	<p>Whole school analysis shows: Yr 1 Phonics – PP 100% achieved Non – PP 77% achieved</p> <p>KS1 Reading – PP 100 % made expected progress with 50% exceeding expected progress</p> <p>Non – PP 72 % made expected progress with 28% exceeding expected progress.</p> <p>KS2 Writing – PP 50% made expected progress Non PP 71% made expected progress</p> <p>KS2 SPAG – PP 50 % made expected progress Non PP 66% made expected progress.</p>	<p>This approach has been successful and had continued impact on standards across the school. TA will continue to support small groups of learners in class PP and Non PP children.</p> <p>In house training to be arranged for TAs to develop questioning of skills to enable learners independence.</p>	<p>£9376.10</p>
<p>To develop resilience in PP and non- PP children. Identified classes of Year 3,5 and 6 to trail Reflect Ed project working with EEF</p>	<p>For children to be able to identify errors in their work and discuss different ways in which they can try different approaches. The purchase of class ipads to enable this work</p>	<p>Children have enjoyed taking part in the project , discussions with parents have shown an advantage to PP and non- PP children with regard to emotional well - being and resilience.</p>	<p>This will be measured at the end of 2019 when the Reflect Ed programme has been rolled out to all classes on the success of emotional wellbeing and resilience. We will be tracking PP and non-PP girls Maths at the end of Year 6.</p>	<p>£867</p>

ii. Targeted support				
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
<p>Maths support for targeted LAC PP child in Y6 to close the gap.</p> <p>Training for TA working with PP child to support emotional and social needs.</p>	<p>To employ 1 to 1 intervention for Maths to look at specific and identified areas in order to close the gap.</p> <p>To attend Compass Buzz training and develop necessary identified approaches in school.</p>	<p>PP LAC child made expected progress in the Year for Maths.</p> <p>Identified specific times for 1 to 1 support of PP child to develop social and emotional needs within school. This has had a wider positive impact on non- PP children throughout the school as they are developing resilience and tolerance.</p>	<p>This support will not continue but information transferred to secondary school to ensure gaps are continued to be closed. The impact of this has been for children to make more than expected progress during Year 6.</p> <p>TA will disseminate training to other TAs across school.</p>	<p>£860</p> <p>£250</p>
iii. Other approaches				
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

<p>To ensure access to life experiences for PP through trips and visits to enhance curriculum and non-curriculum</p>	<p>PP children to be offered support with the costs of trips.</p>	<p>PP children to take part in residential and school trips.</p> <p>All children to engage and benefit from these experiences as part of the school curriculum and extended school curriculum. To develop children self-esteem and build resilience.</p>	<p>To continue with this provision going into the next academic year.</p>	<p>£518.90</p>
<p>To provide children in Year 2 and Year 5 PP and non PP children to learn to play an instrument (recorder/clarinet), for half a term in small groups.</p> <p>To support PP children on 1 to 1 instrumental lessons. Instruments are provided by the school.</p>	<p>To ensure all children are given the opportunity to learn to play a musical instrument and develop musical knowledge.</p> <p>PP children offered a discount of individual music lessons.</p>	<p>All children in Year 2 and 5 accessed clarinet and recorder lessons in small groups.</p> <p>2 PP Children accessed violin, guitar and clarinet lessons.</p>	<p>To continue with this provision going into the next academic year.</p> <p>To continue with this provision over the next academic year</p>	<p>£960</p> <p>£618</p>

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our full strategy document can be found online at: www.aschool.sch.uk

Additional Funding has been largely targeted on funding additional staffing and focusing on small group work. We have adopted pre-teach and catch up teaching during specific times in the day. This will try to be maintained but is dependent on the school budget.